



TECHNICAL UNIVERSITY OF COTOPAXI

CAMPUS PUJILI

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES UNDERGRADUATE
PROGRAM**

RESEARCH REPORT

THEME:

**“EFL STUDENT’S ORAL PARTICIPATION AT TECHNICAL UNIVERSITY OF
COTOPAXI”**

Research report before obtaining the bachelor's degree in National and Foreign Language
Pedagogy, English Major

Author:

Puca Jirón Ariana Abigail

Tutor:

Dra. Venegas Álvarez Gina Silvana, PhD.

**PUJILI-ECUADOR
FEBRUARY - 2025**

DECLARATION OF AUTHORSHIP FORM

Puca Jiron Ariana Abigail, with ID No. 1501212763, declare to be the author of the present RESEARCH PROJECT: “**ORAL PARTICIPATION AT TECHNICAL UNIVERSITY OF COTOPAXI**” with Dra. Gina Silvana Venegas Alvarez, PhD. as the Tutor of this work, and, expressly exempt the Technical University of Cotopaxi and its legal representatives from any possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are my sole responsibility.

Pujilí, 25th february 2025



Signature.

Puca Jirón Ariana Abigail

ID: 1501212763


TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "**EFL student's oral participation at Technical University of Cotopaxi**" and researched by Ariana Abigail Puca Jirón, ID number 1501212763, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major,

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision committee and its presentation and defense.

Pujili, 19th February, 2025



Dra. Gina Silvana Venegas Alvarez PhD.

ID: 0501598643

APPROVAL OF THE DEGREE COURT

As the Readers' Tribunal, we approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi, and by the Pujili Extension; the applicants: Puca Jiron Ariana Abigail, with the title of the Research Project "EFL STUDENT'S ORAL PARTICIPATION AT TECHNICAL UNIVERSITY OF COTOPAXI" has considered the recommendations issued in a timely manner and meets the sufficient merits to be submitted to the defense act of the graduation work.

For the reasons stated above, the recording of the corresponding files on a CD is authorized, in accordance with institutional regulations.

Pujili, 25th February, 2025

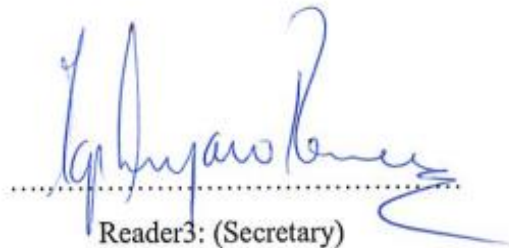
For the record, they sign:



.....
Reader: 1 (President)
Name: MSc. Rosero Menendez Jorge Luis
CI: 0500862727



.....
Reader: 2
Name: MSc. Castro Bungacho Sonia Jimena
CI: 0501974729



.....
Reader3: (Secretary)
Name: MSc. Romero Palacios Amparo de Jesus
CI: 0501369185

GRATEFULNESS

I am profoundly grateful to God for granting me the opportunity to reach another stage in my life. To my parents and brother, who have been my unwavering support throughout this long journey, constantly offering me words of encouragement and standing by me at every step. To the Technical University of Cotopaxi for providing me with the opportunity to study at this esteemed institution. I would also like to express my sincere thanks to Dr. Gina Venegas for her invaluable guidance and support throughout this project. I am grateful to all my professors for their teaching and the time they dedicated. Lastly, to everyone who stood by me during this process, offering me motivation, joy, and advice. This achievement is also yours.

Abigail

DEDICATORY

I dedicate these four years of hard work primarily to my parents, Ivonne and Edison, who have imparted one of the most invaluable life lessons: the importance of perseverance. A special thanks to my mother, Ivonne, whose ability to listen, guide, care for me, and love me unconditionally has continually made me stronger and more resilient. To my younger brother, Isaac, who has been my confidant, my closest ally, and a constant source of inspiration throughout this journey. To my little sister, Nahomi (Betsa), who has filled my life with the most cherished moments. To my daughter, Kiara Sofia, whose playful energy, boundless affection, and unwavering companionship have been a steady source of motivation. I cannot forget my best friend, Juan, whose incredible patience, infectious laughter, and wise counsel have been invaluable this semester, reminding me what true friendship truly means.

Lastly, to my bae Leo, whose unconditional love and immense support have been the driving force that enabled me to complete this chapter of my life. Without him and all, this journey would not have been possible.

Abigail

TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: EFL STUDENT'S ORAL PARTICIPATION AT TECHNICAL UNIVERSITY OF COTOPAXI

Author:

Puca Jirón Ariana Abigail

Tutor:

Dra. Venegas Álvarez Gina Silvana, PHD.

ABSTRACT

Oral participation in the acquisition of English as a foreign language is essential, because it facilitates communication both in the academic environment and in the communicative environment. The objective of this study was to determine the factors that affect oral participation in the students of the Second Cycle of the Technical University of Cotopaxi. The problem lies in the lack of oral participation of students, which negatively affects their academic performance and the development of their language skills. The methodology used was based on a quantitative approach, with a descriptive design, in addition, a survey was used as a technique, and a questionnaire as an instrument, which consisted of 22 questions on the Likert scale. The research involved 38 students from the Pedagogy of National and Foreign Languages (PINE) program. The findings revealed that fear of making mistakes, lack of confidence, and teacher motivation negatively affect oral participation. It was also found that a representative number of students are afraid to participate in class, experience nervousness, and lack peer support. In conclusion, students' oral participation is indispensable for language learning; however, the pedagogical, social, individual, and psychological factors that affect participation can provide valuable information for both teachers and students. Finally, this research contributed to identifying barriers to oral participation in order to improve the process of teaching English as a foreign language.

Key words: Oral participation, pedagogical factors, social factors, individual factors, psychological factors

UNIVERSIDAD TÉCNICA DE COTOPAXI
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TÍTULO: PARTICIPACIÓN ORAL DE LOS ALUMNOS DE EFL EN LA UNIVERSIDAD TÉCNICA DE COTOPAXI

Autor:

Puca Jirón Ariana Abigail

Tutor:

Dra. Venegas Álvarez Gina Silvana, PHD

RESUMEN

La participación oral en la adquisición del idioma inglés como lengua extranjera es esencial, debido a que facilita la comunicación tanto en el entorno académico como en el ámbito comunicativo. El objetivo de este estudio fue determinar los factores que afectan la participación oral en los estudiantes del Segundo Ciclo de la Universidad Técnica de Cotopaxi, Campus Pujilí. El problema reside en la falta de participación oral de los alumnos, lo cual incide negativamente en su rendimiento académico y en el desarrollo de sus habilidades lingüísticas. La metodología empleada se basó en un enfoque cuantitativo, con un diseño descriptivo, además, se utilizó una encuesta como técnica y un cuestionario como instrumento, el cual constó de 22 preguntas en la escala de Likert. La investigación contó con la participación de 38 alumnos de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). Los descubrimientos revelaron que el temor a equivocarse, la falta de confianza, y la motivación del profesor afectan de manera negativa la participación oral. Se constató, además que una cantidad representativa de alumnos presentan temor al participar en clase, experimentan nerviosismo y carecen del respaldo de sus compañeros. En conclusión, la participación oral de los estudiantes es indispensable para el aprendizaje del idioma, sin embargo, comprender los factores pedagógicos, sociales, individuales, y psicológicos que afectan a la participación puede aportar información valiosa tanto para los profesores como para los alumnos. Finalmente, esta investigación contribuyó a identificar las barreras que dificultan la participación oral para poder mejorar el proceso de enseñanza del inglés como lengua extranjera.

Palabras clave: Participación oral, factores pedagógicos, factores sociales, factores individuales, factores psicológicos.

INDEX

| | |
|--|------|
| COVER PAGE | i |
| DECLARATION OF AUTHORSHIP FORM | ii |
| TUTOR'S ENDORSEMENT..... | iii |
| APPROVAL OF THE DEGREE COURT | iv |
| GRATEFULNESS..... | v |
| DEDICATORY | vi |
| ABSTRACT | vii |
| RESUMEN | viii |
| 1. GENERAL INFORMATION..... | 1 |
| 2. PROBLEM STATEMENT..... | 2 |
| 3. JUSTIFICATION | 3 |
| 4. OBJECTIVES..... | 4 |
| GENERAL OBJECTIVE: | 4 |
| Specific Objectives..... | 5 |
| 5. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED..... | 5 |
| 6. SCIENTIFIC AND TECHNICAL FOUNDATION | 6 |
| 6.1 Background..... | 6 |
| 6.2 Theoretical Framework..... | 8 |
| 6.2.1 English as a Foreign Language..... | 8 |
| 6.3 Receptive Skills | 9 |
| 6.3.1 Listening | 9 |
| 6.3.2 Reading..... | 10 |
| 6.3.3 Productive skills | 11 |
| 6.3.3.1 Writing..... | 11 |
| 6.3.3.2 Speaking | 11 |
| 6.4 Oral communication | 12 |
| 6.4.1 Intonation and pronunciation..... | 12 |
| 6.4.2 Active Listening | 13 |
| 6.5 Oral production..... | 13 |
| 6.5.1 Coherence and cohesion | 14 |
| 6.6 Oral interaction | 14 |
| 6.6.1 Turn-taking..... | 14 |
| 6.6.2 Paralinguistic features..... | 15 |
| 6.7 Participation in the English classroom | 15 |
| 6.8 Factors that affect lack of oral participation..... | 16 |

| | |
|---|----|
| 6.9 Pedagogical Factors..... | 16 |
| 6.9.1 The importance of teacher’s role..... | 17 |
| 6.9.2 Classroom environment..... | 17 |
| 6.9.3 Intrinsic and extrinsic motivation..... | 18 |
| 6.10 Social Factors..... | 19 |
| 6.10.1 Interpersonal relationships..... | 19 |
| 6.10.2 Social Support..... | 19 |
| 6.11 Individual Factors..... | 20 |
| 6.11.1 The Importance of English classroom..... | 20 |
| 6.11.2 Self-confidence..... | 20 |
| 6.11.3 An extroverted and introverted person..... | 21 |
| 6.12 Psychological Factors..... | 21 |
| 6.12.1 Anxiety and shyness..... | 21 |
| 6.12.2 Fear of making mistakes..... | 22 |
| 7. METHODOLOGY..... | 22 |
| 7.1 Research Approach..... | 22 |
| 7.2 Collection and processing of information..... | 23 |
| 7.3 Analysis and interpretation of the information collected..... | 24 |
| 8. CONCLUSIONS..... | 32 |
| 9. RECOMMENDATIONS..... | 33 |
| 10. BIBLIOGRAPHY AND REFERENCES..... | 34 |
| 11. ANNEXES..... | 44 |
| Appendix 1. Survey..... | 44 |
| Appendix 2. Validation Instrument..... | 51 |

