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DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

RESEARCH PROJECT

**STUDENTS' PERCEPTIONS ON FACTORS INFLUENCING THE DEVELOPMENT
OF ORAL COMMUNICATION IN A1 ENGLISH MAJOR LEARNERS**

Research report before obtaining the undergraduate degree in National and
Foreign language Pedagogy, English Major

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MARCH - 2025**

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



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ENDORSEMENT OF THE RESEARCH REPORT TUTOR

As Tutor of the Research Project titled:

“STUDENTS' PERCEPTIONS ON FACTORS INFLUENCING THE DEVELOPMENT OF ORAL COMMUNICATION IN A1 ENGLISH MAJOR LEARNERS”, by Benavides Cevallos Damaris Abigail; Rosales Muenala Fares Exequiel, from the department of National and Foreign Language Pedagogy English Major, I consider that said Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2025



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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extension; because, the postulants: Benavides Cevallos Damaris Abigail; Rosales Muenala Fares Exequiel, with the title of the Research Project: **“STUDENTS' PERCEPTIONS ON FACTORS INFLUENCING THE DEVELOPMENT OF ORAL COMMUNICATION IN A1 ENGLISH MAJOR LEARNERS”**, has considered the recommendations issued in a timely manner and meets the sufficient merits to be submitted to the act of sustaining the degree work.


Therefore, it is authorized to save the corresponding files in a CD, according to the institutional regulations.

Pujilí, March 2025

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GRATEFULNESS

I wish to express my deepest gratitude to God, whose strength and guidance have been fundamental throughout my academic process.

I extend my sincere gratitude to the “Universidad Técnica de Cotopaxi” for opening its doors and providing me with a space to grow personally and professionally. I also thank my professors, who with their dedication and commitment provided me with valuable guidance and knowledge throughout this trajectory.

To my family members, for their unconditional support, and to my classmates, for sharing with me enriching experiences and knowledge that have been key to achieving this long-awaited goal.

Benavides Cevallos Damaris Abigail

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First, I want to thank God for guiding me and giving me the strength to reach this goal. His presence has been my light every step of the way.

In a very special way, I thank my parents, fundamental pillars in my life and in my academic development. My deepest gratitude goes to my father and mother, who never doubted me and maintained unwavering confidence in my abilities and in my professional choice. Their love, dedication and unconditional support have been the force that has driven me to persevere and give my best in this research. The trust they placed in me and in my academic training has been the driving force that has allowed me to go this far.

Rosales Muenala Fares Exequiel

DEDICATION

I dedicate this degree project, first, to God, who has blessed me with strength and with the wonderful family that has accompanied me every step of the way.

To my parents, who have been the fundamental pillar of my life. To my father, an unparalleled example of effort, dedication and perseverance, whose guidance has inspired each of my achievements. To my mother, always attentive and full of love, who with her words of encouragement and her faith in me has illuminated even the most challenging moments.

To my brother, a model of constant improvement, who, despite the distance, has never ceased to give me his unconditional support. To my sister-in-law and my nephews and nieces, whose smiles, affection and joy fill me with enthusiasm and motivation to keep going.

Benavides Cevallos Damaris Abigail

DEDICATION

I dedicate this research work with all my love and gratitude to my parents, who have been the foundation of my development. They were always there to support me when I needed it most, and their open hearts celebrated each of my achievements.

To my father, who, with his example, taught me that with effort and perseverance everything is possible, and that dreams are made to be achieved.

To my mother, whose unconditional love and words of encouragement have been my refuge and strength at every moment.

To God, for being my spiritual guide and allowing me to reach this significant moment in my professional training.

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Rosales Muenala Fares Exequiel

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

THEME: “STUDENTS’ PERCEPTIONS ON FACTORS INFLUENCING THE DEVELOPMENT OF ORAL COMMUNICATION IN A1 ENGLISH MAJOR LEARNERS”

Autores:

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ABSTRACT

The study, “Students’ Perceptions on Factors Influencing the Development of Oral Communication in A1 English Major Learners,” aimed to determine the factors that influence the development of oral communication in A1 English learners of the Technical University of Cotopaxi. It used a quantitative descriptive research design. Data were collected from 47 undergraduate students of pedagogy of national and foreign languages using a structured survey form Ali et al. (2020). The survey was translated into Spanish for better understanding of the first-level students. The analysis focused on three main categories: feelings, classroom support and linguistic content. The results in the feelings category show that most of the students agree that they feel anxiety and nervousness when speaking in English. In the second category, support in the classroom, we found positive and negative results, most of the students affirm that their teachers encourage them to speak in English, on the other hand they think that they will make mistakes and look bad in front of their classmates. In the third category linguistic content, the most of students feel that they do not know enough vocabulary and feel insecure to use the grammar correctly when communicating in English. The study concludes that both feelings and linguistic content are the factors that influence the development of oral communication in A1 level students at the Technical University of Cotopaxi, for which it is recommended to adapt the learning environment, carry out interactive activities and reinforce the teaching of grammar.

