



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIOHUMANÍSTICA

**LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS**

Factors affecting EFL student's oral communication skills

Autor (a): Apolo Mejía, Heidy Paola

Director (a): Nesterenko, Nina Aleksandrovna

CENTRO UNIVERSITARIO GUAYAQUIL

2021



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

2021

Aprobación del director del Trabajo de Titulación

Loja, 14 febrero de 2021

Magíster

Alba Bitalina Vargas Saritama

Coordinador (a) de Titulación

Ciudad.-

De mi consideración:

El presente trabajo de titulación denominado: Factors affecting EFL student's oral communication skills realizado por Heidy Paola Apolo Mejía, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo. Así mismo, doy fe que dicho trabajo de titulación ha sido revisado por la herramienta antiplagio institucional.

Particular que comunico para los fines pertinentes.

Atentamente,

Firma del Director del Trabajo de Titulación

Nina Nesterenko

C.I:1103234108

Declaración de autoría y cesión de derechos

“Yo, Heidy Paola Apolo Mejía, declaro y acepto en forma expresa lo siguiente:

- Ser autora del Trabajo de Titulación denominado: Factors affecting EFL student's oral communication skills, específicamente de los contenidos comprendidos en: Introduction, Chapter one. Literature review, Chapter two. Method, Chapter three. Results and discussion, Conclusions and Recommendations, siendo Nina Nesterenko, directora del presente trabajo; y, en tal virtud, eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual. Además, ratifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.
- Que mi obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.
- Autorizo a la Universidad Técnica Particular de Loja para que pueda hacer uso de mi obra con fines netamente académicos, ya sea de forma impresa, digital y/o electrónica o por cualquier medio conocido o por conocerse, sirviendo el presente instrumento como la fe de mi completo consentimiento; y, para que sea ingresada al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Firma:

Autora: Heidy Paola Apolo Mejía

C.I.: 0931823546

Dedication

I dedicate this thesis to my family for encouraging me and providing all the support to make it possible to complete this work.

To my aunt Alina who is a positive model in my life. I could not have completed this study without her shared knowledge, and advice during my career and this study.

To my boyfriend Raúl for his emotional support, his help and patience while I was completing the thesis.

Above all, I dedicate this to Jehovah God for the guidance, health, strength, and the skills that were necessary to finish my thesis.

Acknowledgement

I would like to express my gratitude to Mg. Karina Salcedo for her continuous support, patience, and willing for helping me in the direction of this study. I would also like to extend my thanks to my thesis director Nina Nesterenko for her wisdom, assistance, and suggestions throughout my thesis. To all my fellows for their support and giving me words of encouragement in the thesis process. To all my UTPL teachers for their guidance and knowledge provided during the career. Last but not the least; I would like to thank my family and my boyfriend for their support and encouragement during this thesis.

Contents

Cover	i
Aprobación del director del trabajo de titulación	ii
Declaración de autoría y cesión de derechos.....	iii
Dedication	v
Acknowledgement.....	vi
Contents	vii
Abstract.....	1
Resumen	2
Introduction	3
Chapter one	6
Literature review	6
Teaching English	7
Learning English	7
Communicative Competence	8
Oral communication	8
Oral communication strategies	8
Pedagogical factors	9
Teacher’s professional development	9
Language teaching methods	10
Language teaching techniques and strategies.....	12
Language teaching resources	15
Language evaluation	15
Language feedback.....	15
Language monitoring.....	16
Individual factors	16
Motivation.....	17
Anxiety	17
Age.....	17
Evaluation of student’s learning	18
Monitoring student’s learning.....	18

Linguistic problems in learning English	18
Chapter two	21
Method.....	21
Setting and participants.....	21
Procedure	21
Chapter three	24
Results and discussion	24
Description, analysis, and interpretation of results	24
Conclusions	46
Recommendations	47
References	48
Appendix.....	58

List of tables

Table 1. Pedagogical factors that affect student's proficiency in English oral communication skills.....	24
Table 2. Students' factors that affect their proficiency in oral communication skills	33

Abstract

This research study “Factors affecting EFL students’ oral communication skills” was aimed at identifying pedagogical factors and individual factors that affect the proficiency of EFL students in their oral communication skills. This research was carried out in the city of Guayaquil in Ecuador. The population sample to take part of the analysis in this study was five English teachers and five students in an Ecuadorian public high school. This study used a mixed method to collect qualitative and quantitative data. The instruments applied in the research were: a teacher’s survey, a student’s survey, a teacher’s interview, and class observation sheets. Two four-pointed Likert-scale tables were used to present the data collected from the instruments mentioned. The analysis of the data was supported on the data and comments collected from the population sample. The results showed that the methods, the activities applied and the lack of using English in class affected students’ language practice and increased learners’ anxiety to speak English. Also, the lack of feedback affected students’ improvement in linguistic factors that are related to students’ oral communication skills.

Key words: individual factors, oral communication skills, pedagogical factors.

Resumen

El estudio “Factores que afectan a los estudiantes en su habilidad de la comunicación oral en el idioma inglés” tuvo como propósito identificar los factores pedagógicos y factores individuales que afectan el dominio de los estudiantes en su comunicación oral. La investigación fue realizada en la ciudad de Guayaquil, en Ecuador. Los participantes fueron cinco profesores y cuarenta estudiantes de un colegio público. Se usó el método mixto para recolectar información cualitativa y cuantitativa. Los instrumentos para el estudio fueron una encuesta de docente y otra de estudiante, una entrevista para docente, y fichas de observación para la clase. Dos tablas de escala Likert de cuatro puntos fueron usadas para mostrar los datos obtenidos. El análisis de datos fue sustentado por la información y los comentarios recolectados de los participantes. Los resultados mostraron que la metodología y actividades aplicadas junto con la falta de uso del idioma inglés afectó la práctica de los estudiantes y aumentó su ansiedad al tener que usarlo. También, la falta de retroalimentación perjudicó que los estudiantes mejoraran en factores lingüísticos relacionados con la comunicación oral.

Palabras claves: comunicación oral, factores pedagógicos, factores individuales.

Introduction

Learning a foreign language is part of general education at all level. It does not only involve remembering grammar rules and vocabulary words, but it also focuses on conveying ideas through oral interaction in the target language. Here in Ecuador, English is the second language taught in educational institutions. Ecuadorian students are encouraged to develop language skills to practice the target language and use them in their oral communications. But there are some factors that do not favor students' progress in the use of English while interacting with others.

Considering the difficulties to produce the target language in oral communication is the main problem for students in Ecuador, it was proposed the research study titled "Factors affecting EFL students' oral communication skills". The aim of the current study is to identify the factors that affect public high school student's proficiency in English oral communication. The results of the study will provide the answer to two research questions: "Which pedagogical factors do affect student's proficiency in English oral communication skill?" and "Which student's factors do affect their proficiency in English oral communication skills?". The answers to these questions will help to identify pedagogical and individual factors that affect students' oral communication skills and make the necessary changes to improve students' speaking.

Over recent years, some researchers have focused their studies on the importance of recognizing the factors that affect oral communication in EFL students. Aslan and Şahin (2020) investigated about what factors increase and decrease the students' participation in their oral performance, and how students are influenced by these factors inside the classroom. The results revealed that contextual/classroom-oriented factors and individual factors are affecting students' oral performance in the target language.

Similarly, Mahdi (2015) explored how teachers can motivate students and build confidence in students while speaking in English. The results of the study concluded that applying speaking activities according to students' needs can increased their confidence and

overcome students' fear to produce the target language. Khan (2015) investigated how decrease students' anxiety by measuring their level of anxiety when students are asked to talk. The results revealed that a friendly environment and keep practicing the target language can help students to overcome their anxiety to speak English in class.

The content of this study is divided in three chapters. The first chapter presents the literature summary collected from journals, magazines, scientific magazines, and books to provide a full understanding of the theoretical background information about the topic of the research. The chapter ends with the description of five previous studies that are related with EFL students' oral communication skills focused on pedagogical factors and students' factors. The second chapter presents the method applied and describes relevant aspects of the investigation field of this study. It provides the setting, population sample, and the instruments applied in the research study. The third chapter is focused on the description, analysis, and interpretation of results from the data collected, and provides the answers to the research questions mentioned. At the end of the analysis, there are six conclusions about the research study. According to these conclusions, six recommendations are made to find a solution to the issues and difficulties raised in this analysis.

This study will benefit teachers and students the type of knowledge needed to overcome common problems while improving oral communication skills. Also, it can help to be aware about relevant factors that usually affect students' progress in their oral communication. Furthermore, the recommendations given in this research study contribute to improve and master successfully the target language in an EFL classroom.

Finally, it is important to mention that there were some limitations in this study because of the COVID-19 pandemic. Due to the circumstances, all the classes observed were carried out by zoom. Some students did not attend their class because of the internet connection or problems with their electronic devices. It was difficult for the teachers to use some technological resources. The instruments to collect the data were applied by using online resources such as

google forms. However, all the results obtained in this study were described, analyzed, and interpreted based in the reality of public high schools.

Chapter one

Literature Review

Introduction

The literature review developed below allows to know the necessary definitions and terminology used in education for the understanding of the development of the project.

At the beginning, it can be found the definition of teaching English and learning English to understand the importance of both teacher and learner roles in the process of learning a foreign language. In addition, it is important to know the process of communicative interaction between teachers and learners to improve learners' oral skill.

The following section provides the definition of oral communication and a specific focus on communicative competence. Both explain what the oral process involves and its correctly use in the classroom considering the necessary strategies.

Then, it focuses on the pedagogical factors that teachers must consider when teaching oral communication. On the other hand, it also analyzes the individual factors that affect students when learning how to produce the target language.

Finally, it shows previous studies that are related with the main topic to have different opinions and a complete overview about the development and production of oral communication among learners.

Teaching English

Pradeer Kumar (2012) affirms that teaching is a professional practice developed between a teacher and a student, which contributes to the student's progress and the professional development of the teacher.

Imaniah and Gunawan (2017) state that teaching English as a foreign language means being able to express and interestingly communicate the English language. Through the four main skills, listening, speaking, reading, and writing, English teachers encourage and motivate students to develop their English abilities through different activities and exercises inside the classroom.

According to Collings English Dictionary, Teaching English is “the practice and theory of learning and teaching English for the benefit of people whose first language is not English”. Planning, preparing, and conducting lessons, providing feedback on oral and written activities, designing tests and evaluation resources, producing, and writing materials are standard tasks for English teachers with the aim to facilitate students’ acquisition of the learning language (Imaniah & Gunawan, 2017).

Learning English

Learning refers to the process of acquiring experience, knowledge, skills, and values by knowing what to do and how to do every assignment by incorporating the different types of data interpreted by the learners (Dharmaraj, 2015).

Nguyen and Terry (2017) point out that learning English is a “long-term” and difficult process that requires the application of right techniques and strategies to become proficient in the target language and be able to produce it in an effective way inside the classroom, other contexts as well as in real life communication. The researchers also add that the willingness, the investment of time and the effort of learning English is important to achieve the master in the target language.

Learning English allows each student to understand spoken language and be able to respond accurately. In addition, it helps them to acquire the target language. Furthermore, learning English enables learners to use it efficiently and confidently for communicating in a variety of contexts (Wersch et al., 2015).

Communicative competence

Hymes (1972) states that 'communicative competence' refers to the level of language development that allows language users in particular contexts to communicate their messages to others and to comprehend the messages of others. It also involves the capacity of language learners to connect what is learned in class to real life. The competent language user was defined by Hymes as one who knows when, where and how to properly use language instead of simply understanding how to produce specific grammatical structures. Sun (2014) states that communicative competence is an important key in second language acquisition.