TABLE INDEX

| | |
|---|----|
| Table 1. The teacher's role..... | 25 |
| Table 2. Emotional factors..... | 27 |
| Table 3. Factors Influencing my Oral Participation..... | 29 |
| Table 4. Personal challenges..... | 31 |

FIGURES INDEX

| | |
|---|----|
| Figure 1: The Teacher's Role..... | 25 |
| Figure 2. Emotional Factors | 26 |
| Figure 3. Factors Influencing My Oral Participation | 27 |
| Figure 4. Personal Challenges | 30 |
| Figure 5. Totally Questions | 31 |

1. GENERAL INFORMATION

Theme:

EFL Student Oral Participation at Technical University of Cotopaxi

Starting Date:

October 2024

Ending Date:

March 2025

Place of Research:

Pujilí, Cotopaxi, Technical University of Cotopaxi

Sponsoring Faculty:

Campus Pujilí

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

A transdisciplinary study of education and linguistic in linguistic- communicative contexts for teaching the English language.

Work Team:

Dra. Venegas Álvarez Gina Silvana

Puca Jirón Ariana Abigail

Knowledge area:

Education

Research line:

Education, communication, and design for human and social development

Research sub-line:

Education, linguistics, literature, interculturalism and society

2. PROBLEM STATEMENT

Learning English as a foreign language requires the development of language skills, one of the most essential of which is oral communication. According to Mahdi (2020), mention that oral communication is the exchange of information, thoughts and emotions through speech, being essential for human interaction by facilitating the direct transmission of ideas in a conversational context. Within the communication we evidenced problems at international level and of course in the Technical University of Cotopaxi, in the career of pedagogy of national and foreign languages.

The lack of oral participation in the classroom indicates that students do not feel confident in expressing themselves. According to Tatar (2017), active participation in the classroom can improve the educational level and enrich students' personal development. As well as how the classroom can influence feeling comfortable during participation. For this reason, the classroom is defined as an environment in which both students and teachers can interact and share information to properly pursue knowledge (Mohd et al., 2020). Finally, Henainia (2011) mentions that class participation involves conscious effort and attention either through a task or a performance. In this way, students can have a more active participation and concentrate more in the classroom.

This research is based on the fact that there is no straightforward answer about the factors that influence oral participation in the second cycle of the Technical University of Cotopaxi (UTC). In light of this, a passive classroom is the teaching process in which the teacher gives the lecture while the learner memorizes, takes notes, or records information (Diepreye and Odukoya, 2019). Passive learning makes students uninterested in lectures, thus decreasing their learning and performance. It is easier for teachers to teach grammar guided by texts related to activities. Ho and Binh (2014) mention that teachers feel more comfortable and confident teaching grammar and having their students not use the learned language in classroom communication. This would cause students to only learn grammar and not the use of the language as such, so they are not able to communicate since there is no adequate and

safe space for students' oral practice. Some universities do not have a classroom where only oral production can be done, making the students not feel comfortable speaking. Hence, it is important to know what other factors affect students' oral participation in the classroom.

The main goal of this study is to determine the factors that influence students' oral participation in the second cycle of the Technical University of Cotopaxi from October 2024 to March 2025. This research was able to determine the factors affecting oral participation and their possible outcomes for improvement in the classroom. Specifically, the above considerations have led the researcher to formulate the following question: What are the factors that influence the lack of oral participation in EFL students of the second cycle of the PINE course at the Technical University of Cotopaxi in the period October 2024-March 2025?

3. JUSTIFICATION

Oral participation constitutes one of the fundamental skills within the English language, as it substantially enhances students' communicative abilities. Despite this, numerous students encounter difficulties in engaging orally during class, which may result in the loss of points or feelings of intimidation and insecurity. Accordingly, this research endeavors to identify the factors that influence oral participation in English classes to facilitate improved engagement.

The value of this study arises because participation helps both oral and listening skills enabling EFL learners to achieve learning that promotes critical thinking and allows them to practice in real contexts. As per Hall and Verplaetse (2020), the interaction plays an important role since it fulfills two functions, to develop learning and to be the object of pedagogical attention. This indicates that, through the constant exchange that comes from teachers and students, it does not facilitate the development of learning in its totality. However, this cannot be achieved in its entirety since many of them have very limited participation due to various psychological, experimental, and pedagogical factors. It is for

this reason that it is essential to understand these factors and their impact on student participation so that an environment that encourages active participation can be devised.

This study revealed what factors affect oral participation, this helped teachers who can understand their students and implement new strategies for more active participation, as well as students who realized that by participating in class they can lose their fear and stay in practice to polish their skills.

The research directly benefited second cycle EFL students, who partaken in a survey designed explicitly to identify the factors influencing their participation and their perceptions regarding class involvement. It is posited that English teachers derived advantages from this study, as the information gathered was to provide them with a comprehensive perspective necessary to foster a classroom environment characterized by active participation.

The feasibility of this study is guaranteed thanks to the availability of resources, such as access to the students of the Technical University of Cotopaxi as human resources and technological resources, as well as direct materials, which facilitated the application of the questionnaire in a virtual and face-to-face manner. This study also adjusts to the academic calendar, which was helpful for data collection within the established timeframe. The important institutional support makes this study more feasible.

4. OBJECTIVES

GENERAL OBJECTIVE:

To determine the factors influencing students' oral participation in the second cycle of Pine at the Technical University of Cotopaxi in the academic period October 2024 - March 2025

Specific Objectives

- To establish a theoretical foundation about student's oral participation in English class.
- To identify the factors affecting participation in English class.
- To describe specific factors about lack of oral participation in English class.

5. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

| Specific objective | Activities | Result of activities | Evidence |
|---|--|---------------------------------|---|
| To establish theoretical foundation about student's oral participation in English class | Bibliographic review | Obtain relevant information | Theoretical framework |
| To identify the factors affecting participation in English class. | Design and apply the questionnaire Analysis and interpretation of the questionnaire | Data collection | Analysis and discussion Tables figures Frequency analysis |
| To describe specific factors about lack of oral participation in English class. | Analysis Data | Definition of the main findings | Conclusion and recommendations |

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Mendoza (2012) conducted a study to identify the most relevant factors that affect oral participation in 6th grade. This study takes a qualitative approach. This study was carried out

at María Auxiliadora School in Cordoba. The participants gathered a small group of 5 students. Observation recordings, questionnaires, diaries, interviews, tests, and reflecting teachers were utilized as instruments. When the data was shown, it was demonstrated that documentation was used to validate the data to characterize the factors influencing students' oral participation. The finding revealed that classroom environment, motivation, or promoting competitive participation, makes students feel unsafe to participate in the classroom.

Caamal (2011) conducted a study on the low oral participation of students in the EFL classroom. This study takes a quantitative-qualitative approach. This study was carried out at the University of Quintana Roo in México. The population was one group from each English level, a total of 140 students. A questionnaire was utilized as an instrument. Data interpretation was performed using a Likert scale in three levels of English, intro, intermediate, and advanced. The findings revealed that students at a higher level feel more confident in participating compared to those at a lower level, this is because they have had more interaction with teachers who have also encouraged their participation.

Mutar et al., (2021) developed research to examine the factors that affect oral participation. This study takes a qualitative approach. This study was conducted at the University Putra Malaysia by the Faculty of Modern Languages and Communication. The population was 6 students. This study applied a semi-structured interview. For the data analysis, the semi-structured interview consisted of open-ended questions that were interviewed and recorded one by one in a silent classroom. As a result, the factors that affect the students' oral participation of both men and women are great shyness as well as lack of confidence, lack of preparation, and level of anxiety. This makes oral participation a challenge for both the teacher and the student.

Trila & Anwar (2019) conducted a study to identify the students' oral classroom participation in English classrooms. This study takes mixed research with an observation design. This study was carried out in the Faculty of Education (Tarbiyah) at Universitas Islam Negeri

(UIN) Imam Bonjol Padang. The participants were 54 students of the English Department. A questionnaire and observation were the instruments applied for this research. The data were analyzed after division into two classes observed 4 times and employing a questionnaire with 32 questions. As results of both instruments showed that 4 factors influence the students' oral participation: the role of the teacher at 93%, the logistics at 85%, the grades at 81%, and finally the personality traits at 80%.

Atifnigar et al. (2022) conducted a study to explore the factors affecting students' classroom participation. This study used mixed research. This study was conducted in the English Department of Laghman University. The participants were conveniently chosen from four classes (first-year, second-year, third-year, and fourth-year students). An adapted questionnaire and a semi-structured interview were used as the data collection instrument for this study. The data were analyzed and divided into three analyses: firstly, the analysis of classroom observation, interviews, and student diaries. The result of this study revealed that the most influential factors affecting students' oral participation were related to classroom size and teachers' diaries. The most influential factors affecting students' oral participation were classroom size and teacher-related factors.