Key words: Feelings, classroom support, linguistic content, motivation.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TEMA: “PERCEPCIONES DE LOS ESTUDIANTES SOBRE LOS FACTORES QUE INFLUYEN EN EL DESARROLLO DE LA COMUNICACIÓN ORAL EN ALUMNOS DE INGLÉS A1”

Autores:

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RESUMEN

El estudio “Percepciones de los estudiantes sobre los factores que influyen en el desarrollo de la comunicación oral en estudiantes de la especialidad de inglés A1”, tuvo como objetivo determinar los factores que influyen en el desarrollo de la comunicación oral en estudiantes del nivel de inglés A1 de la Universidad Técnica de Cotopaxi. Se utilizó un diseño de investigación descriptivo cuantitativo. Se recolectaron datos de 47 estudiantes de pregrado de pedagogía en lenguas nacionales y extranjeras utilizando un formulario de encuesta estructurada Ali et al. (2020). La encuesta fue traducida al español para una mejor comprensión de los estudiantes de primer nivel. El análisis se centró en tres categorías principales: sentimientos, apoyo en el aula y contenido lingüístico. Los resultados en la categoría de sentimientos muestran que la mayoría de los estudiantes están de acuerdo en que sienten ansiedad y nerviosismo al hablar en inglés. En la segunda categoría, apoyo en el aula, encontramos resultados positivos y negativos, la mayoría de los alumnos afirman que sus profesores los animan a hablar en inglés, por otro lado, piensan que cometerán errores y quedarán mal delante de sus compañeros. En la tercera categoría, contenido lingüístico, la mayoría de los alumnos creen que no conocen suficiente vocabulario y piensan que no usan correctamente la gramática cuando hablan en inglés. El estudio concluye que tanto los sentimientos como el contenido lingüístico son los factores que influyen en el desarrollo de la comunicación oral en los estudiantes del nivel A1 de la Universidad Técnica de Cotopaxi, por lo que se recomienda adecuar el ambiente de aprendizaje, realizar actividades interactivas y reforzar la enseñanza de la gramática.

Palabras claves: Sentimientos, apoyo en clase, contenido lingüístico, motivación.

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1. General Information

Theme:

Students' Perceptions on Factors Influencing the Development of Oral Communication in A1 English Major Learners

Starting Date:

April 2024

Ending Date:

March 2025

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Extensión Pujilí

Sponsoring Major:

National and Foreign Language Pedagogy

Linked Research Project:

Academic discourse: A transdisciplinary study of education and linguistics in linguistic-communicative contexts for language teaching.

Work Team:

Benavides Cevallos Damaris Abigail, Rosales Muenala Fares Exequiel, Mg. Abata Checa Fanny Mercedes.

Knowledge Area:

Education

Research Line:

Education, linguistics, literature, interculturality and society.

Research Line of the Career:

Teacher professional development, school management, and learning communities.

2. Problem Statement

Oral communication in English is the key to professional and personal success. At the Technical University of Cotopaxi, the students of the first academic cycles do not develop in a fluent way the oral communication skills. Students prefer to write or read rather than debate or give oral presentations. According to Knott (2022), many countries, particularly in Latin America, face low levels of oral proficiency in English. Lack of oral communication in English restricts opportunities and hinders future professional integration.

In many Latin American countries, learning English is a fundamental part of the educational curriculum, hence the importance of communicating effectively in English. In line with Criollo-C et al. (2022), identified lack of student motivation as a significant factor contributing to low English proficiency. This problem hinders their future career development. Consequently, methodologies were developed using a mobile application designed to motivate students to improve their speaking skills and to provide teachers with innovative instructional materials.

A study in Ecuador found that school facilities are not well equipped for effective English language learning. Factors such as class size, teacher training, and the availability of teaching materials significantly influence the development of A1 students' oral English proficiency. These elements greatly influence the quality and effectiveness of teaching, affecting students' ability to communicate fluently and effectively in English. As Borisovna (2019) points out, “the traditional methods employed limit the development of meaningful learning in learners” (p. 19).

According to Valdivieso (2024), speaking English in the classroom produces anxiety in students of the Technical University of Cotopaxi, the causes of this problem are the fear and pressure to be in front of the class and the attitude of some teachers during exposure, the attitude of some classmates who devalue those who try to speak English, this hinders the proper development of English speaking. This problem caused a strong impact on the students, especially on how the students feel, thinking that what they say is not enough or that others underestimate them.

Therefore, it is of vital importance to identify the factors that affect the oral command of the English language among the students at the Technical University of Cotopaxi. This project aims to analyze the factors that influence the development of oral communication in English A1 students.

What are the factors that influence the development of oral communication in A1 English learners?

3. Objectives

General objective

To determine the factors that influence the development of oral communication in A1 English learners.

Specific objectives

- To identify the theoretical framework of oral communication development in A1 English major learners.
- To describe the factors that influence the development of oral communication in A1 English major learners.
- To establish conclusions and recommendations.

4. Activities and Task System in Relation to the Objectives Proposed.

Specific Objectives	Activities	Verification Means
To identify the theoretical framework of the process of oral communication development in A1 English major learners	Reading papers on topics related to the research Project.	Theoretical framework

To describe the factors that influence the development of oral communication in A1 English major learners	Selection of the appropriate instrument to carry out the project	Survey
To establish conclusions and recommendations.	Review of results and verify results with other previous research results.	Conclusions and recommendations

5. Justification

As mentioned by Infante Vera & Carabajo Romero (2023) the development of oral communication in English A1 learners is one of the main concerns in the field of language teaching. Analyzing the factors that influence this process is crucial, and it can make it possible to find out the causes of this problem and provide strategies for solving it. This study focuses on students' perceptions by determining the factors that influence the development of oral communication in A1 English learners.

