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У матеріалах подані тези XII Всеукраїнської студентської науково-практичної конференції «Перекладацькі інновації». До збірника ввійшли наукові дослідження, присвячені актуальним проблемам сучасного перекладу, мовознавства, лінгвістики, стилістики, методики та методології сучасних літературознавчих досліджень.

Для мовознавців, перекладачів, викладачів і студентів філологічних та перекладацьких факультетів.

SPEAKING FOR ENGLISH LANGUAGE LEARNERS: OVERCOMING THE BARRIERS THAT IMPEDE

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The link between affective factors including motivation, self-confidence, and anxiety and the process of second language learning is captured by Krashen's (1982) affective filter hypothesis. Age and economic privileges can also be added to the list of affective factors, thus they are regrettably not the only ones. It is great for a classroom to accommodate the various skills and demands that ELLs have. Avoid engaging pupils in routine, boring tasks that don't motivate them. As a result of these issues, which prevent a student from speaking English, I feel compelled to find out what other individuals around the globe are doing to assist their pupils in overcoming similar challenges. A number of lesson plans and exercises that aim to boost students' motivation, self-confidence, and calmness to enhance their English-speaking skills are the outcome of this investigation.

English language learners (ELLs) frequently have to respond to the question "Do you speak English?" They might be required to provide an informal or formal response to that query. They might even be required to respond to it during a role-play in the context of a real or imagined scenario. No matter the setting or scenario, many ELLs may respond well, constantly highlighting their ability to read, write, and understand, but frequently expressing fear when required to speak. In my 20 years of teaching English, I have seen this speaking apprehension.

Without a doubt, the most complicated and difficult problem facing English language teachers today is motivation (Scheidecker& Freeman, 1999). Whether it's travel plans, interactions with English speakers, or economic prospects, teachers need to assist students in finding a motivation to speak. Students will be more motivated to learn English once they have a motivation.

Additionally, it's crucial to give kids who don't have many financial advantages additional speaking opportunities, reduce fear, and boost motivation.

Students' capacity to communicate can be affected by a variety of problems, including motivation, self-confidence, and nervousness. Infants and young children can mimic articulatory motions and rehearse language sounds by cooing and babbling as they learn to speak, whether they are

native speakers or not. Adults and older children, on the other hand, rely on more sophisticated stages of cognitive development, such as concrete and formal operations that connect to later systems managing explicit knowledge (Westermann et al., 2007). Adult learners essentially learn L2 phonemes using explicit rules. This concept's ramifications could help to explain why children's pronunciation appears to be superior to that of adults. In Mexico, I have largely instructed adults. They frequently gripe that they could already be too old to speak English naturally. They have been subjected to this ideology for such a long time that they genuinely think they have no chance of learning to speak English. The motivation of ELLs is just harmed by this ongoing conversation.

Strong English language communication abilities are becoming increasingly necessary, which has increased demand (Ahmed et al., 2017; Mahmoodzadeh, 2012). English has been made an obligatory subject and is gradually being incorporated even earlier into the curricula in many schools, according to Qi (2016). This demonstrates the official value of English in both society and education.

However, although it is a compulsory subject, there are fewer English lessons provided to students than other subjects. One of the aspects of learning English for speakers of other languages has been to develop a good communicative ability. In fact, since leaning to speak a second or foreign language can change a person's life, ELLs probably tend to perceive their speaking ability as an important criterion for success. Therefore, ELLs may attempt to pursue it more seriously than other aspects of foreign language learning. However, learning a second or foreign requires affective variables or barriers, which may include inhibition, attitudes, motivation level and degree of self-esteem or self-confidence (Ahmed et al., 2017; Mahmoodzadeh, 2012). Another of these affective variables in foreign language anxiety (FLA) which, as Worde (1998) discussed is a serious problem in foreign and second language classrooms. Anxiety may be experienced by thirty to fifty per cent of students. Foreign language classroom anxiety has been identified as distinguishable from other forms of anxiety and has been supposed to have damaging effects on the acquisition of and performance in a foreign language (Worde, 1998).

In his definition of anxiety from 1983, Spielberger said that anxiety is "a subjective experience of tension, apprehension, uneasiness, and worry coupled with an arousal of autonomic nervous system" (p. 15). Additionally, according to Abu-Rabia (2004), anxiety is described as "fear, panic, and worry" (p. 711).