Henainia (2011) developed research to explain how important learners' oral participation in the EFL classroom is. This research was conducted using qualitative research. This study was conducted at the University of Guelma of the English Language Department. The population was 80 students in the fourth year. This study applied a questionnaire to collect data. For the data analysis, the questionnaire was divided into three sections with different objectives: starting from question one to question three it was based on general information, while from four to nine it was based on the importance of oral participation in the class, finally from question ten to question twenty-seven it was based on the causes of silence in the class. The results show that students have a lack of knowledge of vocabulary and grammar, that teachers kill their talent and creativity by ignoring them, as well as describe the teacher as having a bad way of teaching.

Viteri et al., (2021) carried out a study to identify the instructional elements that support students' oral communication skill development. Mixed-method research was used to conduct this study. This study was carried out at several high schools in Ecuador's East, Coast, and Sierra provinces. There were 310 first and second high school teachers in the population. Data for this study was gathered through observation, questionnaires, surveys, and interviews. All available tools were employed for the data analysis in order to gain a deeper comprehension of the topic. In conclusion, the research demonstrated that using techniques that can enhance oral communication stimulates students. Students will be able to improve their language proficiency in this method.

6.2 Theoretical Framework

6.2.1 English as a Foreign Language

English as a Foreign Language (EFL) conceives the learning and teaching of English on an independent basis, where English is not the native language. This modality is aimed at those who want to acquire this language either for academic, work, or personal reasons, however, they do not use English as a language of daily communication, so both learning and practice suit a daily challenge for those who do not own access to English classes or for those who learn it. Harmer (2007) defined EFL as the teaching of English through one-to-one courses to achieve communication with native speakers.

It is imperative to employ fundamental communication skills in the context of English instruction to achieve effective communication. Listening, speaking, reading, and writing are the four language abilities. They are categorized into two groups: the first group consists of receptive skills, including reading and listening. Sreena and Ilankumaran (2018) define receptive skills as the ability to listen and understand the language, making the imagination increase by listening and reading. The second group is the productive skills such as writing and speaking. In the opinion of Sreena and Ilankumaran (2018), productive abilities make learners able to produce texts and give speeches. This is how both productive and receptive abilities go hand in hand with English language learning.

6.3 Receptive Skills

6.3.1 Listening

Listening is of paramount significance, representing one of the first skills that individuals inherently develop. As noted by Lundsteen (1979), listening manifests as the primary language skill, thereby functioning as a foundational component for the acquisition of additional languages. This implies that, in addition to merely receiving, interpreting, and responding to messages, listening entails comprehending the profound meaning behind each word. Consequently, effective listening facilitates our ability to engage with others and acquire new knowledge, necessitating both attention and concentration to establish a robust relationship. Purdy (1997) underscores that listening serves as a critical determinant of personal and professional development. By refining this listening skill, individuals enhance their capabilities as communicators and receivers.

Students learning English as a foreign language often struggle with idiomatic expressions, which cannot be translated literally and enrich the language. Caloglo and Sandu (2023), highlight that idiomatic expressions carry meaning beyond individual words. To aid comprehension, it's recommended to teach these expressions alongside grammar, verbs, and writing, especially since they appear in listening exercises.

Different accents, tonalities, and speed are part of the lack of understanding when listening, so students are not used to listening to everyday English in their real context. According to Syahreza and Erdiana (2019), it is asserted that listening comprehension constitutes a crucial process that must be engaged in students to facilitate message understanding and accomplish effective communication.

6.3.2 Reading

Another of the most important skills in the learning of a foreign language is reading, because with it we can understand texts, acquire new knowledge, expand our vocabulary, and be able to obtain a capacity for critical thinking. Per Mckee (2012), reading is an activity that helps

the development of a subject or theme, looking for connections with the text. Reading stimulates our imagination and creativity, allowing us to discover new views and viewpoints that improve our lives.

One of the difficulties in learning English as a foreign language is studying a text and encountering unfamiliar vocabulary, which can lead students to question their ability to grasp the content. Toti and Hamid (2022) mention that when some students encounter an unfamiliar word in their reading, they lose motivation to continue reading. Some individuals attempt to comprehend a text by analyzing it word by word, which can result in their loss of the overall meaning. This can result in misinterpretations; as numerous words possess multiple meanings contingent upon their context of use. Therefore, students are able to expand their vocabulary by memorizing words, which also facilitates the deduction of meaning from context, as well as the consistent use of dictionaries and exposure to a variety of texts. Al-Qaysi and Shabdin (2016) defined memorization as the most widely employed strategy among EFL learners for acquiring vocabulary, mastering grammatical structures, and understanding the language as a whole.

6.3.3 Productive skills

6.3.3.1 Writing

Writing is regarded as an effective communication method because it helps us form sentences, organize our ideas coherently, and articulate our thoughts. According to Hidayati (2018), writing enables the transmission and reception of information or written concepts in diverse ways. This endeavor demands significant dedication, ongoing practice, and often, the input of others for feedback to achieve a higher-quality text. When learning a foreign language, students develop essential skills to craft a strong essay, using their concepts as the foundation for proper spelling, the correct use of verbs, synonyms, and effective argumentation.

Grammatical errors can become a great challenge for those who have not yet mastered this language, making the text they want to work on very difficult to understand, since, as we

know, each language has its own grammatical rules that must be followed to achieve a good understanding of what is written. Alghazo and Alshraideh (2020) defined grammatical errors as one of the most common errors in second language learners that their native language interferes with the organization of the text.

6.3.3.2 Speaking

This text pertains to the enhancement of English speaking skills as a foreign language, enabling individuals to articulate their thoughts, ideas, and opinions effectively. According to Guebba (2021), oral expression is regarded as a dynamic process characterized by interruptions, as it entails communication among two or more interlocutors within a specific context. This skill can be challenging for students, as it involves not only grammatical and lexical knowledge but also fluency, pronunciation, and confidence which makes communication more effective. Luoma (2021) stresses that oral expression can be very difficult to develop in students who are not exposed to listening to the native language of English and understanding the different accents in which English can be heard.

A significant challenge faced by students during verbal communication is the apprehension associated with making errors in the presence of their peers. Consequently, many individuals refrain from speaking due to feelings of insecurity regarding their pronunciation, grammatical accuracy, or lexical choice. When students excessively contemplate these factors, it often leads to failure in communication, as their nerves may ultimately undermine their performance. On the other hand, in speaking, the lack of practice makes them unable to differentiate between various accents, intonations, and informal expressions, as they do not have continuous conversations with native speakers or classmates. If they were to be more exposed to the language both within the university and outside of their daily lives, they could develop the fluency and spontaneity necessary to feel more confident in their speaking. In accordance with Qureshi (2007), an effective speaker must engage the attention of the audience while possessing the capability to convey a clear and coherent message.

6.4 Oral communication

Oral communication is essential in learning a foreign language, as it allows students to interact and express ideas effectively. According to Rahmon (2011), mention that oral communication is not only about mastering grammar and vocabulary, but also about conveying the message in a clear and understandable way, ensuring that communication is effective and meaningful. For this reason, more attention should be paid to the way in which we want to convey the message, since mastering only grammar does not ensure effective communication. Within oral communication we find the following elements that allow a clear and concise transmission of ideas.

6.4.1 *Intonation and pronunciation*

Intonation in English language learning has a great influence on the meaning of the message, because proper intonation facilitates the understanding of a sentence, thus being able to differentiate from a question, statement or an expression of astonishment. Allen (1971), mentions that intonation includes rhythm, melody along with accent in the way something is said. When learning a language, mastering these aspects helps to make speech more natural and understandable, improving interaction with others and avoiding misunderstandings.

Pronunciation in oral communication plays a fundamental role in helping to articulate sounds accurately. This does not mean that good pronunciation is speaking with a perfect accent or an American accent but rather making sure that the words are intelligible. According to Gilakjani and Sabouri (2016) the pronunciation reflects both the geographical origin and the social environment of the speakers and is one of the most distinctive features in second language learners. In learning English as a foreign language, this aspect is of utmost importance as it influences the clarity of the message and the perception of others. Although certain accents can make a difference, it is essential that pronunciation allows for effective and understandable communication.

6.4.2 Active Listening

Active listening is an essential skill in communication because it is not only listening but also understanding, processing and responding appropriately. This helps to improve listening comprehension, pronunciation and the ability to respond fluently, which in turn fosters communication between speakers, avoiding conflicts and strengthening communication. Person et al., (2019) defined active listening as listening with a purpose. For this reason, that it is necessary to day and understand a message, improving the practice of active listening makes a difference in the quality of interactions.

6.5 Oral production

Oral production is a key skill in learning any language, as it allows students to express themselves verbally in a clear and effective manner. Villalobos (2015), points out that oral production is the ability to produce different messages in different situations. Within this skill, the student does not simply repeat words or phrases, but adapts the message according to the context in which it is found.

6.5.1 Coherence and cohesion

Coherence within the learning of a foreign language refers to logical organization, this thread allows the message to make sense and facilitates understanding by the receiver. Ahmed (2010), points out that coherence is the fluid connection of ideas that gives a meaningful structure. In this way, students can improve their ability to maintain the thread of conversation and participate in complex dialogues, which enriches their overall learning and strengthens interaction in academic and social contexts.

Cohesion focuses on the linguistic mechanism that links parts of the text, ensuring its formal unity and using connectors, conjunctions, pronouns. Ahmed (2010), defined cohesion as a linguistic glue that binds words together, ensuring that the text flows smoothly.

6.6 Oral interaction

Oral interaction is an important process within communication, as it helps the exchange of ideas, emotions and knowledge through spoken language. Oliver and Philp (2014), defined interaction as a spoken language between two or more people. Interaction is not only face-to-face but also via telephone, internet applications. Interaction is the key to developing confidence and effective communication skills.