This project is important because it addresses the fundamental barriers that English language learners face in developing oral communication skills. By identifying issues such as lack of vocabulary, confidence, and insufficient input outside the classroom. In addition, by exploring the implications for curriculum development, the project offers valuable recommendations for integrating technology and creative strategies into teaching, fostering a more effective and motivating learning environment.

English, being the predominant language in various disciplines and in the global labor market, makes the lack of oral communication skills in English a considerable barrier. In the current context of Latin America, mastering this skill is crucial to accessing better job and educational opportunities. An insufficient level of English prevents students from fully integrating into global professional and social environments.

This project aims to enable students to express their opinions about how they feel when expressing themselves orally in English. To identify the key factors that affect the development of oral communication in A1-level English learners. This knowledge improves English language teaching, facilitating more effective and meaningful learning for students.

The direct beneficiaries are the A1 level English students at the Technical University of Cotopaxi, they express their perspectives on this situation, giving knowledge on how we could improve this situation. Educators also benefit from knowing how to help their students in the development of oral communication. Researchers find an open topic to investigate possible strategies to improve the development of oral communication. The project is feasible and viable since the research uses a survey as the data collection method, which is based on a solid theoretical framework supported by previous studies.

Possible limitations include variability in access to resources and availability of time for both students and educators to participate in the study. These limitations are addressed through careful planning of the study and adaptation of a virtual survey that is accessible to students during an allotted time.

The social impact of this project is significant, as it improves students' English communication skills, allowing them to better integrate into the global society. Economically, a workforce with better English skills is more competitive and can access better employment opportunities, contributing to the economic development of the country. Scientifically, this study provides new insights into the factors that influence the learning of oral communication in English, providing a solid foundation for future research and advances in language teaching.

This project not only contributes to theoretical knowledge about the development of oral communication in A1 English learners but also provides practical recommendations for improving language instruction from the early stages. The students' perceptions provide valuable information that aids possible research on more effective and personalized teaching strategies, benefiting both educators and students in the process of acquiring a new language.

6. Scientific and Technical Foundation

6.1 Background

Zrekat & Al-Sohbani (2022) in their study aim is to explore the factors that may hinder English language learning in Arab Open University students. Students were asked to complete a questionnaire and 59 responded. A descriptive analysis was conducted on the responses. The descriptive analysis revealed that the main factors hindering speaking fluency are practical constraints and pedagogy and curriculum. Internal factors such as lack of confidence, negative attitudes, and anxiety, along with external factors such as lack of opportunities to use English inside and outside the classroom, contribute to low English proficiency among EFL students. This study confirms these findings in the context of the Arab Open University, highlighting the need to address both practical and pedagogical limitations in English teaching.

Wahyuningsih & Afandi (2020) their research was to investigate some oral communication problems encountered by students from the English language education department at the Islamic State Institute of Kudus and explore some implications for the speech curricular development of the department of education in English. Qualitative descriptive study using semi-structured interviews, observation, and focus group discussions. The problems identified included: Scarcity of vocabulary, insufficient command of grammar, inadequate pronunciation, deficiency of external input in the classroom, lack of confidence, and shortage of curriculum development to speak English. The authors suggest that English teachers integrate technology into the classroom, use creative strategies, encourage students to speak, and consider the problems they encounter in the speech class.

Aziz & Kashinathan (2021) conducted a systematic review with the main objective of providing researchers and educators with a synthesis of the empirical evidence collected in previous studies on the challenges of speaking English among ESL students in Malaysia, to encourage the development of interventions and more research in this field. The study involved three main phases: planning the review, conducting the review and presenting the review, crucial for identifying, evaluating, interpreting and summarizing all relevant available research. The findings show that ESL students face internal and

external challenges in speaking English and reveal useful strategies to overcome these difficulties. Among the most significant factors contributing to these difficulties are students' limited vocabulary, natural shyness, lack of confidence, and fear of shame, which hampers their efforts to learn English. This study provides valuable ideas for English teachers, supervisors, administrators and Ministry of Education staff to address these challenges and improve the learning and speaking skills of EFL students.

Barret et al. (2021) state that the development of oral communication in English A1 learners is central to language teaching. This study investigated students' perceptions of an English Oral Presentation Application (EOPA) designed to improve online presentation and collaboration skills. Thirty Taiwanese university students participated in a six-week course. Using a Technology Acceptance Model (TAM) questionnaire and focus group interviews, internal and external factors affecting mobile learning were identified. Results showed that although 37% of students found the application useful, 33% found it inconvenient. Interviews revealed issues related to app design, online collaboration, anxiety, and self-regulation skills. These findings will be used to improve EOPA and the oral presentation learning framework.