Anxiety is typically divided into three categories: (1). An aspect of personality is trait anxiety (Eysenck, 1979). (2). State anxiety, which is trepidation felt in the present, and (3). Anxiety that is experienced in a clearly defined setting is known as situational anxiety (MacIntyre & Gardner, 1989). Language anxiety is a nervousness that comes with learning a language (LA). According to MacIntyre (1999), language anxiety is "the anxiety and adverse emotional response elicited from learning or using a second language" (p. 27). The foreign language learner who is classified as having anxiety is typically concerned, physically uneasy, and unwilling to participate in situational learning, according to Abu-Rabia (2004). (p. 712). Anxiety has long been linked to language acquisition in general, as well as in the classroom, by researchers and linguists who specialise in second and foreign languages (Azher et al., 2010). Foreign language classroom anxiety (FLCA) is the name given to the uneasiness felt in a classroom (Horwitz et al., 1986). FLCA was defined by Horwitz (1986) as "a distinctive complex of self-perceptions, attitudes, sentiments, and behaviours connected to classroom language acquisition originating from the distinctiveness of the language learning process" (p. 131). Horwitz and Cope (1986) believed that FLCA, which students feel in the clearly defined environment of a foreign language classroom, is a situational anxiety rather than a trait anxiety.

In terms of the different stages of the language learning process, specifically in a classroom situation, Williams and Andrade (2008) discussed these stages as input, processing (mental planning), and output. The input and processing stages are concerned with the worries, confusions, and thinking process of the learners when they are asked to participate in the classroom whereas the output stage is concerned with the actual response of the learners. Researchers have identified the effects of LA on each of these stages as well. Additionally, other researchers in their studies have also investigated the effect of induced anxiety during each of these stages (Bailey et al., 2000), and recently, a growing body of researchers and theorists have been working on foreign language classroom anxiety in relation to the learners' achievement as well as the sources of anxiety (Bailey et al., 2000; Cheng, 2001; Horwitz et al., 1986). Many researchers have agreed that FLA affects students' attitudes and their achievement in language learning. Although anxiety may sometimes be a facilitating factor, in most cases, it negatively affects learners' achievement and has debilitating effects on students' learning. Zheng (2008) asserted that a language learning experience could become a traumatic experience

and may deeply affect one's self-esteem or self-confidence. In fact, anxiety has been believed to negatively affect achievement in the second language learning (Aida, 1994). It is true that FLCA affects learners' achievement, but it does not work in isolation. Many other factors contribute to a learner's language acquisition.

In other words, FLA has a variety of causes, some of which may be attributed to the student, others to the teacher, methodologies, or methods of education. Low self-esteem, false assumptions about language acquisition, unfavourable encounters with the foreign language or culture, or the overall experience of language learning can all be sources of anxiety (Worde, 1998). Aside from these variables, anxiety is linked to age, motivation, and emotional intelligence (Bailey et al., 2000; Yan & Horwitz, 2008). (Awan et al., 2009).

In the last few decades, motivation has been the center of discussions and research in language learning (Chung, 2013). Motivation has mainly concerned the direction and magnitude of behavior, which, according to Dörnyei and Ushioda (2001) is responsible for why people decide to do something, how long they are willing to endure the activity, and how hard they are going to pursue it. Motivation in second language acquisition is defined as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language (Gardner et al., 1985). These arguments indicate the complexity of motivation as well as its role in language learning. Essentially, motivation may include determinants that affect the quality or achievements of students. For example, Linnenbrink and Pintrich (2002) asserted that student motivation, which can be conceived of as a multifaceted construct with different components, is a decisive enabler for academic success. Saville-Troike (2006) pointed out that students who are more motivated are able to learn a new language better.

According to Ag et al. (2016), the dichotomy of language learners based on the self-determination theory (Noels et al., 2000; Vallerand et al., 2008) seems important in determining the reasons for learning another language. A well-known dichotomy of motivation in general education is intrinsic motivation vs. extrinsic motivation. Extrinsic motivation refers to behaviors an individual performs to receive some extrinsic reward, (e.g., learning English in order to get a better job), while intrinsic motivation refers to behaviors whose rewards are internal (e.g., the joy of learning English). Ag et al. (2016) continued by mentioning that another dichotomy which is also repeatedly used when establishing the reasons for learning a

language is instrumental versus integrative motivation, which can be traced back to a study by Gardner and Lambert in 1959 (see also Gardner, 2000; Kissau, et al., 2010). Gardner and Lambert (1959) established that instrumental motivation as the reasons for learning a foreign language reflects the more utilitarian value of linguistic achievement. This type of motivation is a synonym with extrinsic motivation, which is related to rewards as external to language learning. Different from instrumental motivation, for which the rewards are external to the activity, integrative motivation refers to internal reasons for language learning. This type of motivation refers to an individual's willingness and interest in having social interaction with members of the L2 group (Gardner & Lambert, 1959). Gardner and Lambert (1959) stated that with integrative motivation language learners learn another language because they want to learn more about the language group. Ag et al. (2016) explained that motivational orientations in learning a foreign language may change.