6.6.1 Turn-taking

Turn taking in English language learning refers to the ability to alternate in a structured way the role of the speaker and the listener during a conversation. Amir and Jakob (2020), mention that the mechanism of turn-taking is to communicate with each other to establish social relationships and exchange information. In this way all teachers and students participate in the conversation, which makes for a more structured conversation.

6.6.2 Paralinguistic features

Paralinguistic features in learning English as a foreign language also include nonverbal elements that go hand in hand with oral communication. Irgin (2017) defined the paralinguistic as the use of gestures, facial expressions, and eye contact within a conversation. These aspects are fundamental to improve communication, as learning to use other elements of paralinguistic features can transform the meaning of a sentence, making the message clearer.

6.7 Participation in the English classroom

Participating orally in the classroom is essential as it helps develop fluency, confidence, and communicative competence. Otherwise, students not only focus on improving their pronunciation or grammar but also acquire skills that allow them to interact in a real context. Participation is the active involvement or engagement of people in a particular environment or context, usually characterized by their contribution, interaction, and collaboration toward

the achievement of common goals or objectives. Åkerström (2014) mentions that class participation is the active involvement of students in the educational process. Usually through verbal interaction, contributions, and participation in course content and discussions. It encompasses a variety of behaviors, including asking questions, offering ideas, sharing perspectives, and collaborating with like-minded individuals. Effective contribution makes students accelerate the learning process (Tasgin and Tunc, 2018). Effective participation promotes a dynamic learning environment, stimulates critical thinking, and promotes the exchange of ideas between students and teachers. It is considered a fundamental component of active learning pedagogy, as it enables deeper understanding and retention of learning material.

Santiara and Abdullah (2022) defined a classroom atmosphere as a second home to make their learning more optimal and focus on developing their activities well. A positive classroom atmosphere and culture foster a sense of belonging, respect, and collaboration among individuals, promoting conducive conditions for effective teaching and learning. Classroom atmosphere and culture refer to the collective ambiance, environment, and prevailing norms within an educational setting, characterized by the interplay of various elements such as teacher-student interactions, peer relationships, instructional methods, and institutional values. It encompasses the emotional tone, social dynamics, and overall ethos that shape the learning experience, influencing student engagement, motivation, and academic outcomes.

6.8 Factors that affect lack of oral participation

Oral participation in language learning can be influenced by a variety of factors that affect learners' willingness and ability to communicate effectively. Among the most common factors are anxiety, fear of error, lack of confidence, and self-perception of language proficiency. In addition, the classroom environment, teacher motivation, and the interpersonal relationship among students also play a crucial role in encouraging or inhibiting oral participation. These factors not only affect the fluency and accuracy of oral responses,

but also influence students' willingness to actively engage in communicative interactions. Identifying and addressing these factors can help create a more inclusive and stimulating environment where students feel comfortable and motivated to participate in the learning process. Class participation can be affected by a variety of factors that can undermine students' engagement and active contribution.

6.9 Pedagogical Factors

Pedagogical factors within English play a crucial role in effective language acquisition. These factors include pedagogical factors in a text that refer to the elements and strategies that facilitate the teaching-learning process in students. According to Lui (2000), pedagogical factors are fundamental to maintaining motivation and facilitating comprehension of the content. This perspective invites us to see teaching as an integral process where we try to create a classroom environment where we want each student to feel motivated and supported.

6.9.1 The importance of teacher's role

The fundamental role of teachers is a pillar to ensure that their students can have a better experience when participating orally. His role as a teacher goes beyond just teaching, as he must also stimulate oral participation. Another important factor is the teaching style of the teacher, as an authoritarian or non-inclusive approach may discourage active participation and exchange of ideas. Henainia (2011) states that if a teacher is unhappy and does not demonstrate the value and relevance of his or her class, students are not curious about it. Besides, the seating arrangement, accessibility, and feedback contribute to making the classroom more comfortable for the students. Remember that teachers are in turn facilitators, who promote correct interaction, motivate their students, and inspire and generate confidence making the teaching-learning process more fruitful.

In addition, group dynamics and peer relationships can influence participation, either by fostering a mutually supportive environment that encourages students to participate or by creating social tensions that inhibit their willingness to do so. Taken together, these factors

can create significant barriers to class participation, negatively affecting the learning process and the overall educational experience.

6.9.2 Classroom environment

The classroom environment is also one of the factors that motivates or discourages students to participate. Tepfenhart (2011) stresses that it is up to teachers to create a warm classroom where students feel more confident to speak up, develop skills, and develop a sense of responsibility. A positive environment for student's fosters engagement and participation while a hostile environment can lower the level of participation. To enrich oral participation, it is essential that teachers establish an atmosphere of respect and total support for their students, where they can value the effort that each one of them makes. An inclusive and stimulating classroom not only enhances oral participation but also strengthens the development of communicative language skills.

6.9.3 Intrinsic and extrinsic motivation

Refers to the impulse that a person has to perform any activity just for pleasure or satisfaction that it generates. According to Tovar and Yaguarzhungo (2024), intrinsic motivation is a personal stimulus of each individual that is not affected by external pressures. Not all students feel a curiosity when learning a new language, one thing that can be identified within students who have intrinsic motivation is that their persistence, desire to learn, and self-determination make them capable of achieving whatever they desire.

On the other hand, the teacher also plays an important role, so these students can achieve more fruitful learning. As the teacher is one of the sources and inspirations for each student, the teacher must be able to create a learning process that stimulates the students to want to learn more about the language. Per Nakata (2009) students should be part of some decisions so that they feel the confidence to express their emotions. For this reason, students who are intrinsically motivated are more likely to be able to achieve a higher level of language proficiency, as well as improve each of their productive and receptive skills.

In contrast, extrinsic motivation is based on students needing encouragement or rewards to achieve good grades, scholarship opportunities, and job opportunities (Oletić and Ilić, 2014). When students start learning English as a foreign language, they feel a lot of pressure and fear of not being able to easily develop language skills, which is why they are stimulated with rewards or negative consequences, either to pass a subject or to avoid punishment from their parents. In this way, without the incentives or incentives to study the language, students lose interest in learning it, causing them to drop out for good. However, both motivations go hand in hand when it comes to learning, since it helps the sustainability of learning, generating higher performance and possible long-term success.

6.10 Social Factors

Social factors directly impact student engagement, these aspects are immersed in interaction with native speakers and prior learning experience. According to Aidinlou and Ghobadi (2012) the social context especially influences the development of communicative skills. That is why it is of utmost importance that students feel the support of their family members in order to have the confidence to participate.

6.10.1 Interpersonal relationships

Intrapersonal relationships when learning English make communication between peers and between teachers difficult. Through interaction with their educational environment, students not only develop language skills but also social strategies that allow them to function more confidently in different contexts. According to Ward and Schwartzman (2009) language learning is a social process as it fosters interaction, fluency and confidence in oral participation. On the other hand, Tsegaye (2020) emphasizes that maintaining a positive relationship between the student and the teacher will influence motivation and increase interest. This can help students to be more confident in participating in class.

6.10.2 Social Support

Social support directly influences the confidence students have when participating in class. This support can come from a variety of sources, including family members, peers, and even teachers. Guo and Ling (2022) mention that social support in the educational environment not only improves students' self-esteem but also promotes a positive attitude. This means that a positive environment provides students with the emotional and meaningful support needed to cope with difficulties.

In summary, social support, both in the classroom and in the educational environment in general, is essential to foster oral participation in EFL. Creating a trusting environment, implementing interactive methods, and using educational technologies are effective strategies to enhance students' oral interaction. These practices not only increase students' motivation and confidence, but also enrich their learning experience and communicative competence in English.

6.11 Individual Factors

Individual factors affect the pace of learning such as students' ability to interact and self-confidence. Among the main factors we can find the importance with which they perceive the language, their personality, as well as the way in which each student faces the challenges of language learning. Lee (2007) said that motivation is a determining factor as it defines whether students continue or drop out of school.

6.11.1 The Importance of English classroom

A crucial element in learning English as a foreign language is motivation since its influence contributes to students' personal development and academic performance. According to Madrid and Pérez (2001), motivation can be defined as the process that encompasses an individual's behavior or conduct. Participation in English class refers to the active involvement of students in communicative activities during lessons, which is essential for the development of effective language skills. According to Rueda Pineda et al. (2015), this

participation fosters active and reflective learning, allowing students to practice and consolidate their communicative skills in an interactive environment. In addition, classroom interaction provides opportunities to apply the language in real contexts, facilitating the internalization of structures and vocabulary.

6.11.2 Self-confidence

A lack of self-confidence may stem from previous experiences of criticism or fear of ridicule when participating in group discussions. Having been the object of ridicule at the time of participating in class made them lose their self-confidence, generating a constant fear of facing similar situations again. As per Maftuna (2020), said that oral participation may be affected when there is a low level of self-confidence, this prevents the user from being able to make his own decisions and improve his quality of life. Unlike a self-confident student, he can face life challenges calmly and can live in harmony with himself and with others, making him feel more comfortable talking and interacting, which helps to improve his fluency and productivity in his work because he believes in his talent.

6.11.3 An extroverted and introverted person

One of the factors that can influence class participation is the personality of the students. Travolta et al. (2018) mention that personality plays a significant role in the acquisition of foreign languages, whether in school or college. Also, an extroverted student attracts attention in class, asks questions, talks, and tries to be seen not only by the teacher but also by the rest of the classmates, unlike an introverted person, who is more quiet and calm and does not bother to ask questions in class and is almost unnoticeable by the teacher.

6.12 Psychological Factors

Psychological factors include aspects such as anxiety and fear of making mistakes. This can profoundly influence their willingness to participate orally in class and their ability to understand and produce the language. Khaleghi (2016), said that anxiety in the classroom

prevents students from communicating effectively, which can lead to cognitive blocks in oral production.