Jamshidnejad (2020) provides a coherent description of the complex and multidimensional nature of oral interaction problems in English as a foreign language (EFL) learning context. Bringing together several isolated strands of studies from current literature and using theories and models of interpersonal communication, the book introduces a novel approach to defining and classifying L2 communication breakdowns within foreign language contexts. In this view, L2 communication is constructed by the interrelationship between communicators, meaning making, and context, the disruption of which can cause breakdowns in communication, challenging readers to move beyond traditional linguistic approaches to disruption in oral communication. Finally, communication breakdown in communication will be discussed within the systematic approach to communication as a socially constructed phenomenon.

6.2 Theoretical Framework

6.2.1 Oral Communication

Oral communication involves conveying information and ideas through spoken words from one person or group to another. According to Widiarini (2019), oral communication involves both verbal and non-verbal strategies, enabling individuals to convey messages, express thoughts, and share information effectively. According to Belaman et al (2022), effective oral communication is essential for personal interactions, educational contexts, and professional environments, as it allows individuals to exchange ideas, provide feedback, and collaborate efficiently. In the context of foreign language learning, developing strong oral communication skills is crucial for students to participate actively in conversations, articulate their thoughts clearly, and understand others. These skills are vital for achieving fluency and confidence in using the target language.

6.2.2 Speaking Skill

Speaking skill is the ability to express thoughts, ideas, and emotions verbally in a coherent, clear, and effective manner. It involves the use of language to communicate effectively in various contexts, including conversations, presentations, and discussions. According to Widiarini (2019), speaking skill encompasses both verbal and non-verbal elements, such as pronunciation, grammar, vocabulary, and body language, which work together to convey messages accurately and persuasively.

On the other hand, Weicht et al. (2020) highlights that the development of oral skills is a complex action, as facial expressions, gestures, movements and emotions are used to develop it, which is essential for effective communication in personal, educational and professional settings. In the context of foreign language learning, oral skills are crucial for students to participate in meaningful interactions, express their ideas with confidence, and respond appropriately in different communicative situations.

6.2.3 Communicative Competence

The development of communicative competence is essential in educational settings for language learners to interact fluently and effectively in the language they are taught. According to Gràcia et al. (2020), it is the instrument of communication, production and transformation of knowledge, so it is not only necessary to develop language skills, but also to understand how to use and interpret the language in different situations.

Chen & Wang (2019) suggest that by fostering communicative competence, educators aim for learners to be able to communicate effectively, express themselves clearly, and understand others' messages accurately. Thus, improving communicative skills enhances learners' overall language competence and enables them to participate confidently in social and professional interactions.

One critical sub-skill in this context is grammatical competence. Grammatical competence in the development of speaking skill is fundamental for the students that learn English as a foreign language. According to Harun et al. (2019), the teaching of grammar and its rules reinforces the learner's learning of a foreign language, enabling students to use grammatically correct expressions and making students' linguistic development comprehensible and clear.

As stated by Abdulrahman & Abu-Ayyash (2019) proper understanding and application of grammatical structures not only facilitates effective communication but also contributes to the learner's confidence in the use of the language, improving fluency and accuracy in diverse contexts. In this sense, grammatical competence is not just an isolated component of language learning, but an essential pillar underpinning all other language skills.

Another vital sub-skill is pragmatic competence. The pragmatic competence of Spanish-speaking students when learning English can be complex due to the different cultural expressions between English and Spanish speakers. According to Saleem et al. (2021), pragmatic competence refers to the influence of the native language on learning a foreign

language, as the learner tends to associate words and cultural expressions from his or her native language and translate them into English. This cultural and linguistic transfer can lead to misunderstandings or misinterpretations in communication.

As mentioned by Domaneschi & Bambini (2020) pragmatic competence is a study of language in context which stems from philosophy and traditions. Pragmatic competence, therefore, implies not only knowledge of the vocabulary and grammar of the target language, but also a deep understanding of the social and cultural norms that govern its use.

Sociolinguistic competence is essential, especially for those who aspire to be future English teachers, this competence refers to the ability to speak English in any situation. According to Sarimsakova (2021), sociolinguistic competence is a fundamental component for future English teachers, as they must be able to organize a discourse and communicate appropriately taking into account the purpose of communication, situation, environment, social status, role and attitude.

As described by Sayyora (2022) sociolinguistic competence involves not only language proficiency, but also a thorough understanding of the social and cultural norms that influence language use in different contexts. Prospective teachers must be able to adapt their communication to be effective and respectful, which is crucial for teaching English so that students can interact with native and non-native speakers in a variety of social and professional situations.

6.2.4 Motivational Factors in Oral Communication Development

In language learning, motivation is essential because it is a way to acquire the language in a more comfortable way, and within the motivation acts the personality of each individual to interact with their skills in the linguistic environment. According to a study, "motivation is a highly complex psychological process, involving nervous activity, cognition, the emotional aspect and personality traits that allow people to interact with

their environment" (Escobar et al., 2019). Motivation determines how a student can advance in the language, making him learn better, and we can see if the student's progress is good or bad due to motivation. Goals within motivation are also crucial that help in their approach and motivate learning (Pranawengtias, 2022).

In the words of Escobar et al. (2019) many factors that are involved in the motivational learning of a foreign language are the behavior, emotions, decisions, and biological aspects that refer to mental conditions at the moment of learning a foreign language. On the other hand, Hussain et al. (2020) suggest that an influential factor in students' motivation is to boost their performance through rewards, meaning that students are motivated by a reward they will receive if they achieve their goal. When a reward is a stimulus, especially in oral communication, it becomes a factor that drives the student in his oral development within the language.