Oral communication

Oral Communication is a double way interaction process involving the effective ability to speak and the attentive ability to comprehend (listening) between the speaker and the listener (Ali, 2018). Zare and Othman (2015) states that oral communication can be defined as a natural communicative process among people that is focused on providing, processing, gathering information, and expressing an accurate as well as significant response.

According to Brink and Costigan (2015) oral communication plays an important role in educational institutions because it is the key to the interaction process among learners and teachers. On the other hand, Palpanadan and Ahmad (2018) describe oral communication as an "dynamic skill" and an "active process" that requires receiving, building, and conveying a specific message by producing spoken words between the speaker and the listener.

Oral communication strategies

Oral Communication Strategies are useful language tools that help speakers to keep up a conversation, handle communication breakdowns, and enhance communication skills (Jactac, 2017).

Huang (2010) recommends the avoidance strategy and achievement strategy. The researcher explains that avoidance strategy helps students to avoid talking about topics that they are not familiar with in order not to affect their interaction among partners. Another avoidance strategy is message abandonment that is when the learner leaves the message incomplete because of the lack of grammar structure. On the other hand, he also claims that the achievement strategy is a great tool to use because the learner finds the solution of their communication problems by using body language as gestures, translating L1 phrases for explaining something, exemplification, generalization, drawing, etc. The aim of achievement strategy is to continue producing the target language despite the lack of vocabulary or grammar.

The confidence, flexibility, and effectiveness of language learners in oral communication are enhanced by applying Oral Communication Strategies (Somsai, 2016). Alrowayeh (2017) claims that when oral communication strategies are applied, the learning process becomes easier and manageable, the learning process goals are achieved, and learners can create a meaningful overall experience producing the target language.

Pedagogical factors

Pedagogy is a collaborative practice in which there is an active role between the teacher and the learner. There are many factors that can affect this practice, for example the school environment, class materials, technological resources, teacher's professional development, teacher training and a teacher's own experience of learning (Cogill, 2008). Bhattacharya (2017) remarks that the role of the teacher has a huge effect in students' oral proficiency. If teachers involve students in speaking activities or discussions using the correct techniques, they can "enhance the students' willingness" to produce the target language.

Teacher's professional development

Teacher's professional development is the personal process that a teacher achieves because of attending workshops, keeping updated about the new tendencies in education, reading professional publications related to education, reading research reports about new strategies and techniques, etc (Desimone, 2015). Mitchell (2013) considers that when teacher preparation starts, professional development occurs. Kennedy (2016) claims that the aim of professional development is the improvement in teaching. Darling-Hammond et al., (2017) emphasize that teachers get effective professional development when they make changes in their practices based on students' needs and improvements in the learning outcomes of the students. Researchers add that helping teachers to learn, reflect on their practice and refine specific pedagogies contribute to having an effective professional development in the educational field.

Language teaching methods

There are some procedures that teachers can apply or put into practice for accomplishing the use of the target language at the moment of planning the content of the class. Ugwu (2015) remarks that language teaching methods have always been used through the years for the teaching and learning process. He claims that these language teaching methods are used to handle specific learning problems as well as covering students' needs through their learning process.

There are many methods to be used for language teaching. Below it will be described seven of the most common teaching methods to help students in their learning process.

The aim of *Communicative Language Teaching* is to make it easier for students to interact in the target language. Students need awareness of the linguistic forms, interpretations, and roles to do this (Larsen-Freeman & Anderson, 2017). Diana (2014) claims that Communicative Language Teaching is a method based on student-centered learning because students use and construct the knowledge acquired from the teacher. The researcher states

that the teacher is only the “guide” and the “facilitator” to develop students’ oral communication skill.

The aim of *Natural Approach* is to encourage learners to know how to convey their message using the target language. Students should think in the target language in order to effectively achieve this (McQueen et al., 2019). Sam (2016) explains that natural approach is a method that helps learners to acquire the target language spontaneously instead of pushing them to use it. The researcher recommends using the flipped classroom model in order to put into practice the natural method approach. Shiela Mani (2016) points out that the Natural Approach method involves “lexical items”, language structures, and conveying messages.

Cooperative Language Learning method is based on the fact that working in a group is more successful and efficient in amount, performance and increased productivity than working alone (Mahmoud, 2014). Amurugan and Abdullah (2017) stipulate that the goal of organizing cooperative language learning groups is to enable participants to learn from their classmates and to support less experienced learners in the learning process. Kato, Bolstad, and Watari (2015) argue that the cooperative language learning tasks design are different from pair or group work tasks because the goal of the task is achieved if the group members work together.

In the *Content-Based Instruction* method, teachers expect both language and content to be understood by students. Topics of common interest to students can be offered as natural content in language learning. Then the instructor designs activities to teach both, including the language necessary for the content to be learned (Villalobos, 2014). According to Heo (2006), Content-Based Instruction is an effective method to help students in their English learning process as a second language. Developing language skills and learning new concepts through significant content are part of the effective effects in learners’ learning process.

The aim of *Task-Based Language Teaching* is to select tasks that are relevant to the students' level based on an examination of the needs of the students. A pre-task stage usually starts with a task sequence. The teacher will provide the students with the vocabulary they

would need to accomplish the task during this process. The students' performance is monitored by the teacher, and he or she can get involved if it is necessary. To enhance the learning of students, a post-task is done at the end of the class (Hismanoglu & Hismanoglu, 2015).

Gu (2018) explains that *Cognitive Academic Language Learning* is “essentially a model for improving academic achievement of learners who are learning through the medium of a second language” (p. 3). It is also focused on cognitive theory and attempts to combine academic language and learning techniques with content into a comprehensive lesson plan. Chamot (1995) remarks that Cognitive Academic Language Learning helps students to master the target language “by providing them with opportunities to learn grade-appropriate content” and acquiring the proficiency in the skills needed according to their level.

PPP method has three stages: Presentation, Practice, and Production. It goes from close teacher supervision to greater independence for learners. The teacher manages the Presentation stage by providing the grammar rules, vocabulary, and the material related to the topic of the class. During the Practice stage, the task of the teacher is to guide the practice activities in order to correct common mistakes among students and give them constructive feedback. Learners must produce oral performances using the newly learned grammar structure without mistakes during the Production phase (Anderson, 2016).

Language teaching techniques and strategies

The special ideas or actions that learners use to help them understand, remember, or maintain new knowledge are described as language learning strategies (Lee & Heinz, 2016). They also come in the form of a set of prescriptive steps to be taken while teaching occurs to contribute to learner's language development (Garcia Rosa & Goldchleger, 2016). The most known teaching techniques and strategies are:

Educational games involve having fun while following rules and competing. This is a useful technique that helps learners to recall vocabulary words and grammar structures from the target language (Derakhshan & Davoodi, 2015).

According to Shatz (2015) in his research study named “Using Gamification and Gaming in Order to Promote Risk Taking in the Language Learning Process”, he lists the most important benefits students gain from playing games in the classroom. Playing games increases general enthusiasm in the classroom. Students will be able to use their working memory to solve problems and increase their mental cognition. Games are a great tool to control the competitiveness between students. They are useful to consolidate new knowledge learning in the classroom. The researcher concludes that games can be used as a less stressful way to demonstrate students’ experience, skills and understanding of a subject.

Open-ended questions let students be free to express themselves in their own words. They can start asking general open-ended questions and end by asking for specific information according to what the person answered in the question before (Fauvelle, 2020). Popping (2015) states that in this type of questions respondents are needed to answer spontaneously because open-ended questions do not suggest possible answers. Dosseto (2020) concludes that making open-ended questions help to have a better understanding of the needs or point of view of the respondents because of their complete answers given.

A *debate* on a topic or a settlement about an issue is a dialogue or structured contest in which there are two sides: the ones who support and the ones who are against. Debates help learners to start a spontaneous conversation stimulating fluent language use (Deane & Song, 2015). Mohammad et al. (2016) point out that the aim of debate is to give the students the opportunity to develop critical thinking and improve their social abilities while producing the target language. They also claim that exchanging ideas and arguments are part of a debate. It is a collaborative learning process because it is done by a group of people.

Oral presentation is a small talk about a certain topic. It could be done by one person or in a group. It is a common technique used in classrooms. It helps students to improve their fluency in the target language (Storz, 2013). It is necessary to take into account some aspects before doing an oral presentation. It is important to know the audience to deliver the message

correctly. The key to a good oral presentation is to practice the oral presentation in order to feel comfortable with the performance. The effective oral presentation is when the message delivered to the audience is clear and the content matches with the purpose. (Effective Communication Student Manual, 2014)

Role play is also called “simulation” because students must play as a specific character as if they were in a real-life situation. This is a good communication activity that students can apply their vocabulary and grammar knowledge to (Samsibar & Naro, 2018). Participants may play a role like their own, the role depends on the intention of the activity. Students sometimes may play the opposite part of the conversation or interaction. Both options offer a potential significant learning because one allows students’ knowledge to be acquired and the latter enables the other student from the opposite point of view to acquire an understanding of the situation (Glover, 2019).

Group work is putting the learners in a group to contribute with their ideas to solve the same activity. There are some advantages in group work. Students can share and listen to their partners’ ideas using the target language. They are also active in the learning and teaching process. It stimulates students to be responsible with their task assigned because each one has a role in the group (Karim, 2015). Johnson et al. (2014) found that in a collaborative situation, students had higher knowledge acquisition, content retention, and higher-order problem solving and reasoning skills than students working alone. There are many theories for this distinction. The interactions and discussions of students with others help the entire class to create new knowledge, position it within an established knowledge conceptual framework, and then refine and analyze what they know and do not know.

Pair work is putting two learners together to work in a specific task. It promotes interactive communication in the target language for some reasons. It brings the opportunity to compare and analyze different points of view of a certain topic. Pair work allows teachers to monitor, walk around the class and listen to the language that students produce. It takes the

spotlight away from one student and places it on both learners giving students a feeling of pride when completing a team objective. Each student can also provide and get feedback from his/her partner (Biloro & Bugis, 2018).

Language teaching resources

Fauzi, and Inayati (2018) stipulate that language teaching resources refers to the materials used in the teaching and learning process of the students. The content of the students' book is not the only resource that teachers can use to guide students in the learning process and do activities to practice the target language. Teachers can find a lot of resources on the internet to use in the classroom such as videos, songs, recorded audios, learning platforms, etc. On the other hand, Stanley (2013) states that teachers can also incorporate technology in the learning process. Students can use technological devices such as a cellphone, digital board, virtual classroom, etc. The use of these devices can make the class more interesting and catch students' attention in the learning content provided by the teacher. All these resources help students to learn the target language in an authentic way.

Language evaluation

Evaluation is a process which evaluates a program critically. The aim is to make the process of learning more successful. The language evaluation is divided in some types: placement evaluation, formative evaluation, diagnostic evaluation and summative evaluation. Placement evaluation assigns students to a specific level of language knowledge. It also helps the teacher to find the material according to the level of his/her students. Formative evaluation is taken during the program to make early improvements. It also gives a learning process feedback to the student and the teacher. Diagnostic evaluation goes after formative in order to know if the students' language difficulties disappear. Summative evaluation is taken at the end of the program to know if the objectives of the program were achieved (Gafoor, 2013).

Language feedback

When teachers provide feedback to their students, they know how to improve or develop their knowledge and skills in their learning process. Giving students feedback reminds them of their strengths in the target language. It motivates students to enhance in their future performances (Pratt, 1998). Poolsawad et al., (2015) emphasize that it is necessary for students to get feedback from teachers to know their strengths and weaknesses to expand their oral communication skill to the right direction.