6.12.1 Anxiety and shyness

Anxiety occurs when students attempt to participate orally, which can hinder active participation and create barriers to learning. On the other hand, shyness refers to the lack of confidence that the student has and feels comfortable to participate freely. According to Mendoza (2012), anxiety generates nervousness and fear, which increases low student performance and negative attitudes. As a result, students avoid speaking in class, limiting their interaction with the teacher and classmates and experiencing various symptoms such as nervousness, mental blocking, and excessive sweating when expressing themselves.

In addition, shyness may inhibit students' willingness to speak in public, especially in environments where they feel constantly judged or evaluated. Lack of understanding of the material or lack of prior preparation may also decrease students' willingness to participate, as they may feel insecure about contributing incorrect ideas or answers. Mutar et al., (2018), mention that shyness is more common in women than in men, causing them to become confused and lose concentration of what they say. On the other hand, many of the girls who participate tend to have a very low tone of voice, and making them speak a little louder causes them to feel shy and insecure.

6.12.2 Fear of making mistakes

Fear of making mistakes is linked to concerns about being judged or looking ridiculous in front of an audience, which can limit students' oral participation. Fear can translate into cognitive paralysis where students feel forced to speak perfectly or not at all. According to Hamouda (2013), the fear of making mistakes not only reduces confidence but also diminishes interest in participating.

Although it is natural to make mistakes when learning a new language for the first time, many of the students do not want others around them to realize that they are just starting and that

makes their participation null, until they can acquire an adequate level to be able to express themselves freely without being judged by others.

7. METHODOLOGY

7.1 Research Approach

The focus of this research leans towards quantitative approach research based on the collection and analysis of numerical data. According to Dörnyei (2007), the quantitative approach can establish relationships between different variables as well as study. This study aims to carry out a determined analysis related to students' oral participation in the classroom. The quantitative method has been chosen for this work, as a questionnaire was used to quantitatively analyze the results which helped us to determine the factors affecting classroom participation. Descriptive research was carried out, as this helped to understand the factors of the lack of participation in English classes. According to Calderón (2006), descriptive research refers to an intentional process involving the collection, analysis, organization, and presentation of data on current conditions, practices, processes, trends and cause-effect relationships. The present study is an example of applied research since it aims to address a practical problem: What are the factors that influence the lack of oral participation in EFL students in the second cycle of the PINE program at the Technical University of Cotopaxi in the period October 2024 – March 2025.

For data collection, the survey technique was used and a questionnaire as an instrument through Google Forms to the second cycle students of the Pedagogy of National and Foreign Languages career of the Technical University of Cotopaxi, which is a public institution located in Pujili, a rural area. The sample of 38 participants who were surveyed was used.

This instrument was validated by English teachers of the English major and consists of 22 questions divided into two sections with a 3-point Likert scale (frequently/rarely/never). Likert (1932), mentions that the Likert scale is used to measure options or behaviors. The first section refers to the teachers and the subsection is the teacher's role and the second section refers to "when I participate orally" with a three subsection; emotional factor, factors

influencing my oral participation, personal challenges. The findings are intended to provide important insights for educators and students in this academic context.

7.2 Collection and processing of information

After obtaining data, Microsoft Excel was used as a tool for data analysis and descriptive statistics was used to present the results. The instrument used was a questionnaire with structured questions to facilitate the collection of data from second cycle students. This process is fundamental to identify what are the factors that affect oral participation. The results can provide valuable information to understanding the possible factors that make students not participate in class, this helps teachers implement new strategies within the classroom.

7.3 Analysis and interpretation of the information collect

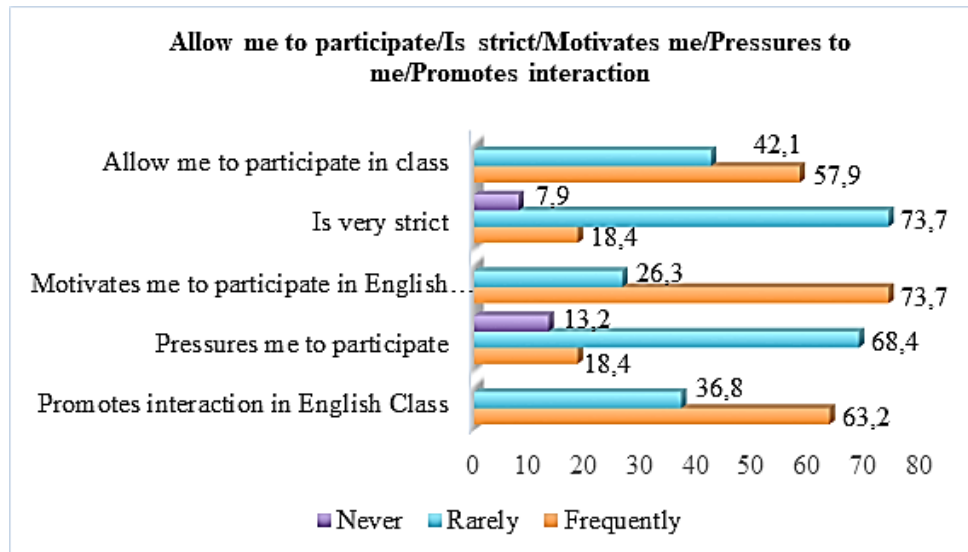
Table 1. *The Teacher's Role*

| Questions | Liker scale | Frequency | Percentage (%) |
|--|-------------|-----------|----------------|
| Allow me to participate in class | Frequently | 22 | 57,9 |
| | Rarely | 16 | 42,1 |
| | Never | 0 | 0 |
| Is very strict | Frequently | 7 | 18.4 |
| | Rarely | 28 | 73.7 |
| | Never | 3 | 7.9 |
| Motivates me to participate in English class | Frequently | 28 | 73.7 |
| | Rarely | 10 | 26.3 |
| | Never | 0 | 0 |
| Pressures me to participate | Frequently | 7 | 18.4 |
| | Rarely | 26 | 68.4 |
| | Never | 5 | 13.2 |
| Promotes interaction in English class | Frequently | 24 | 63.2 |
| | Rarely | 14 | 36.8 |
| | Never | 0 | 0 |

Source: Survey

Elaborated by: Puca Ariana (2025)

Figure 1: The Teacher's Role



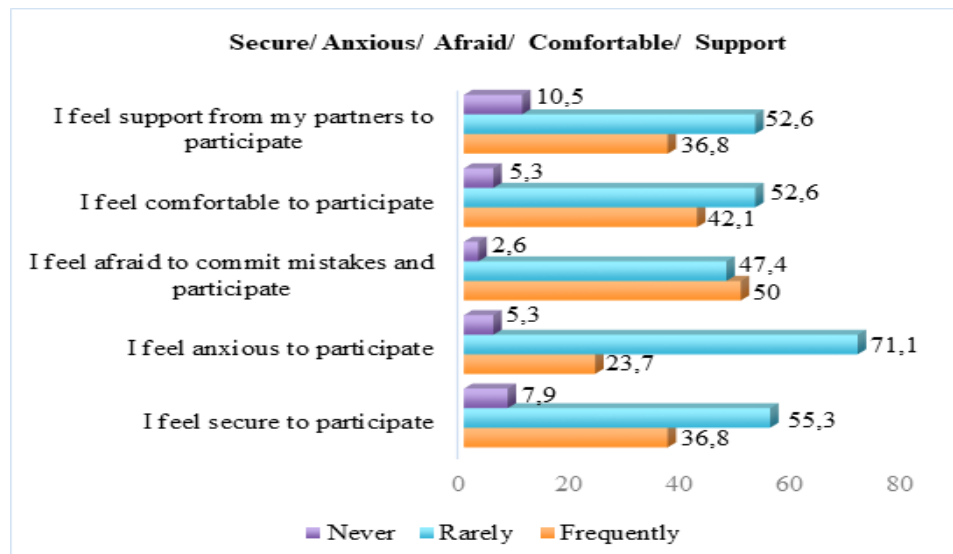
Source: Survey
Elaborated by: Puca Ariana (2025)

The data reveals that a majority of students (57.9%) feel they are frequently allowed to participate, while 42.1% believe opportunities for participation are limited. Regarding the teacher's strictness, 73.7% perceive them as rarely strict, 18.4% find them very strict, and 7.9% believe they are never strict. Motivation also plays a crucial role, with 73.7% feeling encouraged to participate, whereas 26.3% do not feel the same level of motivation. Additionally, while 18.4% of students feel pressured to participate, the majority (68.4%) rarely experience this, and 13.2% never feel pressured. Lastly, interaction in English class is generally promoted, as 63.2% of students recognize their teacher's effort in fostering engagement, though 36.8% feel it happens less frequently.