One of the most important factors in language learning is the learner's willingness to learn. In line with Pranawengtias (2022) having clear goals and objectives significantly improves the learner's ability to achieve language proficiency, as it helps them to focus their attention and dedication. The learner's motivation and perception of the process of learning a language, in this case English, can positively or negatively influence his or her progress.

Furthermore, Delgado & Herrera-Rivas (2021) state that when a learner is motivated by a clear goal of learning a new language, he or she tends to work autonomously, which accelerates the development of communicative competence. Thus, a learner's willingness, coupled with clear objectives, leads to effective language acquisition.

Discussing behavior also involves examining learners' attitudes, which are vital to their learning process. According to Getie (2020), there is a significant relationship between behavior and attitude that aids learners in achieving success in foreign language acquisition. Zulkefly and Razali (2019) emphasize that "it is very crucial for students to have positive attitudes in order for them to be better in learning a language." Positive attitudes can enhance motivation, increase engagement, and ultimately lead to more

effective language learning outcomes. Thus, fostering a positive attitude in learners is essential for their success in acquiring a new language.

In line with Resnik & Dewaele (2020), positive and negative emotions intervene in the learning of a language in students and that the intensity of emotions regardless of if positive or negative makes the student express them and this affects their motivation. Within an emotional state it also affects the student's decision when motivated or not to learn a foreign language, this in oral communication, emotions play a crucial role, as the motivation and emotional state of the student can affect their willingness to participate in conversations, their fluency and their ability to interact effectively in the language learned.

Emotions within oral communication affect the students emotionally and that determines how they express themselves orally within oral communication, that is, "students experience specific emotions of achievement when they feel in control or out of control over achievement activities and outcomes that are subjectively important to them" (Shao et al., 2019).

A fundamental aspect of motivation is the relationship between teacher and student. In words of Scales et al. (2020), interactions in which teachers show affection, provide social support, and foster trust, along with the communication of high expectations for student achievement, are critical to motivating and improving student performance. According to Martin & Collie (2019), teacher-student relationships not only influence grades and test scores, but also reduce the dropout rate, highlighting the importance of a caring school climate and clear expectations from teachers to optimize the learning environment and students' academic development.

6.2.5 Anxiety and Self-Confidence in Oral Communication

Anxiety is defined as an emotional response characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure. Pontillas (2020)

examines the relationship between public speaking anxiety and self-confidence in oral communication. The study proposes that anxiety can be categorized into high, moderate, and low levels, considering factors such as previous experiences, anxiety in speech preparation, and speaker confidence.

Following Utami & Wahyudin (2022), self-confidence in a student plays an important role in learning because it is related to the esteem and performance that students have thanks to confidence. Self-confidence is an aspect or component of self-esteem, related to how students feel about themselves and their skills. Students with greater self-confidence tend to have better academic performance and are more likely to persevere when facing challenges. It suggests that self-confidence is inversely related to anxiety, directly influencing communicative performance. This framework provides a structured basis for examining how anxiety and self-confidence interact in higher education educators' oral communication.

In line with Damayanti & Listyani (2020), students' anxiety is expressed in lack of confidence in themselves and that in an oral communicative interaction they have in their minds the words that they will say but that when it is the turn to communicate resonates with them difficult to express those words or ideas, also nervousness makes us unable to communicate orally. Anxiety is also involved in student performance by causing students to have insufficient grades and shyness to reduce student vocabulary. Students who have anxiety when communicating orally avoid studying and, in some cases, miss classes because they felt uncomfortable and were afraid to speak in class.

As stated by Utami & Wahyudin (2022), researchers point out that students with higher self-esteem tend to set more ambitious goals, show greater perseverance in facing challenges, and generally obtain better results in language proficiency tests. In addition, they stress the importance of teaching support and a positive educational environment to foster this self-confidence, which in turn can lead to better academic performance and a greater ability to face difficult situations in learning. Then students with little self-confidence tend to participate less in speech activities in class, limiting their opportunities for practice and improvement. In addition, these students may experience increased

anxiety when speaking in public, which affects the fluency and accuracy of their oral expression.

6.2.6 English Language Learning Challenges in Oral Competence

English language learning presents a complex landscape of challenges that influence learners' proficiency and educational outcomes. Suggest by Kaceti & Klímová (2019) these challenges span linguistic, cultural, and socio-economic dimensions, impacting learners' ability to acquire and use English effectively. Linguistically, learners often struggle with mastering grammar intricacies, expanding their vocabulary, and achieving accurate pronunciation.

As mentioned by Islam et al. (2022), cultural differences add another layer of complexity, affecting learners' understanding and application of English in diverse social contexts. Socio-economic factors, such as access to educational resources and opportunities for language practice, further shape the learning experience and contribute to disparities in language acquisition outcomes. Understanding these multifaceted challenges is essential for educators and policymakers to develop comprehensive strategies that support English language learners in overcoming obstacles and achieving linguistic competence with confidence.