Language monitoring

Language monitoring involves constant evaluation that provides early evidence of success in the achievement of goals of a project or program (Saha, 2016). Not all students evolve at the same level. Monitoring gives the ability to measure people's development and provides an indicator of what to review or practice further.

Monitoring is a learned ability that is, ideally, a healthy practice. Less experienced teachers may feel that they need to closely monitor and maintain activity control, whereas other teachers feel that they should always be involved from distance.

Distance monitoring is conducted from any place in the classroom that provides the possibility of tuning in on numerous interviews. The instructor may need to move around the room in larger classes. For the entire activity, it is necessary not to sit near one team, implying that the instructor is listening only to them.

There are two main possibilities in monitoring, self- and peer-monitoring. Self-monitoring requires self-correction instruction. All students may be involved in peer-monitoring but asking students to work in threes rather than pairs is a useful strategy, with students taking turns in monitoring the success of the other twos. (Fowler, 1986)

Individual factors

Tuan and Mai (2015) remark that it is important for teaching to identify the factors that are involved and affect students' oral communication performance. Identifying them the teacher can help students to enhance their problem in producing the target language. Social, cognitive,

and affective factors are part of the individual factors that affect learners internally in their development or success in the target language (Mahmoudi, 2015). Some of those factors will be described below.

Motivation

Pethman Estliden (2017) explains that motivation is an inner force that helps a person to keep going in any situation to reach a goal. There are two types of motivation. They can be classified in intrinsic motivation and extrinsic motivation. The students' readiness to learn is part of the intrinsic motivation because they are interested in increasing their knowledge in the target language without expecting a reward or being noticed in the class for their learning development (Serin, 2018). The expectations of parents and teachers or rewards are part of the extrinsic motivation because these are external factors that stimulate students to improve their performance in the target language (Adamma & Ekwutosim, 2018).

Anxiety

Anxiety is a normal human reaction when there is fear about something or there is a stressful situation happening (Shaukat Ansari, 2015). People can also feel anxiety about situations that have not happened yet in their lives. Students can feel anxious when the teachers ask them to use the target language in oral activities inside the classroom in front of their classmates (Hanifa, 2018). Pangket (2019) concludes that assessments, teachers, oral activities, and partners can be sources of students' anxiety.

Age

According to Harmer (2007), the level of comprehension that each learner has is related with the age. He states that learners face different kinds of challenges in the learning process. Children have a better understanding of the target language explanation by touching, seeing, and hearing. Adolescents face some inner problems such as self-esteem and seeking peer approval that can affect their learning process. So, it is necessary to choose material according to their common interests in order to increase their potential in creative thought. Adults'

experience helps them to have clear goals in why they are learning a second language. They are more disciplined than adolescents

Evaluation of student's learning

Evaluation of student's learning offers opportunities for students to talk about their views and perceptions of the content of the course and the pedagogical methods used. Students are also able to evaluate themselves and their partners' learning process. In self-assessment, students can identify their strengths and weaknesses in the target language. In peer evaluation, students have a group of exercises in which they analyze and provide feedback about others' work (Ndoye, 2017). Grant-Smith et al., (2016) remark that the audience's participation is very active in the peer assessment of oral presentations and keeps the focus of all students in their oral communication learning skill.

Monitoring students' learning

The aim of Monitoring students' learning is checking, observing, and ensuring students' activities in the learning process. Teachers can gather information about the progress or weaknesses of the students while monitoring the activities inside the classroom. This helps students to improve their development in the target language avoiding making the same mistakes they did in the last activities (Muhakeya, 2019).

Linguistic problems in learning English

There are common linguistic problems in learning English among learners. Bhattacharya (2017) affirms that pronunciation, grammar and vocabulary are part of the linguistic factors that can affect learners' English-speaking skills in their oral performance inside the classroom. Singhal (2020) points out that L1 interference is the main linguistic problem. It affects learners' pronunciation and fluency while performance speaking activities. It also affects grammar structure and vocabulary because students think in their mother tongue to convey a message in the target language. Dyslexia is a linguistic problem that restrains students to recognize the vocabulary words and their pronunciation affecting their oral communication. Kocaman (2017)

concludes that the lack of vocabulary is also a huge problem. Learners cannot produce the target language easily when they don't know how to keep the conversation using the correct words to convey their message.

The following part of this section compiles some previous studies related to EFL students' oral communication skills. They were carried out to identify students' needs in the speaking skill and put into practice the correct strategies or techniques in order to solve the oral learning problems that affect the oral communication in learners.

Aslan and Şahin (2020) explored the main factors that encourage or decrease students' participation in their oral performance and how these factors affect them inside the classroom. This is a qualitative study in which language learning settings are used to gather data and explain the factors that influence in learner's participation. The study research found that there are individual factors and contextual/classroom-oriented factors that affect students' production in the target language. This problem can be solved by promoting more social speaking activities using the target language and creating an encouraging atmosphere where students can stop worrying about mistakes.

Raba (2017) stated that working in classrooms with the think-pair-share strategy as a cooperative learning has a notable effect in the improvement in the oral communication skill of the students. It is a qualitative study because in order to collect the data the researcher uses two qualitative tools. After putting in practice this Think-Pair-Share strategy, students were more confident to produce the target language. It also increased learners' motivation and provided a good learning environment in class for oral communication practice because of the opportunities they have to produce the target language.

Leong and Ahmadi (2017) address this research to be aware about the speaking needs in the learning process. It argues about what involves the speaking skill, its importance, its performance characteristics, common speaking problems, and factors that influence the speaking performance. It is a qualitative study because it collected data from a variety of

sources. This study concludes that teachers have to be patient with students by giving students enough time to develop their speaking skill and have a clear idea what they are going to transmit in their message. It also states that motivation plays an important role in students' oral performance.

Khan (2015) demonstrates that teachers can decrease students' anxiety by using a variety of strategies. But first it is necessary to measure the students' anxiety level when they are asked to speak in the target language. The collection of data in this research was through questionnaires and interviews. So, the researcher used quantitative and qualitative methods. The conclusion of this study is that keep practicing the target language helps students to avoid feeling anxious. It is necessary to create a friendly environment in the classroom in order to give students more opportunities to produce the target language.

Mahdi (2015) explored how to encourage students in producing the target language using oral communication and help them to build confidence in their oral performance by applying strategies and techniques in the EFL classroom. It is a qualitative study because the researcher collected data from a variety of sources. The study concludes that carrying out oral communication activities to students according to their needs can increase their confidence. Finding strategies and techniques are necessary for students who want to overcome the fear of producing the target language.

Chapter two

Method

Settings and participants

The setting of this research was carried out in a public high school in the city of Guayaquil, in Guayas province in Ecuador. Teachers and students were the population sample to take part of the analysis in this research. The students' population was made up of 40 EFL (English as a Foreign Language) students who were asked to take part of the survey. All the EFL participants are students from the first to third grade of high school level. There were also 5 teachers from first to third grade of high school who were asked to take part of the survey and interview in this research.

Regarding the characteristics of the participants in this study, there were 21 females EFL students and 19 males EFL students. The age of the students who took part of the survey were between 15 to 18 years old. On the other hand, there were 4 females EFL teachers and 1 male EFL teacher. The age of the teachers who took part of the survey and interview were between 26 to 55 years old. All the teachers are qualified to teach English, three teachers have their university degree in English education, and the remaining two have a master's degree. Their EFL teaching experience was between 6 to 15 years.

Procedure

Previous studies related to pedagogical factors and students' factors that affects EFL students' speaking skills were collected at the beginning of this research. The data was collected from journals, magazines, scientific magazines, and books to have a complete understanding about the theoretical background information regarding to the topic of the study.

This study used a mixed method research to understand the research problem and answer the two research questions. Both qualitative and quantitative methods provided better understanding to find out the pedagogical factors and individual factors that influence students in their oral communication. The quantitative method was used to gather statistical data

regarding the research variables. The qualitative approach was used to collect participants' opinion in their own words to have a better understanding about certain facts.

The quantitative instruments were two online surveys made using google forms. These were online surveys because of the pandemic. One survey was for students and the other was for teachers. The survey's questions for the teachers asked them about pedagogical factors that influence in students such as planning, methods, activities, resources, motivation, evaluation, class monitoring, feedback, language practice, and extra activities. Some of these questions used the four-point scale: strongly agree, agree, disagree, and strongly disagree. The teacher's survey used this scale to gather the information mentioned before. The survey's questions for the students asked them about factors that influence in their oral communication such as anxiety, linguistic factors, motivation, language practice, and academic factors. There were 22 questions in the survey. These questions asked them about how they feel when practicing the target language in class. The students' survey also used the four-point scale to gather the information mentioned before. In addition, there were some multiple-choice questions in the teachers' interview to let know their preferences.

The qualitative instruments were the observation check lists and the teacher interview. Both instruments were applied to the teachers. One class per teacher was observed in order to collect significant information for this study. The observation check list was filled with the respective comments about the warm-up activities, the teaching-learning process, and the materials used. There were some aspects observed in each stage of the class. These aspects were about the use of English in class, methodology, activities, and motivation that the teacher uses to promote oral communication in class. In the teacher interview that consists in 13 questions, teachers gave their reasons why they use or not some resources, activities, types of assessment, monitoring, and methods in class. In addition, there were open-ended questions in the students' survey to have a better understanding about their inner reasons of their yes/no answers.

All the gathered information from the research instruments applied was analyzed, described and presented. The data collected from the surveys, interview and observation was tabulated using google forms. Two Likert-scale tables were used to put the data collected from the instruments in this chapter. The tables presented for the analysis of the data are: “Table 1: Which pedagogical factors affect student’s proficiency in English oral communication skill?” and “Table 2: Which students’ factors affect Students ‘proficiency in English communication skills?’. These Likert-scale tables placed the results of the questions using a four-point scale dividing in strongly agree, agree, disagree, and strongly disagree. After introducing each table, the data collected in the table was analyzed, interpreted, compared, and contrast each other. It is also supported by the previous studies from the literature review.

Giving the respective response to the questions asked in each table, there were six conclusions of this research study that can be found at the end of the analysis of the data collected. According to these conclusions, there were six recommendations to find the solution to the challenges and problems presented in the analysis.

Chapter three

Results and discussion

Description, analysis, and interpretation of results

This chapter presents the results obtained of the data collected from the research instruments used in the investigation field. These results are presented in two tables. The first one presents the results obtained about the pedagogical factors related to teachers and the second one presents the results obtained about the individual factors related to students. Both analysis of the content from the tables answers the research questions and lead to the conclusions and recommendations of the current study.

Which pedagogical factors do affect student's proficiency in English oral communication skills?

Table 1

Pedagogical factors that affect student's proficiency in English oral communication skills.