Gardner and MacIntyre (1992, 1993) claimed that individual-difference variables (e.g., cognitive variables and affective variables), influenced by antecedent factors (i.e., biological factors such as age and experiential factors such as previous language training experience), interact with both formal and informal language acquisition contexts and influence both linguistic and nonlinguistic outcomes.

As previously stated, age plays a role in language learning. According to Lightbown and Spada (2013), all second language learners, regardless of age, have already acquired at least one language. This prior knowledge may be an advantage in the sense that they have an idea of how languages work. On the one hand, knowledge of other languages can lead learners to make incorrect guesses about how the second language works, and this may result in errors that first language learners would not make. Lightbown and Spada (2013) mentioned that young language learners start the mission of first language acquisition without the cognitive maturity that older second language learners have. Although young second language learners have begun to develop these characteristics, they will still have far to go in these areas, as well as in the area of world knowledge, before they reach the levels already attained by adults and adolescents. On the other hand, the results of a research study conducted by Bećirović and Hurić-Bećirović (2017) demonstrated a significant relationship between age and motivation. The ten-year-olds had the highest motivation for learning English as a second language, while the eighteen-year-olds had the lowest motivation for learning English as a second language. The ten-year-olds

also scored the highest in learning English as a second language. Moreover, Bećirović and Hurić-Bećirović's results (2017) also showed a significant correlation between achievement and motivation. The age factor represents a special importance and influences both the motivation and the ability to acquire a second language. Many professors believe that the key factor influencing the learning of a language is the age of students. However, it is important to highlight that many scholars rely on the theory of a critical period, which affirms that after a certain period foreign language cannot be acquired in its entireness (Hurford, 1991).

In their book *How Languages are Learned*, Lightbown and Spada (2013) explained that the innatist perspective is often linked to the critical period hypothesis. This hypothesis stated that animals, including humans, are genetically programmed to acquire certain kinds of knowledge and skills at specific times in life; beyond those 'critical periods', it is either difficult or impossible to acquire those abilities.

Birdsong (2006) mentioned that volume of the brain decreases with age and that this process begins after the age of twenty. However, aging affects the ability to learn, not only language, but also other content and includes the acquisition of other skills and competencies as well (Sinanović & Bećirović, 2016). Based on recent studies, Nikolov and Djigunovic (2006) concluded that native ultimate attainment is available to a number of adults who started learning the target language after puberty. As a result, the strong version of the CPH cannot be maintained any longer. Nikolov and Djigunovic's (2006) conclusions indicated that in order to set realistic goals for early learners, it is essential to consider what level learners in bilingual education achieve, and how long it takes them to develop native-like proficiency in a L2. Nikolov and Djigunovic's (2006) research evidence showed that five to seven years are needed, depending on the educational programs, to achieve grade level norms in academic subjects taught in English (Wong Fillmore, 1998) and a recent longitudinal study found that young children had strong accents after four years of enrollment in English-medium schools indicating that native accent is not automatically available (Flege et al., 2006).

In his book *Self-esteem and Foreign Language Learning*, Rubio (2021) stated that at this moment in language teaching history, the role of affective variables and the necessity of focusing on the emotional states of learners are readily acknowledged by the language teaching community. As Rubio's (2021) volume clearly attested, this understanding of the emotional vulnerability of language learners is shared by many language

teachers and researchers around the world.

When learners subscribe to common overly perfectionistic beliefs about language learning, they may erroneously interpret their progress as abnormally slow and conclude that they lack aptitude for language learning (Gregersen & Horwitz, 2002; Horwitz,1988).

Along with listening, writing, and reading, speaking is part of the four pillars of learning English. However, many ELLs have expressed that they feel it is their weakest skill, or at least the one that creates the most fear or anxiety to them. Accordingly, different researchers, such as Gardner & Lambert (1959), have long studied barriers to speech ability, such as anxiety, motivation, self-esteem, and age. Even though some literature has investigated these barriers mentioned, very little of it focuses on Latin American students. Accordingly, the aim of this project is to generate ideas for lesson plans and activities that can help to overcome these barriers where Latin American students are concerned, as most of the research focuses on Asian countries, like China, Thailand, Indonesia, and Bangladesh.

Teachers should nonetheless continue to look broadly for suggestions and ideas to try to eliminate the barriers that affect their students' learning. The relative lack of concrete solutions aimed at the group of people I intend to teach propelled me to use previous knowledge on the specific characteristics of that group of learners to adapt the lessons to their particular needs. A critical area of focus within these lessons is to lower students' levels of anxiety and therein help them to communicate in English.

Teachers are in a unique position to understand the needs and characteristics of their students, and we are constantly on the lookout for new ways to make our lessons engaging, participatory, and enjoyable. These concepts are not simply pasted from one area to another. They are modified by teachers to fit the situation.I hope that this project and investigation help teachers see that we should try to do whatever is in our hands to help our students overcome the barriers that impede them from speaking English.

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