The development of oral proficiency in English poses significant challenges for students, especially when communicating in the classroom. According to Kamasak et al. (2021), some of the problems they face are linguistic problems, such as difficulties in acquiring vocabulary, organizing ideas coherently, forming grammatically correct sentences, and using appropriate vocabulary. According to Trinh & Pham (2021) They are also affected by psychological factors such as feeling inferior to their more competent peers, fear of making mistakes in public, and apprehension in the face of criticism. These psychological barriers are the ones that often intervene in students' confidence and fluency in oral communication, which also causes language problems in students.

In this sense, the teacher's attitude has a significant impact on students' speech development. According to Liu (2021) the teacher's immediacy, both verbal and nonverbal, can positively influence students' motivation, which is crucial for their progress in language learning. A teacher who demonstrates immediacy and a positive attitude, creating an accessible and responsive teaching environment, can foster greater learner engagement and motivation. This type of environment is conducive to the development of speaking skills, as students feel more comfortable and confident to practice and improve their speaking.

As described by Fernandez (2023), teachers' voice and classroom management are important to create a good environment for learning, through gestures, facial expressions, eye contact and encouraging speech, is a determining factor in increasing motivation and, therefore, the development of students' language skills. Therefore, it is essential for teachers to be aware of their behavior and attitude in the classroom in order to maximize the learning potential of their students.

6.2.7 Pedagogical Implications for Teaching Oral Communication

The teaching of oral communication skills is crucial in language learning. In many language classrooms, oral skills are often neglected for several reasons. One of the main ones is the absence of oral production in assessments, leading teachers to prioritize grammatical, written or reading skills in order to conform to test-centered curricula. According to Peng (2019), learning English as a foreign language is difficult for the students because they lack sufficient authentic linguistic contact.

In line with Pakula (2019) teaching methods and materials often emphasize written language and grammatical correctness as the main learning objectives, overshadowing the importance of oral fluency. Even when classroom activities supposedly promote interaction and simulation, the type of oral production may not effectively cultivate authentic communicative skills among learners.

The use of authentic materials in the language classroom is critical to improving oral communication skills. According to Toro et al. (2019), authentic materials, such as videos, podcasts and real conversations, provide students with exposure to natural language use. This exposure helps students understand the subtleties of pronunciation, intonation, and conversational flow.

As described by Gilmore (2019) the use of authentic materials can bridge the gap between classroom learning and real-world communication, making language learning more relevant and engaging for students. Authentic materials foster greater motivation and engagement on the part of learners, as they perceive the content as meaningful and useful for their daily lives.

Using appropriate methods for teaching English as a foreign language is crucial for achieving good results. According to Setiyadi et al. (2019), the grammar translation method and the direct method are highly effective in foreign language learning. The grammar translation method creates mental discipline by having learners memorize grammatical forms and their meanings, while the direct method emphasizes using written texts in the target language. According to Onishchuk et al. (2020) highlight the effectiveness of the audiolingual method, which prioritizes speaking first and then having students write down what they spoke. By incorporating these methods, educators can enhance students' linguistic proficiency and foster a more comprehensive understanding of the language.

In order to encourage students to practice their oral communication skills, it is essential that the classroom be a supportive environment. Teachers should foster a positive and inclusive environment in which students feel comfortable taking risks and making mistakes. According to Dörnyei & Muir (2019), it is important to create different environments for learning, this should depend on the goal of the class, this makes students feel motivated to perform the activity.

As reported by Wang et al, (2020), the classroom environment decreases anxiety and promotes class participation, thus improving their communication skills. By establishing

such an environment, educators can ensure that learners develop the skills necessary to communicate effectively in the target language.

7. Methodology

This research takes a quantitative approach. It seeks to collect numerical data and analyze them through statistical techniques to understand the factors that influence the development of English oral communication skills in A1-level students at the Technical University of Cotopaxi. As mentioned by Creswell (2014), quantitative research involves "the collection of numerical data to answer specific questions, using instruments that allow for statistical measurement and analysis" (p. 32). This approach allows to determine factors for more generalizable and objective results.

The study was descriptive because provided detailed information on the factors that influence the development of oral communication in English. As described by Creswell (2014), descriptive design focuses on describing the characteristics of a specific phenomenon. It is suitable for describing the characteristics of individuals, situations, or events in a systematic and precise manner, allowing the identification of patterns and relationships between variables of interest.

The participants in this research are 47 undergraduate students from the Pujilí extension of the Technical University of Cotopaxi. All of them are students of the pedagogical career of national and foreign languages, with ages between 18 and 30 years old. The sample is composed of 25 students from the first semester, parallel A, 7 men and 18 women, and 22 students from parallel B, 8 men and 14 women.

A structured survey aimed at undergraduate students was used for data collection. The survey was previously validated for another research by Ali et al. (2020) for better understanding of the students the questions were translated into Spanish and validated. It was reduced to 3 categories (Feelings, Classroom Support, and Linguistic Content), in the tables it was simplified to three for each category to identify in a general way each

category, using Likert scale the Neutral was omitted to better identify the factors. The survey included 11 items. The survey was administered through Google Forms.

Excel was used to analyze, construct and obtain data. It consisted of calculating frequencies and percentages of each survey item to present in tables the three aspects such as feelings, support in the classroom and linguistic content in the development of oral communication.