Pedagogical factors	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total %
Planning					
The teacher uses a class planning	0	80	20	0	100
The teacher considers students 'needs to teach speaking	40	60	0	0	100
Methods					
The teacher uses these types of methodology in class	100	0	0	0	100
Communicative Language Teaching	40	60	0	0	100
The Natural Approach	0	100	0	0	100
Cooperative Language Learning	0	80	20	0	100
Content-Based Instruction	0	80	20	0	100
Task-Based Language Teaching	0	80	20	0	100
Cognitive Academic Language Learning	0	60	20	20	100
PPP Method	0	80	20	0	100
Others					

Activities					
The teacher uses these types of activities in class					
Whole – group	40	40	20	0	100
Pair – group	40	60	0	0	100
Individual work	40	40	0	20	100
Questioning	20	80	0	0	100
Debate	20	60	20	0	100
Dialogues	40	60	0	0	100
Games	40	60	0	0	100
Interviewing	20	80	0	0	100
Others					
Resources					
The teacher uses the resources mentioned in the book to reinforce oral communication skills.					
	100	0	0	0	100
The teacher uses supplementary resources to teach speaking					
	20	60	20	0	100
The teacher uses these types of technological resources in class (Internet, cellphone, digital board, videoconferences, etc.)					
	20	80	0	0	100
Motivation					
The teacher motivates students to participate in class					
	60	40	0	0	100
Evaluation					
The teacher uses these types of assessment in class					
	0	80	20	0	100
Formative	40	0	0	60	100
Summative	100	0	0	0	100
Formal	20	0	0	80	100
Informal	20	0	0	80	100
Class Monitoring					
The teacher monitors students' learning					
	20	80	0	0	100
Feedback					

The teacher gives feedback to their students when they commit mistakes in their speaking.	20	80	0	0	100
Language Practice					
The teacher uses English in class	40	40	20	0	100
The teacher creates opportunities to practice English among peers in class	0	100	0	0	100
Extra Activities					
The teacher sends homework to reinforce oral communication skills	20	40	20	20	100

Note: Results of the teachers' survey, interview, and class observations conducted at a public Ecuadorian high school.

The first pedagogical factor is *Planning* that is divided in two statements: *the use of class planning*, and *teachers' consideration of students' needs*. Regarding the results about class planning, 80% of the teachers *agree* to use a class planning. However, one teacher that represents 20% in the results *disagree* arguing that it takes out time to prepare material for the class. On the other hand, the results about taking into consideration students' needs, 40% of the teachers *strongly agree* and the others 60% *agree*.

In the interview, teachers argue that planning helps them to be organized in their class and when planning, it is necessary to adapt the content for students' needs. Others add that it is important to customize the class material according to students' needs to have a variety of activities for different intelligences. Teachers recognize that class planning not only depends on what to teach it also involves how to teach it using the proper activities because it contributes to have an effective environment for learning and teaching (Fareh, 2018). During the class observations, it was noticed that most of the classes were organized and respected the time of the class because of the using of planning. Some teachers provided to the observer the class planning to check the activities to be performed in each class before it started. It also was

noticed that the lack of planning affected teachers who finished the activities and there was time left.

The second pedagogical factor is *Method*. The results indicate that 100% of the teachers use all the types of methodologies mentioned in the survey. According to the survey, 100% of the teachers *agree* to put in practice the Natural Approach method in class. On the other hand, 80% *agree* to use Cooperative Language Learning, Content-Based Instruction, Task-based Language Teaching, PPP method. The rest 20% of teachers *disagree* in using those methods. The 60% of teachers *agree* of using Communicative Language Teaching (CLT) and Cognitive Academic Language Learning (CALL). The rest 40% *strongly agree* using the CLT method. While the other 20% of them *disagree* and *strongly disagree* using the CALL method.

Considering class observations, all the teachers use Natural Approach method because they argued that using a methodology that focuses on producing the target language, it will have an influence in students' oral communication. The participation in the class increased when the teachers motivated students to produce the target language by asking students' opinion using the new vocabulary words. As Sam (2016) claims that it is a method that helps learners to acquire the target language spontaneously instead of pushing them to use it.

Cooperative Language Learning (CLL), Content-Based Instruction (CBI), Task-based Language Teaching, and PPP method were also applied in most of the classes observed. Teachers wanted students to learn from their classmates and to support less experienced partners in the learning process applying the CLL (Amurugan & Abdullah, 2017). CBI and Task-based Language Teaching are also part of the effective effects in learners' learning process. According to Heo (2006) CBI develops language skills and learning new concepts through significant content while Hismanoglu and Hismanoglu (2015) state that select tasks relevant to the students' level based on an examination of students' needs help to enhance the students' learning. PPP method was also applied for a teacher in one class observed that Anderson

(2016) affirms that it is based on letting students produce grammar or vocabulary learned after being presented by the teacher and practice for the students.

On the other hand, it was noticed that two important methods for practicing oral communication such as Cognitive Academic Language Learning and Communicative Language Teaching were not applied in the classes observed despite teachers agree to practice those methods in class. Most of the teachers do not give many opportunities to let students interact in the target language that it is important for students use and construct the knowledge acquired from the teacher (Diana, 2014). Chamot (1995) adds that the Cognitive Academic Language Learning helps students to master the target language. So, it is important that teachers consider that these methods are also relevant to improve their students' oral communication.

The third pedagogical factor is *Activities*. Regarding the results, 80% of the teachers *agree* of using interviewing activities and questioning, while 60% of them *agree* of using pair-group, debate, dialogues, and games in their activities in class. Teachers recognize that asking questions directly to the students help them to participate actively in class because learners are too shy to do it by themselves. 40% of the teachers *agree* of using whole-group and individual work. On the other hand, 40% of the teachers *strongly agree* of using whole-group, pair-group, individual work, dialogues, and games in class, the other 20% *strongly agree* of using questioning, debate, and interviewing. Teachers affirm that when students work with each other there is more trust, and they can help each other. Only the 20% of teachers *disagree* of using whole-group and debate activities because teachers state that students sometimes do not know how to organize their ideas and express them.

During class observations, it was demonstrated that most of the teachers did not use a variety of activities that help students to improve their oral communication. The teachers use open-ended questions when there are pictures that are related with the topic they are teaching. As Fauvelle (2020) states questioning allows students to be free to express themselves in their own words. But teachers did not let students to interact with each other in oral activities such as

debates or dialogues. However, teachers let students to solve exercises in pairs, whole-group, and individually in grammar, and reading activities. Johnson et al., (2014) found that in a collaborative situation, students had higher knowledge acquisition, content retention, and higher-order problem solving and reasoning skills than students working alone.

It was observed in a class that the teacher was asking students to perform their oral presentations. As Storz (2013) claims oral presentation helps students to improve their fluency in the target language. Furthermore, some teachers used games and online activities in the virtual class observed, it helps to increase general enthusiasm in the classroom (Shatz, 2015). Teachers added that students' participation increases when they play games using the grammar or the vocabulary they are learning. It was noticed in the class that when the teacher told students to have their phones ready to play kahoot to review the grammar, all students were excited to play it.

The fourth pedagogical factor is *Resources*. Regarding the results, 100% of the teachers use the resources mentioned in the book to reinforce oral communication skills because the textbook has a section in each unit to practice speaking. 60% of the teachers use supplementary resources to teach speaking while the other 20% *strongly agree*. On the other hand, the other 20% of teachers *disagree* of using them arguing that the activities in the English textbook have enough of material to practice speaking in class. Talking about the use of technological resources in class, 80% of the teachers *agree* of using them, while the other 20% *strongly agree*. Teachers state that they have increased the use of technological resources in virtual classes because of the need to find other ways to improve the learning process of the students.

During class observations, it is important to highlight that students and teachers had their digital textbook and they worked with it on the screen in the zoom meeting because all the classes observed were based on the textbook content. Most of the teachers used the pictures of the textbook to ask students' opinion about a certain topic in order to use the target language. It

was observed that teachers used supplementary resources such as online worksheets or videos to teach a certain topic. They asked students one by one to read a sentence or an instruction because students were too shy to participate. Teachers argue that technological resources are an important part of learning in this century. As Stanley (2013) states it is crucial to incorporate technology in the learning process. The use of these devices can make the class more interesting and catch students' attention in the learning content provided by the teacher.

The fifth pedagogical factor is *Motivation*. According to the results, 60% of the teachers *strongly agree* that it is important to motivate their students while the other 40% *agree* with this statement. Teachers state that motivation is an important part in learning because it helps to increase students' attention in the target language and the desire to improve. As Pethman Estliden (2017) claims motivation is an inner force that helps a person to keep going in any situation in order to reach a goal. Despite of teachers' opinions and results about motivation, the teachers did not encourage the participation in class nor praised students for their answers or their good job in class during the observation. It was observed in the previous results that there is not enough motivation in the class because of the lack of participation encourage and praise from the teachers to students. There were also more factors observed that affected students' motivation such as the methods and the activities that teachers used in class.

The sixth pedagogical factor is *Evaluation*. Regarding the results, 80% of the teachers *agree* that they use types of assessment in class while the 20% *disagree* of using them because they state that it is enough to practice in class to have a full understanding of a topic. 100% of the teachers use summative evaluations because they argue that these summative evaluations are useful to review the content students have learned in each partial. As Gafoor (2013) also affirms that this kind of evaluation is taken at the end of the program to know if the objectives of the program were achieved. About formative assessment, 40% of teachers *agree* to use it while the 60% *strongly disagree*. On the other hand, only 20% of the teachers use formal and informal

assessments in the class and the 80% of them *strongly disagree* of using those types of assessments.

During class observations, it was noticed if the teachers used summative or formal assessments. But a teacher was evaluating oral presentations as a formative assessment grading with a rubric in one of the observed class. According to Gafoor (2013), formative evaluation helps to make early improvements during the program. The other classes observed that without mentioned it teachers graded students' participation in the online exercises and for answering questions during the class. Nash (2016) states that this kind of grading is informal assessment because it helps teachers to obtain information about students' understanding and progress in a certain topic.

The seventh pedagogical factor is *Class observation*. Regarding the results, 80% of the teachers *agree* to monitor students' learning while the other 20% of them *strongly agree*. In the interview, teachers mentioned that it is important to follow the academic performance of the students in the activities that they are doing in class because as Saha (2016) explains monitoring provides early evidence of success in the achievement of goals of a project or program. It was observed that teachers monitored students' learning while they are doing exercises in class by asking to complete the exercises in the digital board. Teachers also checked if the students were paying attention by asking questions related to the topic learned. As Fowler (1986) states monitoring helps teacher to measure students' development and provides an indicator of what to review or practice further.

The eighth pedagogical factor is *Feedback*. Regarding the results, 80% of the teachers *agree* to give feedback to their students when they commit mistakes in their speaking while the other 20% of them *strongly agree*. Teachers claims that feedback help students to develop their knowledge. Another teacher also adds that it helps them to keep updated about students' progress. Despite of the results in the survey, it could be noticed that only few teachers gave the corresponding feedback to their students. Most of them just focused on correct students'

mistakes in the exercises but they did not give a specific explanation of how avoid that type of mistake. Poolsawad et al., (2015) recommend that it is necessary for students to get feedback from teachers to know their strengths and weaknesses to expand their oral communication skill to the right direction.

The ninth pedagogical factor is *Language Practice*. Regarding the results about using English in class, 40% of the teachers *strongly agree* while the other 40% of them *agree*. However, one teacher that represents 20% in the results *disagrees* about using English in class arguing that her students are not in a high level to understand commands in the target language. It is important to highlight that in the classes observed most of the teachers allowed students to express their ideas in Spanish without using the vocabulary they are learning in English. Teachers also did not give enough opportunities to let students acquire and produce the target language. It was observed in the previous results that teachers do not let students to produce the language orally; they only let students to practice the target language by completing exercises in the digital board. Nguyen and Terry (2017) recommend that it is necessary the application of right techniques and strategies to become proficient in the target language and be able to produce it in an effective way inside the classroom.