Table 2. *Emotional Factors*

| Questions | Liker scale | Frequency | Percentage (%) |
|--|-------------|-----------|----------------|
| I feel secure to participate | Frequently | 14 | 36.8 |
| | Rarely | 21 | 55.3 |
| | Never | 3 | 7.9 |
| I feel anxious to participate | Frequently | 9 | 23.7 |
| | Rarely | 27 | 71.3 |
| | Never | 2 | 5.3 |
| I feel afraid to commit mistakes and participate | Frequently | 19 | 50.0 |
| | Rarely | 18 | 47.4 |
| | Never | 1 | 2.6 |
| I feel comfortable to participate | Frequently | 16 | 42.1 |
| | Rarely | 20 | 52.6 |
| | Never | 2 | 5.3 |
| I feel support from my partners to participate | Frequently | 14 | 36.8 |
| | Rarely | 20 | 52.6 |
| | Never | 4 | 10.5 |

Source: Survey
Elaborated by: Puca Ariana (2025)

Figure 2. *Emotional Factors*

Source: Survey
Elaborated by: Puca Ariana (2025)

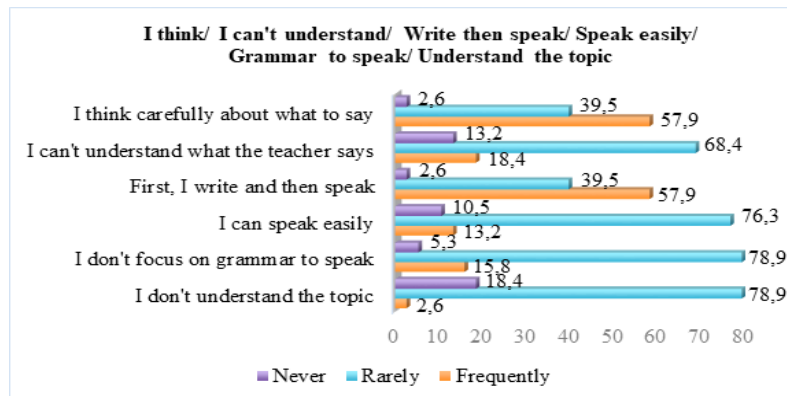
The data highlights important aspects of students' emotional experiences when participating in English class. While 36.8% of students feel safe participating, a significant 55.3% rarely feel secure, and 7.9% never feel safe. Anxiety is a major concern, with 71.1% of students frequently experiencing it, 23.7% feeling it occasionally, and only 5.3% never facing it. Additionally, fear of making mistakes is common, as 50% of students admit to feeling this way, 47.4% rarely do, and just 2.5% never experience this fear. Comfort in participation also varies; 42.1% feel comfortable speaking in class, whereas 52.6% rarely do, and 5.3% never feel at ease. Peer support appears to be another challenge, with only 36.8% of students feeling supported, while a majority (52.6%) rarely experience it, and 10.5% never feel supported.

Table 3. Factors Influencing my Oral Participation

| Questions | Liker scale | Frequency | Percentage (%) |
|--|-------------|-----------|----------------|
| I think carefully about what to say | Frequently | 22 | 57.9 |
| | Rarely | 15 | 39.5 |
| | Never | 1 | 2.6 |
| I can't understand what the teacher says | Frequently | 7 | 18.4 |
| | Rarely | 26 | 68.4 |
| | Never | 5 | 13.2 |
| First, I write and then speak | Frequently | 22 | 57.9 |
| | Rarely | 15 | 39.5 |
| | Never | 1 | 2.6 |
| I can speak easily | Frequently | 5 | 13.2 |
| | Rarely | 29 | 76.3 |
| | Never | 4 | 10.5 |
| I don't focus on grammar to speak | Frequently | 6 | 15.8 |
| | Rarely | 30 | 78.9 |
| | Never | 2 | 5.3 |
| I don't understand the topic | Frequently | 1 | 2.6 |
| | Rarely | 30 | 78.9 |
| | Never | 7 | 18.4 |

Source: Survey
Elaborated by: Puca Ariana (2025)

Figure 3. Factors Influencing My Oral Participation



Source: Survey
Elaborated by: Puca Ariana (2025)

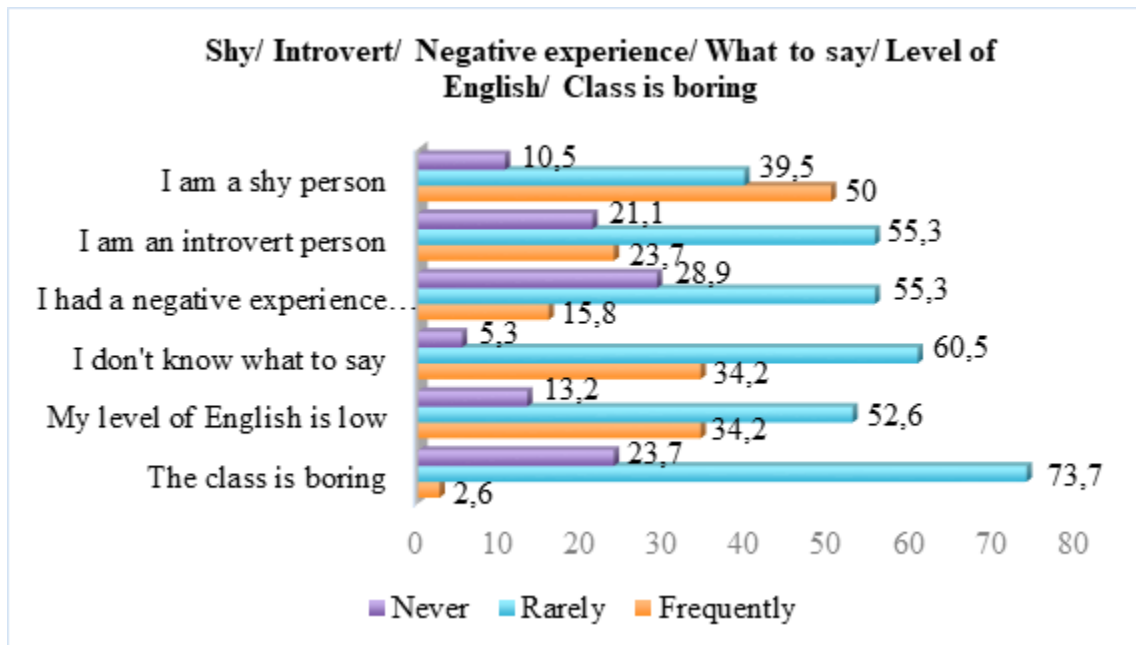
The data highlights that more than half of the students (57.9%) frequently think carefully before speaking, while 39.5% rarely do so, and a small percentage (2.6%) never consider their words beforehand. Understanding the teacher is also a challenge for some, as 18.4% struggle to comprehend instructions, although 68.4% rarely face this issue, and 13.2% consistently struggle. Writing before speaking is a common practice, with 57.9% frequently doing so, 39.5% rarely following this approach, and 2.6% never using this strategy. Speaking fluently remains a difficulty for most students, as only 13.2% feel they can do so easily, while 76.3% rarely find it effortless, and 10.5% never experience ease in speaking. Additionally, a majority of students (78.9%) focus heavily on grammar when speaking, while only 15.8% do not prioritize it, and 5.3% never focus on grammatical accuracy. Lastly, comprehension of the topic is a major issue, with 78.9% indicating they struggle to understand, 2.6% rarely facing difficulties, and 18.4% stating they never fully understand the topic.

Table 4. Personal Challenges

| Questions | Liker scale | Frequency | Percentage (%) |
|--|--------------------|------------------|-----------------------|
| I am a shy person | Frequently | 19 | 50 |
| | Rarely | 15 | 39.5 |
| | Never | 4 | 10.5 |
| I am an introvert person | Frequently | 9 | 23.7 |
| | Rarely | 21 | 55.3 |
| | Never | 8 | 21.1 |
| I had a negative experience participating in English class | Frequently | 6 | 15.8 |
| | Rarely | 21 | 55.3 |
| | Never | 11 | 28.9 |
| I don't know what to say | Frequently | 13 | 34.2 |
| | Rarely | 23 | 60.5 |
| | Never | 2 | 5.3 |
| My level of English is low | Frequently | 13 | 34.2 |
| | Rarely | 20 | 52.6 |
| | Never | 5 | 13.2 |
| The class is boring | Frequently | 1 | 2.6 |
| | Rarely | 28 | 73.7 |
| | Never | 9 | 23.7 |

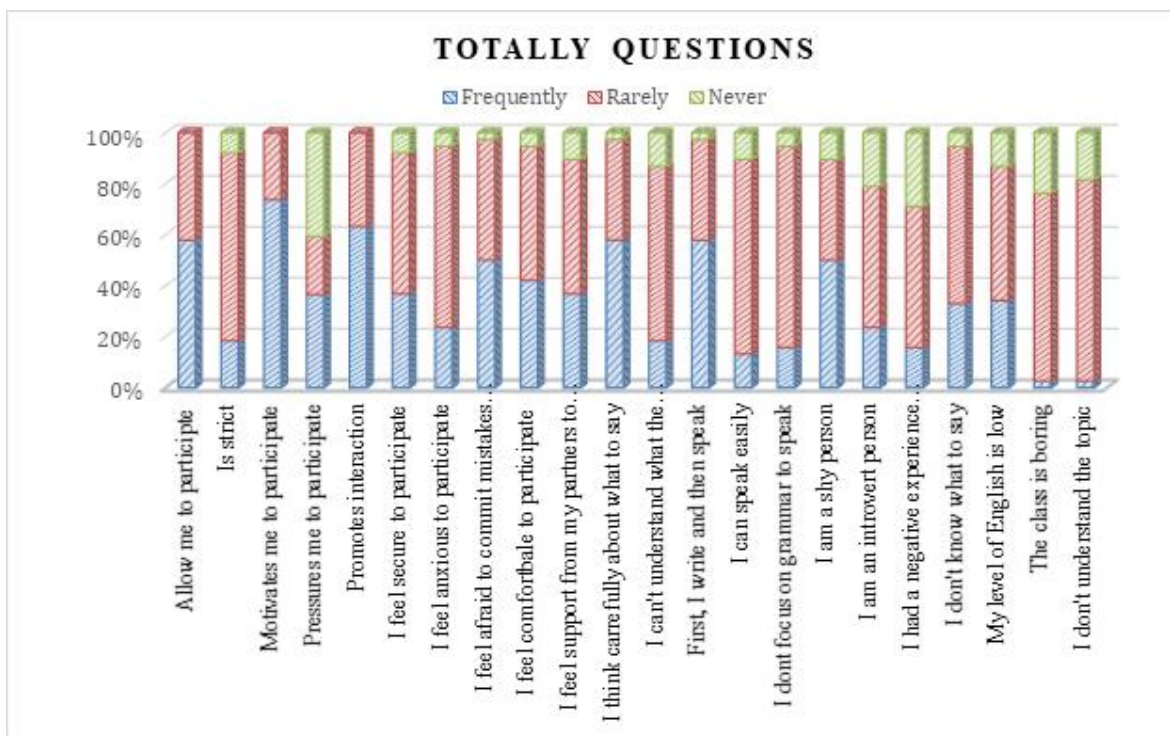
Source: Survey

Elaborated by: Puca Ariana (2025)

Figure 4. Personal Challenges

Source: Survey
 Elaborated by: Puca Ariana (2025)

The data reveals that half of the students (50.0%) frequently feel shy, while 39.5% rarely experience shyness, and 10.5% never feel this way. Similarly, 23.7% identify as introverted when participating, while 55.3% rarely feel this way, and 21.1% do not see themselves as introverted. Negative experiences in class participation affect 15.8% of students, while 55.3% rarely face such issues, and 28.9% have never had a bad experience. Additionally, 34.2% of students struggle with not knowing what to say, while 60.5% rarely feel this way, and 5.3% always experience this uncertainty. Regarding self-perception of English proficiency, 34.2% frequently consider their level of English to be low, while 52.6% rarely think so, and 13.2% never feel their level is low. Finally, boredom in class does not seem to be a major issue, as only 2.6% find the class frequently boring, 73.7% rarely feel this way, and 23.7% never find the class boring.