8. Analysis and Discussion

The data responds to the following research question: What are the factors that influence the development of oral communication in A1 English learners? The items were analyzed by categories. The first category is feelings, the second is classroom support, and the third is linguistic content.

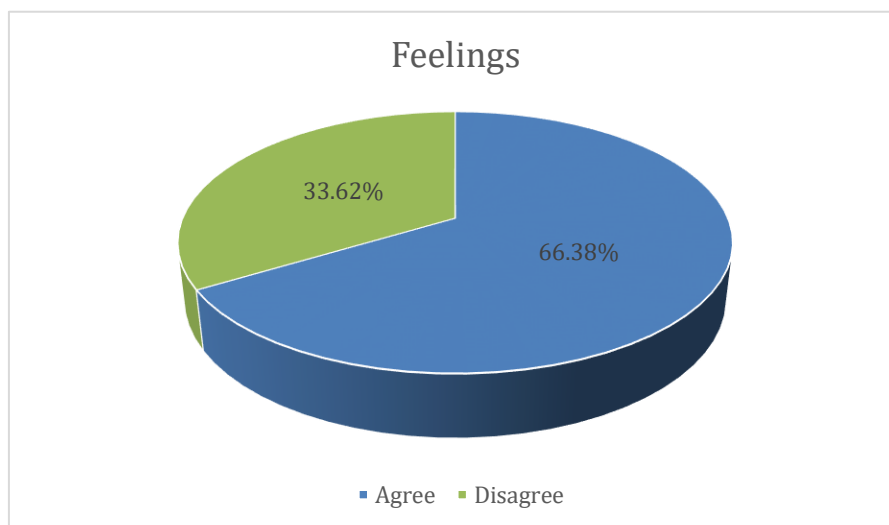
Table 1

Factors influencing the development of oral communication - Category: Sentiments

Category: Feelings (Items 1- 5)								
Items	Statement	SD	D	D Total	A	SA	A Total	Total
I1	I don't feel confident to speak because I may get a bad grade.	5	15	20(42.55%)	21	6	27(57.45%)	47(100%)
I2	I feel that if I don't speak as much English, I won't be able to express myself.	2	10	12(25.54%)	26	9	35(74.46%)	47(100%)
I3	I can't speak in English because I get nervous in front of the class.	4	11	15(31.91%)	14	18	32(68.09%)	47(100%)
I4	I feel anxious if I have to communicate in English.	4	12	16(34.05%)	22	9	31(65.95%)	47(100%)
I5	I feel nervous when I have to speak in English.	4	12	16(34.05%)	20	11	31(65.95%)	47(100%)
Category Total		19	60	79(33.62%)	103	53	156(66.38%)	235(100%)

Source: Survey

Elaborated by Researchers



Source: Survey
Elaborated by Researchers

The data reveal that emotional barriers, such as anxiety, nervousness, and lack of confidence, significantly affect English A1 learners' oral communication. Some 66.38% of the respondents indicated that these factors limit their expression, hindering their fluency and performance. In addition, 57.45% admitted to feeling insecure in speaking for fear of a bad grade, while 74.46% felt that lack of oral practice affects their communication skills.

Previous research (Damayanti & Listyani, 2020) in which they investigated 33 students with questions about whether they feel anxiety, nervousness, and lack of self-confidence, obtaining in the results that 63% of the students agreed that they feel negative emotions when speaking English. They support these findings, showing that most students experience negative emotions when speaking English. To improve oral performance, it is crucial to implement strategies that reduce anxiety and boost confidence in the classroom.

Table 2

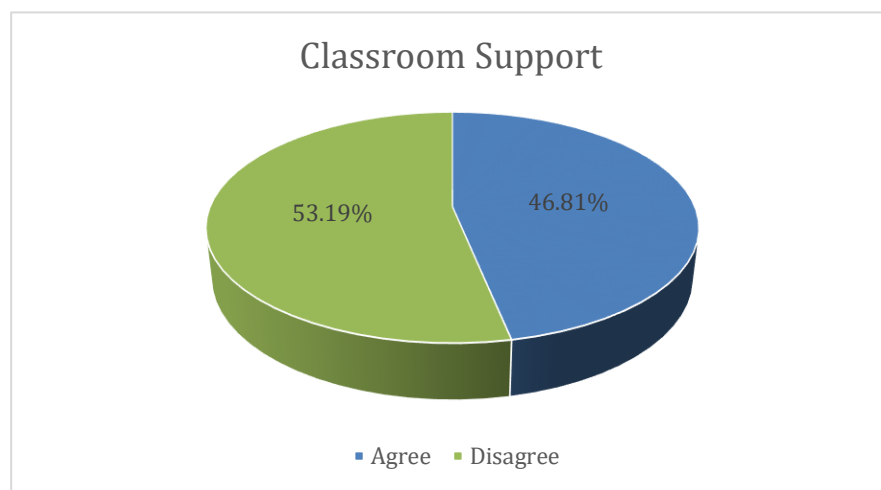
Factors influencing the development of oral communication - Category: Classroom Support

Category: Classroom Support (Items 6- 8)								
Items	Statement	SD	D	D Total	A	SA	A Total	Total