The last pedagogical factor is *Extra activities*. Regarding the results, 40% of the teachers *agree* to send homework to reinforce oral communication skills while the other 20% of them *strongly agree*. On the other hand, 20% of the teachers *disagree* and *strongly disagree* about this statement. During the observation classes, it was noticed that the teachers sent homework about the grammar rules that they were learning, but they did not send homework to help students to practice oral communication. It was observed in the previous results that there is a lack of practice oral communication from students at home without having homework. Teachers do not send homework to practice the vocabulary, idioms, or phrasal verbs that students have learned in class to improve their oral communication. It is important to remind that homework

helps students as a supplementary resource in order to practice and catch up with class content (OECD, 2014).

After the analysis and interpretation of the table related to pedagogical factors, it was concluded that there are relevant factors that affect students' oral communication skills. Planning, monitoring, and resources are factors that help students positively in their learning process and the acquisition of the target language. However, the lack of methods and activities related with oral communication in class are factors that affect students negatively to produce the target language. Due to teachers did not use methods and activities such as debates, interviewing, or dialogues to let students interact with each other using the target language. Additionally, the lack of motivation, feedback, and language practice from the teacher are factors that directly influence students' oral communication. Students will not improve and reach the master in the target language without teachers' motivation, appropriate feedback, and the necessary language practice.

Which students' factors do affect their proficiency in English communication skills?

Table 2

Students' factors that affect their proficiency in English communication skills.

Students' Factors	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Total %
Motivation					
Students like to learn English	80	0	0	20	100
Students feel motivated to speak English in class	95	0	0	5	100
Students like the way teacher teaches English	100	0	0	0	100
Students consider that these activities motivate them to practice oral communication					
Pair work activities	27	0	0	73	100
Individual work	12	0	0	88	100
Whole group activities	45	0	0	55	100
Debates / discussions	32	0	0	68	100

Oral Presentations	30	0	0	70	100
Role-play	43	0	0	57	100
Games	68	0	0	32	100
Questioning activities	27	0	0	73	100

Anxiety

Students be afraid of speaking English in front of their partners	47	0	0	53	100
Students are nervous when teacher asks to participate in class.	47	0	0	53	100

Academic factors

Students understand teachers' instruction in order to practice oral communication	92	0	0	8	100
Students speak English in class.	2	28	45	25	100
Students have the opportunity to practice English in class.	85	0	0	15	100
Students consider that number of students in class allow them for interacting in English oral communication.	75	0	0	25	100
Students receive feedback when they commit mistakes in their speaking	90	0	0	10	100
Students consider that these aspects have influenced in their achievement					
Resources or materials teacher uses	58	25	12	5	100
Activities teacher applies	73	22	5	0	100
Homework	42	38	20	0	100
Period of classes (hours)	37	48	10	5	100
Student's own dedication	65	25	7	3	100

Language Practice

Students go to an English Academy	5	0	0	95	100
Students practice speaking outside the high school.	20	0	0	80	100
Students consider these aspects to practice English speaking					
Professional career	68	22	7	3	100
Travel abroad	60	37	3	0	100
Talk with foreigners	55	25	15	5	100
See movies in English	55	35	8	2	100

Listen to music in English	65	28	7	0	100
Play videogames.	28	35	22	15	100
Obtain a job	63	17	18	2	100

Linguistic Factors

Students consider these aspects as interference in their oral communication

Vocabulary	10	28	50	12	100
Pronunciation	22	20	45	13	100
Fluency	25	45	20	10	100
Grammar	28	35	27	10	100

Note: Results of the students' survey, and class observations conducted at a public Ecuadorian high school.

The first individual factor to be analyzed is *Motivation*. It is divided in four statements: if students like to learn English, if they feel motivated to speak English in class, if students like the way teacher teaches English, and the type of activities that motivate students to practice oral communication.

Regarding the results if students like to learn English, 80% of the students *strongly agree* and the other 20% *strongly disagree*. Students who *strongly agree* argue that learning English will help them to get more job opportunities and improve in the professional field, and they also state that it is important to learn a second language if they want to travel abroad or to talk with people from another country. On the other hand, students who *strongly disagree* argue that English is very difficult to learn, and they have difficulties in pronunciation or grammar when using the target language. During class observations, half of the students paid attention to what the instructor was teaching about and there was an active participation in the class. But the others seemed to be bored and did not want to participate saying that they do not speak English. The results of the class observed conclude that half of the classes do not have interest in learning English. Nguyen and Terry (2017) recognize that learning English is a difficult process but if the learners apply the right techniques and strategies, they can become proficient in the target language.

Regarding the results if students feel motivated to speak English in class, 95% of the students *strongly agree* with the statement and the other 5% of them *strongly disagree*. On the other hand, regarding to the third statement if students like the way teacher teaches English. 100% of the students *strongly agree*. Students who *strongly agree* mentioned that they feel motivated to speak in English when the teacher organizes them to work in group or the activities are dynamic. Teachers' methods applied or the resources they use in class motivate students to speak English. Others feel motivated when they participate in order to get some points for using the target language in class.

The motivation of students also depends on the way their facilitators teach. Although in the survey, students state that teachers are clear in their explanations and instructions, they mention that the teachers understand when the learners cannot manage to develop some tasks or when they make grammar and pronunciation mistakes. However, the students state that they do not feel motivated when the teacher asks questions they do not understand, or the teacher chooses a topic that it is too difficult. Despite of the good comments and results in the students' survey about the way of the teacher teaches and the motivation students feel in class, the classes observed evidenced a different reality. It was noticed that most of the students did not seem to be motivated to speak English for some reasons. Students were afraid to make mistakes while producing the target language. They seemed to be bored because of the topic or the method that the teacher used. The lack of the requirement to use English in class also affects students' effort to speak in the target language. Nguyen and Terry (2017) affirm that the willingness, the investment of time and the effort of learning English are important to achieve the master in the target language.

Regarding the results about which activities students consider motivating for them to practice oral communication, games are preferred by 68% of students while 32% *disagree*. From 43% to 45% of students *strongly agree* that they feel motivated with whole group and role-play activities while from 55% to 57% do not. The rest of the activities that students have less

interest are debates, oral presentations, questioning, pair work, and individual work. The percentage of students who *strongly disagree* in those activities is from 68% to 88%.

In the students' survey, students argue that games related with the topic increase their motivation because they are having fun while practicing and producing the target language. Students state that whole group, pair work, and role-play are activities that help them to improve their oral communication by learning from their partners while doing the activities. Also, the learners feel confidence to use English when working with their peers because they can help each other. Other students claim that debates, oral presentations, and questioning activities contribute to enhance their performance when using the target language. Those activities let students to provide, process, and gather information, and also learners can produce an accurate as well as significant response (Zare & Othman, 2015).

In class observations, it was evidenced that questioning, games, oral presentations, and whole-group activities were used in class to motivate students to practice oral communication. Teachers promoted the use of questions to increase students' motivation to speak English by asking open-ended questions about a picture, a certain situation, or reading related to the topic of the class. There were oral presentations made by the students in a class. The teacher asked students to make oral presentations to improve their pronunciation and lose the fear of speaking in English. Kahoot was a game used by the teacher in a class to practice the grammar of the unit. Students were really motivated to play it. When the teacher made whole-group activities with online exercises, students' participation increased because they felt confident to work with the entire class by learning from others if they made a mistake.

However, teachers avoided using interaction activities such as debate, dialogues, and role-plays arguing that it is difficult for students to interact with each other in virtual classes and practice oral communication with those activities. They also state that there is not enough time to let all students to participate at the same time in the activities mentioned before. On the other hand, Alrowayeh (2017) points out the importance of applied oral communication strategies

because the learning process becomes easier and manageable, and learners can create a meaningful overall experience producing the target language.

The second individual factor to be analyzed is *Anxiety*. It is divided in two statements: students who are afraid of speaking English in front of their partners, and students who are nervous when teacher asks to participate in class. Regarding the first statement, 53% of the students *strongly disagree* of being afraid of speaking English in front of their partners while the other 47% of them *agree* with this statement. At the same time, 53% of the students *strongly disagree* of feeling nervous when the teacher asks to participate in class while the other 47% of them *agree*.

In the students' survey, students argue that they are not afraid of speaking English in front of the class because everybody in the class is learning a new language and it is normal if they make mistakes while speaking. Learners also add that they do not feel nervous when the teacher asks them to participate because when students participate in class they can practice and correct some pronunciation or grammar mistakes while speaking. Students state that the support and understanding from the teachers help them not to feel nervous. Learners also claim teachers' corrections enhance students to reach the mastery in the second language. However, the rest of students argue that they feel nervous or are afraid of speaking English because their pronunciation is not good enough. Being shy is another reason they do not want to participate in class. They also state that they are afraid of making mistakes while speaking.

During class observations, it was observed that most of students were afraid and felt nervous when they were asked to participate in an activity that involves speaking English. Some students were also nervous about giving their oral presentation in a class observed. They were afraid of having a bad grade in their presentation. If the teacher asked a student to answer a question, learners told the teacher to ask another partner because they do not know how to express themselves using the target language. Hanifa (2018) affirms that it is normal that students can feel anxious when the teachers ask them to use the target language in oral

activities inside the classroom in front of their classmates. It was observed that lack of English from some teachers is the reason why students feel nervous and afraid to use the target language, they are not used to produce it in each English class.

The third individual factor to be analyzed is *Academic factors*. It is divided in six statements: if students understand teachers' instruction in order to practice oral communication, if students speak English in class, if students have the opportunity to practice English in class, if students consider that number of students in class allow them for interacting in English oral communication, if students receive feedback when they commit mistakes in their speaking, and which aspects have influenced in students' achievement.

According to the first statement, 95% of the students *strongly agree* about understanding teachers' instructions while 5% of them *strongly disagree*. Students claim that teachers' instructions are clear when they are explaining them, and when the instructions are not clear teachers repeat them or they translate into Spanish. They also add that teachers sometimes show pictures or use mimics to explain some instructions of the speaking activity. However, other students state that they do not understand the instructions because the teachers talk too fast and they give all the instructions in English.

During class observations, it was noticed those aspects. The instructions sometimes were given in Spanish because of the level of the students or their poor understanding. When using English, the teachers also gave the instructions slowly to help students to understand them. Sowell (2017) affirms that it can be justify giving instructions in the mother tongue of the students for the benefit of clarity, but it also can be dangerous because students get accustomed of it. So, he recommends stopping translating the instructions when students are progressing in the understanding of the second language.

Regarding the results in the second statement, 45% of students *disagree* about speaking English in class, 28% *agree*, 25% *strongly disagree*, and 2% *strongly agree*. Students recognize that they are afraid and too shy to speak English in class because they do not want to

make mistakes while expressing their ideas. During class observations, it was certified what they affirm in their responses. Even though the teachers asked them open-ended questions to help them to express their ideas, they just gave some excuses such as “I do not speak English” or “ask another partner, teacher”. They also answered in Spanish. On the other hand, the results indicate that 85% of students *strongly agree* while 15% *strongly disagree* about having the opportunity to practice English in class. Students state that the teachers usually ask them to participate in class by asking questions, describe a picture, read a paragraph, asking students’ opinion about a certain topic, dialogs, and debates. Others affirm that teachers only ask the same students to participate in class.

It was observed that most of the students did not participate despite of many opportunities the teachers gave them to participate in oral activities. When students did not answer willingly, teachers had to choose a specific student to participate in the speaking activity. However, when the teacher asked them to complete an online exercise, some students started raising their hands to participate or unmute the microphone to say the answer. It could be noticed that the fear of speaking English in class caused that students did not produce the language spoken in speaking activities.