Figure 5. Totally Questions

Source: Survey

Elaborated by: Puca Ariana (2025)

The results shown in the figures revealed a great number of significant aspects about the lack of participation in the classroom and how the students consider it. First, it was observed that more than half of the students (57.90%) are frequently allowed to participate in the classroom, which shows in general that teachers do encourage participation, while 42.10% show that they are rarely allowed to participate. This disparity generates a division between students who feel integrated and those who feel that their contributions are not valued.

Regarding the teacher's attitude, 73.70% of the students reveal that the teacher is rarely strict, however, a large number of students (73.70%) indicate that their teacher motivates their participation, which is a very positive indicator since it shows a calmer classroom environment. This data contrasts with the fact that 36.80% of students feel safe participating in the classroom, and 71.10% feel anxious when doing so. In addition, half of them (50%) are afraid of making mistakes and 52.60% rarely feel comfortable participating. The results

suggest that, despite the motivation and the less strict environment provided by the teacher, there are factors such as insecurity, anxiety, and fear that inhibit the students.

On the other hand, a relevant aspect is the lack of peer support due to the fact that only 36.80% of students feel the support of their peers. This feeling can increase anxiety in students. 76.30% of students indicate that they can rarely express themselves fluently and 50% of them consider themselves shy, which evidences the lack of confidence that limits oral participation in the classroom.

Additionally, it is worrying that 78.90% of students do not take grammar into account before speaking, which would indicate a lack of knowledge or practice. Although the vast majority of students (73.70%) consider that the classes are not boring, the certainty that 78.90% of students indicate that they do not understand the topics, causes great doubt about the effectiveness of the teaching process.

Finally, Atifnigar et al. (2022), a study similar revealed that many of the students who learn English as a foreign language were mainly influenced by the relationship they have with the teachers, in addition to that they also mentioned that the size of the classroom also caused low oral participation in class.

8. CONCLUSIONS

The findings of the present investigation revealed the elements that affect oral participation in English class in the second cycle students of the PINE career at the Technical University of Cotopaxi. The following conclusions are derived from the established objectives:

- Establishing a theoretical basis for oral participation in the English classroom provides an understanding of the various factors that influence students' confidence and willingness to express themselves. Aspects such as shyness, perception of their own level of English, and previous experiences can impact their performance. Likewise, teacher support, teaching strategies and a positive environment play a key role in students' motivation and confidence. Having a solid theoretical framework

helps to design inclusive methodologies that foster effective communication, promoting more dynamic and enriching learning for all.

- Identifying the factors that affect participation in English class, required the application of a questionnaire to obtain relevant information. The findings indicated that students' avoidance of speaking is affected by a variety of factors, such as fear of making mistakes, anxiety, English proficiency, self-confidence, classroom environment, and teacher motivation.
- The lack of oral participation in English was associated with low self-esteem, lack of language preparation, and lack of motivation, which represent one of the main obstacles faced by students daily. On the other hand, based on the responses given by the students about the teachers, it is evident that the lack of support within the classroom, a boring class, and a disengagement from the subject restrict the students' oral participation.

Oral participation is essential for the development of student's language skills. Understanding these factors affecting oral participation can provide valuable information for both teachers and learners. It is therefore essential that future research explore active strategies that transform the classroom into a more dynamic and participatory environment, where the voice of each learner is heard and valued.

9. RECOMMENDATIONS

To enhance oral participation in the English classroom, it is essential to implement teaching strategies that create a supportive and confidence-boosting environment. Teachers should encourage interactive activities, such as group discussions and role-playing, to help students overcome shyness and build fluency. Providing positive reinforcement and constructive feedback can also strengthen students' motivation and self-perception of their language abilities. Additionally, fostering a classroom culture where mistakes are seen as part of the learning process will help reduce anxiety and encourage more active engagement in oral communication.

Identifying the factors that influence participation in the English classroom highlights the complex nature of students' reluctance to speak. The findings underscore how fear of making mistakes, anxiety, language proficiency, and lack of self-confidence can hinder oral participation. Additionally, the classroom environment and teacher motivation play a significant role in shaping students' willingness to engage. Understanding these factors allows educators to create more supportive and motivating learning spaces, where students feel safe to practice and improve their speaking skills without the fear of judgment.

The lack of oral participation in English is closely linked to factors such as low self-esteem, inadequate language preparation, and a lack of motivation, all of which serve as significant obstacles for students. Additionally, feedback from students reveals that insufficient teacher support, a disengaging classroom environment, and uninteresting lessons further limit their willingness to participate. To address these challenges, it is crucial for educators to foster a more supportive and engaging classroom environment, where students feel motivated and encouraged to actively contribute, building both their language skills and self-confidence in the process.

Ultimately, establishing open lines of communication between teachers and students would contribute to the identification of the needs and perceptions that students may have. The implementation of these recommendations aims to create a more favorable environment for learning English as a foreign language, to break down some obstacles or barriers to active participation.

10. BIBLIOGRAPHY AND REFERENCES

Aidinlou, N. A., & Ghobadi, S. (2012). Examination of relationships between factors affecting on oral participation of ELT students and language development: A structural equation modeling approach. *International Journal of English Linguistics*, 2(5), 131-141.

<https://acortar.link/SSp7Hf>

Åkerström, J. (2014). *"Participation is everything": young people's voices on participation in school life*. [Doctoral dissertation, Örebro University]

<https://www.diva-portal.org/smash/get/diva2:735215/fulltext01.pdf>

Alghazo, K. M., & Asshraideh, M. K. (2020). Grammatical errors found in english writing: A study from Al-Hussein Bin Talal University. *International Education Studies*, 13(9), 1-9. 10.5539/ies.v13n9p1

Allen, V. F. (1971). Teaching intonation, from theory to practice. *TESOL quarterly*, 73-81.

<https://www.jstor.org/stable/3586113>

Al-Qaysi, F. H., & Shabdin, A. A. (October de 2016). Vocabulary memorization strategies among Arab Postgraduate English Foreign Language Learners. *Australian International Academic Centre, Australia*, 7(5), 184-196.

10.7575/aiac.all.v.7n.5p.184

Amir, H. S., & Jakob, J. C. (2020). Male and female teachers' turn taking strategies in EFL classroom interaction. *International Journal of Progressive Sciences and Technologies (IJPSAT) Vol, 19*, 176-182.

<https://acortar.link/kzBxBW>

Aniq, M. (2021). Student's oral participation of speaking class: a case study of extroverted and introverted students. [Doctoral dissertation]. In *Universitas Islam Negeri*.

https://eprints.walisongo.ac.id/id/eprint/17676/1/Skripsi_1603046122_Muhammad_Aniq.pdf

Atifnigar, H., Bawar, H., Momand, M., & Hamid, S. A. (2022). Oral participation practices in classroom among university students in Afghanistan. *International Journal of*

Evaluation and Research in Education, 11(1), 409-420.

<http://doi.org/10.11591/ijere.v11i1.21865>

Caamal, R. C. (2011). Oral Participation of University Students in the EFL Classroom: A Motivation Study (language proficiency). [Master's thesis]. In *Universidad De Quintana Roo*.

<https://risisbi.uqroo.mx/bitstream/handle/20.500.12249/163/PE1128.C32.2011-64893.pdf?sequence=1>

Calioglo, E., & Sandu, T. (2023). The concept of idiomatic expression in translation.

Актуальные проблемы лингвистики и лингводидактики в контексте современных подходов, 130-136.

https://ibn.idsi.md/sites/default/files/imag_file/130-136_14.pdf

Diepreye, F. F., & Odukoya, J. A. (December de 2019). The impact of passive and teaching methods on students' learning among secondary school students in Yenagoa, Bayelsa State. *Journal of Physics: Conference Series*, 1378(2), 022099.

10.1088/1742-6596/1378/2/022099

Elsaadi, N., & Aqila, M. (2023). Identifying the factors that affect the oral participation among EFL Libyan understudy learners at the Department of English, Sirte University. 256-247, (2), 13.

<https://doi.org/10.37375/sujh.v13i2.2455>

Gilakjani, A. P., & Sabouri, N. B. (2016). How can EFL teachers help EFL learners improve their English pronunciation?. *Journal of language teaching and research*, 7(5), 967.