I6	I think I don't know as much as some of my classmates to speak English.	5	15	20(42.55%)	14	13	27(57.45%)	47(100%)
I7	I think that I am not going to speak correctly in English and make mistakes.	4	16	20(42.55%)	17	10	27(57.45%)	47(100%)
I8	I think that in my classes there is no incentive to speak English.	5	30	36(76.59%)	8	4	12(25.54%)	47(100%)
Category Total		14	61	75(53.19%)	39	27	66(46.81%)	141(100%)

Source: Survey

Elaborated by Researchers



Source: Survey

Elaborated by Researchers

The data present a detailed analysis of the students' oral communication in English. 57.45% of them do not feel as capable as their peers and fear making mistakes in speaking, while 42.55% show greater confidence. It is interesting to note that 76.5% of the students recognize that teachers offer incentives to speak English in class, although 25.54% feel that there is a lack of encouragement. Overall, 53.19% of students feel capable and confident speaking English, while 46.81% experience fear or insecurity. This coincides with previous research, such as that of Hussain et al. (2020), who found similar patterns of confidence and motivation among different groups of students.

At the Technical University of Cotopaxi, although most students perceive support and motivation from their professors, there are still emotional and motivational barriers that limit their active participation in class. These findings are related to several studies, such

as those of Trinh & Pham (2021), on the other hand Kacetl & Klímová (2019) and Liu (2021), which emphasize the importance of psychological, linguistic factors and the fundamental role of the teacher in creating an inclusive and motivating environment to improve oral communication in English.

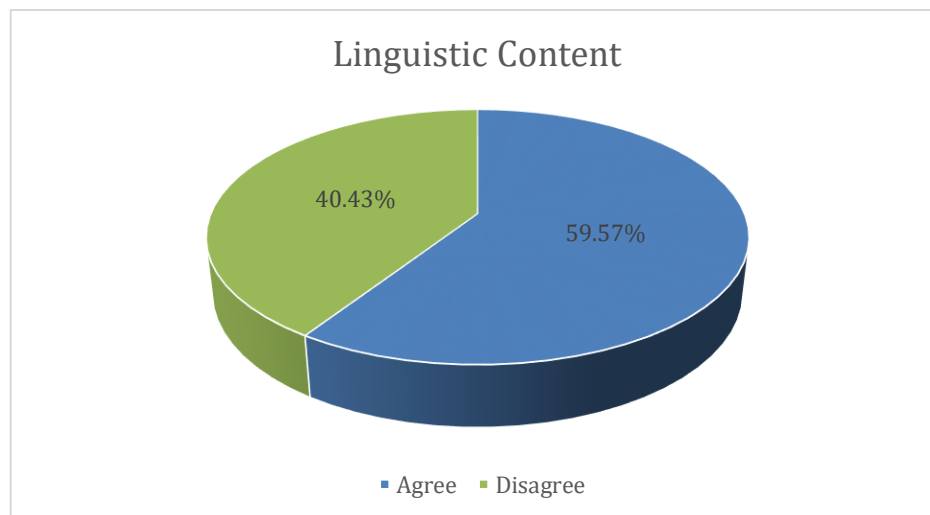
Table 3

Factors influencing the development of oral communication - Category: Linguistic content

Category: Linguistic Content (Items 9- 11)								
Items	Statement	SD	D	D Total	A	SA	A Total	Total
I9	I have trouble with English grammar.	4	13	17(36.18%)	21	9	30(63.82%)	47(100%)
I10	I find it difficult to pronounce English words well.	5	16	21(44.69%)	19	7	26(55.31%)	47(100%)
I11	I think My vocabulary is limited so I cannot speak fluently.	2	17	19(40.43%)	20	8	28(59.57%)	47(100%)
Category Total		11	46	57(40.43%)	60	24	84(59.57%)	141(100%)

Source: Survey

Elaborated by Researchers



Source: Survey

Elaborated by Researchers

The data show that the students have difficulties in English proficiency, especially in grammar, vocabulary and pronunciation. Some 63.82% recognized grammatical

problems, while 55.31% indicated difficulties in pronunciation, suggesting that, although they possess language skills, they make mistakes when expressing themselves orally. In addition, 59.57% reported lacking sufficient vocabulary to communicate fluently.

These results are consistent with the research of Ali et al. (2020) who found that 83% of the students think that they do not know enough vocabulary to express themselves correctly in English. According to Kacetl & Klímová (2019) note that linguistic, cultural, and socioeconomic factors affect learners' ability to use English effectively.

9. Conclusions

- The theoretical review found previous studies that strengthen our research project, relevant information to improve oral practice in English, such as the importance of exposure to the language, constant practice and feedback to improve oral production. We also found previous studies that agree with the results obtained in this research project.
- After the analysis of the results obtained, it can be evidenced that there are internal factors such as confidence and motivation and external factors such as the learning environment and teaching methodology were identified as having a significant impact on the development of orality. Anxiety and fear of error are key barriers to fluency and spontaneity in oral production.
- Having determined the factors, each one of them could be analyzed in depth, but time was a limiting factor. However, it is a project that opens the door to new research in which each factor can be analyzed, and strategies can be sought to improve oral communication in students.

10. Recommendations

- It is significant that students work on these aspects when expressing themselves orally in English, as well as teachers being trained to deal with these important factors.
- It is important that this study be taken as a basis for further study of the topics discussed.

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