According to the fourth statement, 75% of students *strongly agree* about considering that number of students in class allow them to interact in English oral communication while 25% of them *strongly disagree*. Students argue that not everyone can interact because of the number of students in the class. Learners add that the lack of time does not allow them to interact with each other in English. Others state that sometimes they cannot interact with their partners because not everybody speaks English fluently. As it was mentioned before, it was observed that despite of the number of students, they did not have the willingness to participate in speaking activities during the class. It is relevant to indicate that because of the virtual classes is almost impossible to ask all students to interact with each other at the same time. But Johnson et al. (2014) highlights that in a collaborative situation, students had higher knowledge

acquisition, content retention, and higher-order problem solving and reasoning skills than students working alone.

Regarding the results to the fifth statement about receiving feedback, 90% of the students *strongly agree* while the other 10% of them *strongly disagree*. They affirm that teachers help them to improve by telling the reasons why their answers are not correct. Others state that it is necessary that teachers promote the reflection about the mistakes they make in order not to do it again. During observation classes, it was noticed that students received a general correction in the mistakes they made. In the oral presentation activity, the teacher told students what they did wrong, but the teacher did not tell them how to improve that weakness in their performance. Pratt (1998) explains that giving students feedback reminds them of their strengths in the target language. It motivates students to enhance in their future performances.

The last statement related to Academic Factors is which aspects students consider having influenced on their achievement. The first aspect refers to the resources or materials teacher uses, 58% of students *strongly agree*, 25% *agree*, 12% *disagree*, and 5% of them *strongly disagree*. The second aspect refers to activities teacher applies, 73% of students *strongly agree*, 22% *agree*, and 5% *disagree*. The third aspect refers to homework, 42% of students *strongly agree*, 38% *agree*, 20% *disagree*. The fourth aspect refers to the period of classes, 37% of students *strongly agree*, 48% *agree*, 10% *disagree*, and 5% of them *strongly disagree*. The final aspect refers to students' own dedication, 65% of the students *strongly agree*, 25% *agree*, 7% *disagree*, and 3% of them *strongly disagree*.

The results indicate that students consider activities, their dedication, and the resources teachers use as the main aspects that influence in their achievement. Students recognize that their dedication is relevant while learning English because they must try and pay attention to understand a new language. During observation classes, it was noticed that the resources and materials that the teachers used in class had a significant role in students' achievement because those resources and materials helped students to have a full understanding about the

topic learned. On the other hand, when teacher asked about the homework sent related to the practice of that class, most of students recognized they have not done yet. It indicates that the lack of students' dedication affected their achievement in the target language because doing activities as homework is another way that helps students to master the language (OECD, 2014).

The fourth individual factor to be analyzed is *Language Practice*. It is divided in three statements: if students go to an English Academy, if students practice speaking outside the high school, and which aspects students consider for practicing English speaking. Regarding to the results of the first statement, 95% of the students *strongly disagree* about going to an English Academy while the other 5% of them *strongly agree*. In the students' survey, students argue that the lack of money and time are the main reasons why they are not in an English Academy. The others argue that they go to an English Academy because they want to improve their proficiency in English. It is important to highlight that most of the students in this public high school belong to a low-income family who do not have enough money.

Regarding the results of the second statement, 80% of the students *strongly disagree* about practicing English outside the high school while the other 20% of them *agree* of doing it. Students affirm that internet contributes to practice English speaking. They use English when talking to their online friends or relatives and friends that live abroad by using social networks. Others use English in their English Academy or when a foreign person asks them for help on the street. Alsulami (2016) affirms that the use of the technology plays an important role in English practice because of the interaction that learners can have with native people.

On the other hand, there are some aspects that students consider relevant for them to practice English speaking outside the classroom. The results indicate that from 63% to 68% of the students *strongly agree* about aspects such as their professional career, travel abroad, listen to music in English and obtaining a job can help them to practice English speaking. At the same time, 55% of the students *strongly agree* that talking with foreigners and seeing movies in

English can be aspects to practice the target language. From 17% to 37% of the students *agree* about considering useful all the aspects mentioned before. The rest of students from 2% to 22% *disagree* and *strongly disagree* about considering those aspects as useful to practice English speaking.

Despite of the results, students argue that watching movies in English, listening to music in English, and playing online videogames are resources available to practice their English speaking because new expressions can be learned from the movies, pronunciation can be improved by singing, and students can interact with their online friends when playing videogames. Learners also add that because of the lack of money it is almost impossible to travel abroad to practice English. Students state that here in Ecuador it will be almost impossible to use English in the professional future careers or in the job they could get because the employees in most of the jobs in Ecuador speak in Spanish. But they claim that they would like to work at the airport or as a tourist guide to practice their English speaking.

The fifth individual factor to be analyzed is *Linguistic Factors*. Vocabulary, pronunciation, fluency, and grammar are the aspects to analyze in the interference in students' oral communication. The results indicate that 50% *disagree*, 28% *agree*, 12% *strongly disagree*, and 10% *strongly agree* regarding if vocabulary is an aspect that interference in their oral communication. Students argue that teachers teach them vocabulary words that are easy to remind. At the same time, others claim that some vocabulary words are written similar as Spanish, so they sometimes get confused with the meaning of these vocabulary words.

Regarding the results about pronunciation, 45% of students *disagree*, 22% *strongly agree*, 20% *agree*, and 13% *strongly disagree*. Despite of the results, in the students' survey some of them argue that pronunciation is an aspect that they always need to improve while they are learning new grammar or new vocabulary. Others state that pronunciation is the reason why they sometimes do not want to participate in class because they think that their pronunciation is not good enough or there are words difficult to read. The results about fluency indicate that 45%

agree, 25% *strongly agree*, 20% *disagree*, and 10% *strongly disagree*. Students claim that as well as their pronunciation they also need to reinforce their fluency because it is difficult to them to be fluent while expressing their thoughts or ideas in English. Learners add that the lack of vocabulary and grammar also affects their fluency because they do not know the adequate words or tense to convey their messages.

The last aspect to analyze is grammar. 35% of students *agree*, 28% *strongly agree*, 27% *disagree*, and 10% *strongly disagree* about grammar interference in students' oral communication. Students argue that it is difficult to keep it mind the correct verb tense for each situation to make a sentence about it. Learners add that they are not good in sentences structure. At the same time, others state that there are some tenses that are easy to make sentences and they remind the correct verb tense by key words as "yesterday", "today", or "now". Consequently, the results and students' comments show that grammar is not a huge interference in their oral communication. While students consider that fluency and pronunciation are aspects that they most of the time need to reinforce because as Kocaman (2017) explains learners cannot produce the target language easily when they do not know how to keep the conversation using the correct words to convey their message.

After the analysis and interpretation of the table related to individual factors, it was concluded that there are relevant factors that affect students' oral communication skills. Motivation and academic factors are factors that help students positively in their learning process and the acquisition of the target language. But despite of the results about the motivation students feels of learning English, learners prefer speaking in Spanish. Anxiety and linguistic factors are factors that affect students negatively to produce the target language. Students' fear of making mistakes while talking contributes that they stop using English in class. The fear of speaking also affects the improvement in their fluency, and pronunciation. Additionally, the lack of money impedes that students has an external language practice in an English Academy to develop the use of second language. Students will not improve and reach

the master in the target language without the necessary language practice and overcome the fear of using English.

Conclusions

Most teachers carried out classes speaking in L1 to reach students attention and help them to have a better understanding of the topic presented in class; as a result, students feel comfortable talking in their mother tongue instead of producing their ideas in the target language.

Not providing appropriate feedback to students is interfering in their improvement on the foreign language. Teachers only point at students' mistakes by providing the correct answers without giving a complete explanation about the reasons behind those mistakes.

Most of the methods and activities applied in class are not promoting students' oral communication development. It is common among teachers to teach grammar and vocabulary and do activities related to these aspects of the foreign language. But they do not encourage students to produce the target language when they are using the grammar and vocabulary learned.

Anxiety is the main factor that constrains students' oral communication. Students' fear to speak in English is affecting their participation in class and their master in the foreign language. They are worried about the mistakes they make while speaking. So, they use their mother tongue in their participation or for answering teachers' questions and commands.

As a result of the lack of producing the target language in class, students' linguistic factors such as pronunciation and fluency are affected. Grammar tenses and vocabulary words are also aspects considering difficult by students that limit their learning progress in oral communication.

Finally, the lack of money is a constraint for students' language practice outside the classroom. Students from public schools do not have enough economic resources to pay English courses in Academies or to travel abroad to achieve their master in the foreign language.

Recommendations

Teachers should speak one hundred percent English in the class. It could help students to be familiarized with the target language and motivate them to use it while asking questions or expressing their opinions.

Teachers should take some minutes to provide feedback to their students. It could help them to recognize their weakness in the target language and put in practice the recommendations of the teachers to overcome the problems they have while producing the second language.

Teachers should implement speaking activities in their planning, and methods that are based on producing the foreign language. Speaking activities will help students to overcome the fear of speaking English in class. Using interesting topics in debates, dialogues, and interviewing will increase students' motivation to participate in class while using the target language.

To overcome students' anxiety should be the main goal for teachers to help students to achieve the master in oral communication. Teachers ought to activate students' prior knowledge by providing tasks they are familiar to them. Before providing speaking tasks, teachers can reinforce the grammar and vocabulary they are learning to make students feel comfortable while producing the target language.

Promoting reading activities prepares students to learn new prompts and vocabulary words that they can apply in their oral communication and to construct their thoughts. On the other hand, while reading students can expand their vocabulary and be exposed to other idioms that are not very commonly used in class textbooks.

Implementing conversation clubs could provide external help to the English courses, in those places students can get extra help to improve their oral communication. It also increases the English level of the students to achieve the goal of mastering of producing the second language.

References

- Adamma, O., & Ekwutosim, O. (2018). Once of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics. *Supremum Journal of Mathematics Education*, 2(2), 55-59. <https://doi.org/10.5281/zenodo.1405857>
- Ahmed Mahdi, D. (2015). Strategies and Techniques for Fostering Oral Communication Confidence in EFL Students. *Arab World English Journal*, 6(2), 7-8. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2834387
- Ali, D. A. (2018). Understanding the Complex Process of Oral Communication. *International Journal of Language and Literature*, 6(1), 1-6. <https://doi.org/10.15640/ijll.v6n1a17>
- Alrowayeh, J. (2017). Factors Affecting Oral Communication In the EFL Classroom in Kuwait. *Higher Institute of Telecommunication and Navigation*, 1-2. https://journals.ekb.eg/article_84175_c5ae08406b7228b7061db718f095e690.pdf
- AlSaqqaq, A., Bidin, S. J., Shabdin, A. A., Din, W. A., & Swanto, S. (2016). Investigating Oral Communication Strategy Use Qualitatively: Risks of Obtaining Inaccurate Data. *Advances in Social Sciences Research Journal*, 3(12), 1-15. <https://doi.org/10.14738/assrj.312.2339>
- Alsulami, S. (2016). The Effects of Technology on Learning English as a Foreign Language Among Female EFL Students at Effatt College: An Exploratory Study. *Studies in Literature and Language*, 12(4), 1-16. <http://dx.doi.org/10.3968/7926>
- Anderson, J. (2016). Why practice makes perfect sense: the past, present and potential future of the ppp paradigm in language teacher education. *elted*, 19, 1-9. http://www.elted.net/uploads/7/3/1/6/7316005/3_vol.19_anderson.pdf
- Arumugam, N., & Sathi Abdullah, F. (2017). Cooperative Language Learning in the Tertiary ESL Writing Classroom: Students' Views in Diverse Settings. *niversiti Teknologi MARA*, 175. https://www.researchgate.net/publication/321709384_Cooperative_Language_Learning_in_the_Tertiary_ESL_Writing_Classroom_Students'_Views_in_Diverse_Settings
- Aslan, R., & Şahin, M. (2020). 'I feel like i go blank': identifying the factors affecting classroom participation in an oral communication course. *Department of Foreign Language*

Education, Middle East Technical University, 31(1), 5-6.