<https://acortar.link/Vz34ME>

- Guebba, B. (2021). The nature of speaking in the classroom: An Overview. *British Journal of Philosophy, Sociology and History*, 1(1), 37-41. 10.32996/bjpsh
- Guo, J., & Ling, W. (2022). The relationship between the mental health status and social support of the lonely elderly with government participation in the Internet context. *Frontiers in Public Health*, 10, 1013069.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC9650479/>
- Hall, J. K., & Verplaetse, L. S. (2020). *Second and Foreign Language Learning Through Classroom Interaction*. Routledge. <https://doi.org/10.4324/9781410605498>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson.
<https://happinesscaress.wordpress.com/wp-content/uploads/2016/02/the-practice-of-english-language-teaching-4th-edition-harmer.pdf>
- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), 17-34.
<https://acortar.link/t9HnvD>
- Henainia, H. (2011). *The Importance of Classroom Oral Participation in Developing the Speaking Skill A Case Study of Fourth Year EFL Students Of Guelma University*. [Master's thesis, Guelma University]. <https://acortar.link/gRsDDw>
- Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *LANGKAWI: Journal of the Association for Arabic and English*, 4(1), 21-31. <http://dx.doi.org/10.31332/lkw.v4i1.772>

- Ho, P., & Binh, N. (2014). The effects of communicative grammar teaching on students' achievement of grammatical knowledge and oral production. *English Language Teaching*, 7(6), 74-84. 10.5539/elt.v7n6p74
- Irgin, P. (2017). Paralinguistics in spoken English: investigating the use of proxemics and kinesics in an EFL context. *International journal of linguistics*, 9(3), 64-78.
<https://acortar.link/alGD0f>
- Jeremy Harmer. (2007). *The practice of English language teaching (With DVD)* (4th ed.).
<https://happinesscaress.wordpress.com/wp-content/uploads/2016/02/the-practice-of-english-language-teaching-4th-edition-harmer.pdf>
- Khaleghi, A. (2016). Identification of affective factors influencing students' low participation in university EFL oral classes: An Iranian case study. *International Journal of Humanities and Social Science*, 6(7), 185-189.
<https://acortar.link/fwCuiG>
- Lee, E. L. (2007). LINGUISTIC AND CULTURAL FACTORS IN EAST ASIAN STUDENTS' ORAL PARTICIPATION IN US UNIVERSITY CLASSROOMS. *International Education*, 36(2).
<https://acortar.link/gwmZOj>
- Likert, R. (1932). *A technique for the measurement of attitudes*. Archives of Psychology:
https://legacy.voteview.com/pdf/Likert_1932.pdf
- Liu, J. (2000). Understanding Asian students' oral participation modes in American classrooms. *Journal of Asian Pacific Communication*, 10(1), 155-189.
<https://acortar.link/8zawfG>

- Lundsteen, S. W. (1979). Listening: Its impact at all levels on reading and the other language arts. *ERIC Cleaning house on reading and communication skills*.
<https://files.eric.ed.gov/fulltext/ED169537.pdf>
- Luoma, S. (2004). *Assesing Speaking* (Emst Klett Sprachen ed.).
<https://acortar.link/6fTeQw>
- Madrid, D., & Pérez, L. (2001). Exploring the student's motivation in the EFL class. *Present and future trends in TEFL*, 12, 321-364. <https://acortar.link/slMaSN>
- Maftuna, A. (2020). Self-confidence in oral performance. *Бюллетень науки и практики*, 6(4), 444-452. <https://doi.org/10.33619/2414-2948/53/52>
- Mahdi, D. A. (2020). Strategies and Techniques for Fostering Oral Communication Confidence in EFL Students. *Arab World English Journal*, 6(2), 162-176.
<https://acortar.link/wxYC9v>
- Mckee, S. (2012). Reading comprehension, what we know: A review of research 1995 to 2011. *Language Testing in Asia*, 2(1), 45. <https://doi.org/10.1186/2229-0443-2-1-45>
- Mendoza, L. L. (2012). *Study of factors that affect oral participation in the students of 6th grade at María Auxiliadora school in Sahagún Córdoba* [Master's thesis].
<https://manglar.uninorte.edu.co/bitstream/handle/10584/702/25872147.pdf?sequence=1&isAllowed=y>
- Mohd, Y., Abu, B., & Mahbob, M. (2020). Student's participation in classroom: What motivates them to speak? *Procedia-Social and Behavioral Sciences*, 51, 516-522.
<https://doi.org/10.1016/j.sbspro.2012.08.199>
- Mutar, Q. M., Mohammad, A., Khaleel, M. A., & Mohamed, R. S. (2018). Investigating the Factors that Affect the Oral Classroom Participation of Arab Postgraduate Students.

Journal of Educational and Psychological Researches, 15(56), 647-661.

<https://www.iraqoj.net/iasj/download/34576080cc2f17c3>

Nakata, Y. (2009). Intrinsic motivation in the EFL school context: A retrospective study of English learning experiences in Japanese elementary schools. *Journal of Asia TEFL*, 6(4).

<https://acortar.link/HjddAo>

Nguyen, T. N., & Nguyen, H. B. (April de 2020). Classroom Participation in EFL Speaking Classes: Students' Perceptions. *International Journal of Innovative Research & Development*, 9(4), 8. <https://doi.org/10.24940/ijird/2020/v9/i4/APR20004>

Oletić, A., & Ilić, N. (2014). Intrinsic and extrinsic motivation for learning English as a foreign language. *Elta Journal*, 2(2), 23-38.

<https://acortar.link/7eYxsd>

Oliver, R., & Philp, J. (2014). *Focus on oral interaction*. Oxford University Press.

<https://acortar.link/Hx6kjf>

Pearson, J. C., Nelson, P., Titsworth, S., & Hosek, A. (2019). *Human communication* (p. 416). McGraw-Hill US Higher Ed USE.

<https://acortar.link/6cYmSV>

Purdy, M. (1997). *Listening in everyday life: A personal and professional approach* (2nd ed.). Michael Purdy & Deborah Borisoff.

<https://acortar.link/nYNRNu>

Qureshi, I. A. (2007). *The importance of speaking skills for EFL learners*. Wikimedia Commons.

https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf

Rahmon, R. (2024). Challenges and Strategies in Enhancing Oral Communication Skills: A study in understanding challenges students face in developing oral communication skills in English.

<https://www.diva-portal.org/smash/get/diva2:1884895/FULLTEXT01.pdf>

Salcedo-Viteri, K., Pinza-Tapia, E., & Toro, V. (2021). Pedagogical factors affecting English language learners' oral communication. *International Journal of Arts, Humanities & Social Science*, 2(21), 21-27.

<https://www.ijahss.net/assets/files/1639418275.pdf>

Santiara, S., & Abdullah, R. (2022). Analyzing Classroom Atmosphere on the Effectiveness of English Learning. *English Language Study and TEaching*, 3(1), 9-17.

<https://ojs.serambimekkah.ac.id/index.php/ELASTE/article/view/4733/3482>

Sreena, S., & Ilankumaran, M. (09 de 19 de 2018). Developing Productive Skills Through Receptive Skills - A Cognitive Approach. *International Journal of Engineering & Technology*, 7, 669-673.

https://www.researchgate.net/publication/330636885_Developing_Productive_Skills_Through_Receptive_Skills_-_A_Cognitive_Approach

Syahreza, S. Y., & Erdiana, N. (2019). Factors affecting listening comprehension. *Research in English and Education Journal*, 4(4), 155-168.

<https://jim.usk.ac.id/READ/article/view/14123/5841>

Tasgin, A., & Tunc, Y. (2018). Effective Participation and Motivation: An Investigation on Secondary School Students. *World journal of education*, 8(1), 58-74.

<https://eric.ed.gov/?id=EJ1173992>

- Tatar, S. (2017). *Why Keep Silent? The Classroom Participation Experiences of Non-Native-English-Speaking Students*.
<https://eric.ed.gov/?id=EJ824013>
- Tepfenhart, K. (2011). *Student Perceptions of Oral Participation in the Foreign Language Classroom*.
<https://files.eric.ed.gov/fulltext/ED518852.pdf>
- Toti, U. S., & Hamid, S. A. (2022, september). An exploratory study of culturally familiar or unfamiliar texts contributing to reading comprehension in EFL context. *Journal of language teaching and research*, 3(5), 981-989.
<https://jltr.academypublication.com/index.php/jltr/article/view/3980/3294>
- Tovar Baños, B. B., & Yaguarzhungo Chanaluisa, J. N. (2024, August). Motivational factors in learning English in EFL context. [Doctoral dissertation]. In *Universidad Técnica de Cotopaxi*. Pujilí, Cotopaxi, Ecuador.
<https://repositorio.utc.edu.ec/server/api/core/bitstreams/1c90283c-7705-4b08-9670-e854a1566242/content>
- Travolta, Y., Mulyadi, & Imranuddin. (2018). A comparative study on introvert and extrovert students personality in English listening scores. *Journal of English Education and Teaching*, 2(2), 9-19.
<https://ejournal.unib.ac.id/JEET/article/view/5687/2775>
- Trila, H., & Anwar, D. (2019). *Students' Oral Classroom Participation: What Influences Them to Speak Up?*
https://www.researchgate.net/publication/340073070_Students'_Oral_Classroom_Participation_What_Influences_Them_to_Speak_Up

Tsegaye, A. (2020). Factors affecting oral communication/exploring impacting factors of interpersonal communication. *International Journal of English Literature and Culture*, 8(3), 61-68.

<https://acortar.link/N1LAEG>

Villalobos, O. B. (2015). Action Research: Fostering Students' Oral Production in the EFL Class. *Revista de Lenguas Modernas*, (23).

<https://acortar.link/EqTDh>

Ward, K., & Schwartzman, R. (2009). Building interpersonal relationships as a key to effective speaking center consultations. *Journal of Instructional Psychology*, 36(4).

<https://acortar.link/NHRjwv>