<http://www.journal.teflin.org/index.php/journal/article/view/902/324>

Biloro, F., & Bugis, R. (2018). The use pair work technique in increasing the students' speaking comprehension at eight grades of smpn 17 buru. *Universitas Iqra Buru*, 5-6.

https://www.researchgate.net/publication/328878961_THE_USE_PAIR_WORK_TECHNIQUE_IN_INCREASING_THE_STUDENTS'_SPEAKING_COMPREHENSION_AT_EIGHT_GRADE_OF_SMPN_17_BURU

Brink, K. E., & Costigan, R. D. (2015). Oral Communication Skills: Are the Priorities of the Workplace and AACSB-Accredited Business Programs Aligned? *Academy of Management Learning & Education*, 14(2), 205-221.

<https://doi.org/10.5465/amle.2013.0044>

Cogill, J. (2008). Primary teachers' interactive whiteboard practice across one year: changes in pedagogy and influencing factors. *King's College University of London.*, 7.

http://juliecogill.com/html/thesis___papers.html

Damayanti, D., Fauzi, A., & Inayati, A. M. (2018). Learning materials: the "nucleus" of language teaching. *Journal of English Education*, 3(1), 1-8. <https://doi.org/10.31327/jee.v3i1.417>

Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). Effective Teacher Professional Development. *learning policy institute*, 12-13.

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Deane, P., & Song, Y. (2015). The Key Practice, Discuss and Debate Ideas: Conceptual Framework, Literature Review, and Provisional Learning Progressions for Argumentation. *ETS Research Report Series*, 2015(2), 1-21.

<https://doi.org/10.1002/ets2.12079>

Derakhshan, A., & Davoodi, E. (2015). The effects of using games on english vocabulary learning. *Journal of Applied linguistic and language research*, 2, 39-47.

https://www.jallr.com/index.php/JALLR/article/view/40/pdf_38

- Desimone, M. (2015). Best Practices in Teachers' Professional Development in the United States. *American Institutes for Research*, 5.
<http://repositorio.ual.es/bitstream/handle/10835/3930/Desimone%20En%20ingles.pdf?s>
- Dharmaraj, W. (2015). *Learning and Teaching* (1.a ed.).
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING%20AND%20TEACHING.pdf>
- Diana, S. (2014). Communicative language teaching and its misconceptions about the practice in english language teaching (elt). *Jurnal Pendidikan Bahasa dan Sastra*, 14(1), 36.
https://doi.org/10.17509/bs_jpbsp.v14i1.700
- Effective Communication Student Manual*. (2014). [Diapositivas]. FEMA.
https://training.fema.gov/emiweb/is/is242b/student%20manual/sm_complete.pdf
- Fareh, S. (2018). Planning and Class Management. *The TESOL Encyclopedia of English Language Teaching*, 1-6. <https://doi.org/10.1002/9781118784235.eelt0207>
- Fauvelle, L. (2020, October 12). *Qualitative research: open-ended and closed-ended questions*. Market research consulting. <https://www.intotheminds.com/blog/en/qualitative-research-open-and-closed-ended-questions/>
- Fowler, S. A. (1986). Peer-Monitoring and Self-Monitoring: Alternatives to Traditional Teacher Management. *Exceptional Children*, 52(6), 573-581.
<https://doi.org/10.1177/001440298605200610>
- Gafoor, A. (2013). Types and Phases of Evaluation in Educational Practice. *Department of Education, University of Calicut*, 5.
https://www.researchgate.net/publication/272237015_Types_and_Phases_of_Evaluation_in_Educational_Practice
- Garcia Rosa, R., & Goldchleger, L. (2016). *Techniques, methods and approaches: much about nothing?*
https://www.academia.edu/33364556/Techniques_methods_and_approaches_much_about_nothing
- Glover, I. (2019, March 22). *Role-play: An Approach to Teaching and Learning*. Technology Enhanced Learning at SHU. <https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an->

approach-to-teaching-and-learning/?doing_wp_cron=1606725664.7882199287414550781250

- Grant-Smith, D., Cathcart, A., & Williams, P. (2016). Enhancing management students' professional presentations skills through self and peer assessment. *QUT Business School*, 5. <https://www.anzam.org/wp-content/uploads/2017/02/Grant-Smith-Cathcart-2015.pdf>
- Gu, Y. (2018). Cognitive Academic Language Learning Approach (CALLA). *The TESOL Encyclopedia of English Language Teaching*, 1-6. <https://doi.org/10.1002/9781118784235.eelt0176>
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230-239. <https://doi.org/10.24815/siele.v5i2.10932>
- Heo, Y. (2016). Content-Based instruction. *Hawaii Pacific University*, 1-8. https://www.hpu.edu/research-publications/tesol-working-papers/2006/06Heo_CBI.pdf
- Hismanoglu, M., & Hismanoglu, S. (2015). Task-based language teaching: What every EFL teacher should do. *Procedia - Social and Behavioral Sciences*, 15, 46-52. <https://doi.org/10.1016/j.sbspro.2011.04.049>
- Hoang Tuan, N., & Ngoc Mai, T. (2015). Factors affecting students' speaking performance at le thanh hien high school. *Asian Journal of Educational Research*, 3(2), 1-4. <http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf>
- Huang, C.-P. (2010). Exploring Factors Affecting the Use of Oral Communication Strategies. *Department of Applied Foreign Languages Lunghwa University of Science and Technology*, 1-20. https://www.academia.edu/22788882/Exploring_Factors_Affecting_the_Use_of_Oral_Communication_Strategies_Exploring_Factors_Affecting_the_Use_of_Oral_Communication_Strategies
- Jactac, B. (2017). Oral Communication Strategies from the Start in the Foreign Language Classroom. *Center for Education of Global Communication Foreign Language Education*

Division University of Tsukuba, 1-17.

https://www.researchgate.net/publication/316166848_Oral_Communication_Strategies_from_the_Start_in_the_Foreign_Language_Classroom

Johnson, D., Johnson, R., & Smith, K. (2014). Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory. *University of Minnesota*, 85-118.
https://www.researchgate.net/publication/284471328_Cooperative_Learning_Improving_university_instruction_by_basing_practice_on_validated_theory

Karim, U. (2015). Implementation of group work in the classroom. *Lingua: Journal of Language, Literature and Teaching*, 12(1), 97-106. <https://doi.org/10.30957/lingua.v12i1.74>

Kato, Y., Bolstad, F., & Watari, H. (2015). Cooperative and Collaborative Learning in the Language Classroom. *Showa Women's University*, 22-25.
https://www.academia.edu/13089009/Cooperative_and_Collaborative_Learning_in_the_Language_Classroom

Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. <https://doi.org/10.3102/0034654315626800>

Kocaman, O. (2017). Factors impeding the learning of a second language in Spanish school system: Valladolid University Sample. *Journal of Language and Linguistic Studies*, 13(2), 578-592. <https://files.eric.ed.gov/fulltext/EJ1159138.pdf>

Larsen-Freeman, D., & Anderson, M. (2017). *Techniques & Principles in Language Teaching* (4th ed.). Oxford University Press, USA.

Lee, J., & Heinz, M. (2016). English Language Learning Strategies Reported By Advanced Language Learners. *Journal of International Education Research (JIER)*, 12(2), 67-76.
<https://doi.org/10.19030/jier.v12i2.9629>

Leong Seyedeh, L.-M., & Ahmadi, M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *School of Educational Studies, Universiti Sains Malaysia*, 2(1), 34-41. <https://www.sid.ir/en/journal/ViewPaper.aspx?ID=520992>

- Mahmoud, M. M. A. W. (2014). The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students. *Journal of Language Teaching and Research*, 5(3), 9. <https://doi.org/10.4304/jltr.5.3.616-625>
- Mahmoudi, S. (2015). Internal and External Factors Affecting Learning English as a Foreign Language. *International Journal of Language and Linguistics*, 3(5), 313. <https://doi.org/10.11648/j.ijll.20150305.16>
- McQueen, E., Tavakoli, M., Carter, R., Nunan, D., Dulay, H., Burt, M., Ellis, R., Krashen, S., Schütz, R., & Larsen-Freeman, D. (2019). *Effective Methodologies in Teaching English to Speakers of Other Languages: TESOL (English Edition)*. Prentice Hall.
- Mitchell, R. (2013). What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement? *Professional Development in Education*, 39(3), 387-400. <https://doi.org/10.1080/19415257.2012.762721>
- Mohammad, N., Zohre, M., Hassanali, B. N., & Kamal, N. H. (2016). Debate learning method and its implications for the formal education system. *Educational Research and Reviews*, 11(6), 211-218. <https://doi.org/10.5897/err2015.2316>
- Muhakeya, A. (2019). Educational monitoring and evaluation framework in rwanda (inspection). *African Center of Excellence for Innovative Teaching and Learning Mathematics and Science (ACEITLMS)*, 1-5. https://www.academia.edu/40314107/Educational_Monitoring_and_Evaluation_Framework
- Muhammad, K. (2015). Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners. *Australian International Academic Centre*, 6(6), 49-53. <https://files.eric.ed.gov/fulltext/EJ1127504.pdf>
- Nash, C. (2016). [PDF] Formal and informal Assessment - Free Download PDF. SILO.TIPS. <https://silo.tips/download/formal-and-informal-assessment>
- Ndoye, A. (2017). Peer / Self Assessment and Student Learning. *International Journal of Teaching and Learning in Higher Education*, 29(2), 255-269. <https://files.eric.ed.gov/fulltext/EJ1146193.pdf>

- Nguyen, H., & Terry, D. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. *IAFOR Journal of Language Learning*, 3(1), 1-16.
<https://files.eric.ed.gov/fulltext/EJ1167252.pdf>
- OECD. (2014, December 1). OECD iLibrary | Does Homework Perpetuate Inequities in Education? OECD iLibrary. https://www.oecd-ilibrary.org/education/does-homework-perpetuate-inequities-in-education_5jxrhqhtx2xt-en
- Pangket, W. (2019). Oral English Proficiency: Factors Affecting the Learners' Development. *International Journal of Science and Management Studies*, 2(2), 88-96.
https://www.researchgate.net/publication/335631773_Oral_English_Proficiency_Factors_Affecting_the_Learners'_Development
- Pethman Estliden, K. (2017). "Why is it important to learn English?" A study of attitudes and motivation towards English and English language learning in Swedish upper secondary school. *Avancerad nivå*, 5-19. <https://www.diva-portal.org/smash/get/diva2:1078032/FULLTEXT01.pdf>
- Poolsawad, K., Kanjanawasee, S., & Wudthayagorn, J. (2015). Development of an English Communicative Competence Diagnostic Approach. *Procedia - Social and Behavioral Sciences*, 191, 759-763. <https://doi.org/10.1016/j.sbspro.2015.04.462>
- Popping, R. (2015). Analyzing Open-ended Questions by Means of Text Analysis Procedures. *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, 128(1), 23-39. <https://doi.org/10.1177/0759106315597389>
- Pratt, J. R. (1998). Giving Effective Feedback. *Home Health Care Management & Practice*, 10(2), 76-78. <https://doi.org/10.1177/108482239801000215>
- Raba, A. A. A. (2017). The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms. *Creative Education*, 08(01), 12-23.
<https://doi.org/10.4236/ce.2017.81002>
- Saha, S. (2016). Monitoring and Evaluation in education system of Bangladesh: Theory, reflection, and recommendation. *Brac University*, 6.
http://juliecogill.com/Chapter_2.pdf

- Sam, D. P. (2016). Natural Approach of Teaching English Language on a Flipped Classroom Platform to Tertiary Level Engineering Learners. *International Journal of Educational Sciences*, 14(1-2), 13-18. <https://doi.org/10.1080/09751122.2016.11890474>
- Samsibar, S., & Naro, W. (2018). The effectiveness of role play method toward students' motivation in english conversation. *Eternal (English, Teaching, Learning and Research Journal)*, 4(1), 107-116. <https://doi.org/10.24252/eternal.v4i1.2018.a8>
- Serin, H. (2018). The Use of Extrinsic and Intrinsic Motivations to Enhance Student Achievement in Educational Settings. *International Journal of Social Sciences & Educational Studies*, 5(1), 8. <https://doi.org/10.23918/ijsses.v5i1p191>
- Shatz, I. (2015). Using Gamification and Gaming in Order to Promote Risk Taking in the Language Learning Process. *Tel Aviv University*, 1-6. <https://itamarshatz.me/wp-content/uploads/2015/09/Using-Gamification-and-Gaming-in-Order-to-Promote-Risk-Taking-in-the-Language-Learning-Process.pdf>
- Shaukat Ansari, M. (2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. *International Journal of Educational Investigations*, 2, 38-46. http://ijeionline.com/attachments/article/41/IJEIonline_Vol.2_No.4_2015-4-04.pdf
- Shiela Mani, R. (2016). The natural approach. *Journal of english language and literature*, 3(1), 4. <http://moroccoenglish.com/wp-content/uploads/2017/10/THE-NATURAL-APPROACH.pdf>
- Singhal, N. (2020). Exploring Linguistic and Non-Linguistic Impediments in Learning English. *International Journal of Innovations in TESOL and Applied Linguistics*, 5(4), 4. <https://www.ijital.org/images/issues/issue-19th/543-R%20Neha-EXPLORING%20LINGUISTIC%20AND%20NON-LINGUISTIC%20IMPEDIMENTS%20IN%20LEARNING%20ENGLISH.pdf>
- Somsai, S. (2016). strategies for coping with face-to-face oral communication problems employed by thai university students majoring in English. *GEMA Online<sup>TM Journal of Language Studies</i>, 1-14. <https://core.ac.uk/download/pdf/11491788.pdf>*

- Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. *ENGLISH TEACHING FORUM*, 55(3), 10-19. <https://americanenglish.state.gov/resources/english-teaching-forum-2017-volume-55-number-3#child-2310>
- Stanley, G. (2013). *Language Learning with Technology: Ideas for Integrating Technology in the Classroom* (Illustrated ed.). Cambridge University Press.
https://books.google.es/books?hl=es&lr=&id=mycwc3ibvBkC&oi=fnd&pg=PR1&dq=technology+in+the+classroom&ots=c1i2ZAIL9Y&sig=4WrW_YIejY427CUCDM-W6FZhoqM#v=onepage&q&f=false
- Storz, C. (2013). EFFECTIVE ORAL PRESENTATION SKILLS. *langues et sciences humanines*, 6-7. http://www-public.imtbs-tsp.eu/~weblsh/docs/Oral_Presentation_Skills2013.2_short.pdf
- Sun, D. (2014). From Communicative Competence to Interactional Competence: A New Outlook to the Teaching of Spoken English. *Journal of Language Teaching and Research*, 5(5), 1-9. <https://doi.org/10.4304/jltr.5.5.1062-1070>
- Thulasi Palpanadan, S., & Ahmad, I. (2018). Factors affecting english oral communication among malaysian civil engineering graduates: an exploratory analysis. *International Journal of Civil Engineering and Technology*, 9(11), 608-618.
http://www.iaeme.com/MasterAdmin/Journal_uploads/IJCIET/VOLUME_9_ISSUE_11/IJCIET_09_11_059.pdf
- Ugwu Ifeanyi, A., & Ugwu Ifeyinwa, R. (2015). Language Teaching Methods: A Conceptual Approach. *Department of Library and Information Technology University of Nigeria*, 20-34.
https://www.researchgate.net/publication/342923617_Language_Teaching_Methods_A_Conceptual_Approach
- Uhl Chamot, A. (1995). Implementing the cognitive academic language learning approach. *The bilingual research journal*, 19, 379-394.
https://ncela.ed.gov/files/rcd/BE021100/Implementing_the_Cognitive.pdf
- Villalobos, O. (2014). Content-Based Instruction: A Relevant Approach of Language Teaching. *Universidad de Costa Rica*, 1-14.

https://www.researchgate.net/publication/316258605_Content-Based_Instruction_A_Relevant_Approach_of_Language_Teaching

Wersch, S., Education, C. Y., Division, M. S. P., Manitoba. Manitoba Education, C. Y., & Manitoba. School Programs Division. (2015). *Senior Years Family Studies: Manitoba Curriculum Framework of Outcomes*. Manitoba Education, Citizenship and Youth, School Programs Division.

Zare, P., & Othman, M. (2015). Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability. *Asian Social Science*, 11(9), 1-13. <https://doi.org/10.5539/ass.v11n9p158>

Appendix

Appendix A: Teacher's survey

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
TEACHER'S SURVEY

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

Gender: M ()

F ()

Years of EFL teaching experience.

1-5		6 - 10		11 - 15		15 or more	
-----	--	--------	--	---------	--	------------	--

Age.

21 - 25		26 - 30		31 - 35		36 - 40		41-55		55 or more	
---------	--	---------	--	---------	--	---------	--	-------	--	------------	--

- 1. For each statement, decide whether you disagree or agree with the statement by using the following four-point scales ranging from strongly disagree to strongly agree.**

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	I use an academic plan for each class				
2	I consider student's needs to teach speaking				
3	I use English most of the time in my class				
4	I create opportunities for my students to practice English in class				
5	I motivate my students to practice English in class				
6	I use Communicative Language Teaching to teach speaking				

7	I use The Natural Approach to teach speaking				
8	I use Cooperative Language Learning to teach speaking				
9	I use Content-Based Instruction to teach speaking				
10	I use Task-Based Language Teaching to teach speaking				
11	I use Cognitive Academic Language Learning to teach speaking				
12	I use PPP to teach speaking				
13	I use whole-group activities to teach speaking				
14	I use pair group activities to teach speaking				
15	I use individual work to teach speaking				
16	I use questioning activities to teach speaking				
17	I use debate activities to teach speaking				
18	I use dialogues to teach speaking				
19	I use games to teach speaking				
20	I use interviewing activities to teach speaking				
21	I use technological resources to teach speaking (cell phones, internet, virtual classroom, chat, videoconferences, digital board, social media)				
22	I use supplementary resources to teach speaking				
23	I use the resources mentioned in the book to reinforce oral communication skills				
24	I evaluate students' oral communication all the time				
25	I monitor students' progress in their oral communication skills				
26	I give feedback to my students when they commit mistake in their speaking				
27	I send homework to reinforce oral communication skills				

Thanks for your cooperation!!!!!!

Appendix B: Student's questionnaire

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

TITULACIÓN DE INGLES

STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

Estimados Estudiantes.

La presente encuesta tiene como propósito obtener información acerca de los factores que dificultan la producción oral en el idioma inglés. Los resultados serán utilizados con fines académicos e investigativos únicamente.

Responde todas las preguntas, marcando con una equis (X) sobre las opciones que se presentan de acuerdo con tu realidad personal.

1. ¿Qué edad tienes?

10 - 12 ()	13 - 15 ()	16 - 18 ()
-------------	-------------	-------------

2. ¿Te gusta aprender inglés?

YES ()	NO ()
---------	--------

¿Por qué? _____

3. ¿Te gusta hablar en inglés en el aula?

YES () NO ()

¿Por qué? _____

4. ¿Qué porcentaje de Ingles utilizas en el aula?

100% - 90% MUCHO ()	80% - 60% BASTANTE ()	50% - 30 % REGULAR ()	20% - 10 % POCO ()	0% NADA ()
-------------------------	---------------------------	---------------------------	------------------------	----------------

5. ¿Te sientes motivado por el profesor para hablar inglés en el aula?

YES () NO ()

¿Cuándo? _____

6. ¿Te da miedo hablar en inglés en frente de tus compañeros?

YES () NO ()

¿Por qué? _____

7. ¿Te sientes nervioso cuando la maestra te pide hablar en inglés en el aula?

YES () NO ()

¿Por qué? _____

8. De las actividades que realiza el profesor para que puedas practicar inglés en el aula ¿cuáles te motivan a aprender Inglés?

Trabajo en pares	
Trabajo individual	
Trabajo grupal	
Debates / discusiones	
Presentaciones orales	
Diálogos	
Juegos	
Preguntas	

¿Por qué? _____

9. Consideras que las actividades en donde debes hablar en inglés en clase son:

Muy fáciles () Fáciles () Dífíciles () Muy dífíciles ()

10. ¿Te gusta la forma cómo enseña inglés tu profesor?

YES () NO ()

¿Por qué? _____

11. ¿Tu profesor realiza actividades que te permiten interactuar con tus compañeros de clase?

YES () NO ()

¿Cuáles? _____

12. ¿En qué porcentaje tu profesor utiliza el idioma inglés en la clase?

100% - 90%	80% - 60%	50% - 30 %	20% - 10 %	0%
MUCHO ()	BASTANTE ()	REGULAR ()	POCO ()	NADA ()

13. ¿Luego de cada actividad de “Speaking” (hablar en inglés), tu profesor te explica en qué fallaste y en qué debes mejorar?

YES () NO ()

14. ¿Te parecen claras las instrucciones que da el profesor para realizar las actividades de “Speaking” en clase y extra clase?

YES () NO ()

¿Por qué? _____

15. ¿Consideras que el tamaño del salón de clase te permite interactuar de una manera cómoda con tus compañeros?

YES () NO ()

¿Por qué? _____

16. ¿Consideras que el número de compañeros que tienes en la clase de inglés te favorece para practicar “speaking” de mejor manera?

YES () NO ()

¿Por qué? _____

17. ¿Cuáles de los recursos tu profesor de inglés utiliza para practicar “speaking” en clase?

Internet	
Computadora	
Pizarras inteligentes	
Aula virtual	
Redes sociales	
Celular	
Videos	
Canciones	

18. ¿A qué crees que se debe tu desempeño en inglés en el aula? Marca de acuerdo a la influencia que tienen estos aspectos en tu desempeño en inglés, donde 1 influye menos, y 4 influye más.

	1	2	3	4
La forma como el profesor imparte la clase				
Recursos tecnológicos utilizados en clase				
Materiales utilizados en clase				

Actividades realizadas en clase				
Retroalimentación por el profesor				
Las tareas enviadas por el profesor				
Número de horas de clase				
Dedicación propia				

19. ¿Asistes a algún instituto de inglés fuera del colegio?

YES () NO ()

¿Por qué? _____

20. ¿Has tenido oportunidad de practicar "Speaking" fuera del colegio?

YES () NO ()

¿Cuándo? _____

21. ¿Cuáles de estos elementos crees que te dificultan comunicarte en inglés en el aula? Marca de acuerdo a la dificultad que tengas, donde 1 es menor dificultad y 4 es mayor dificultad

ELEMENTOS	1	2	3	4
Vocabulario				
Pronunciación				
Fluidez				
Gramática				
Desconocimiento del tema				
Desinterés en el tema				
Cantidad de estudiantes en el aula				

22. ¿Cuáles de estos aspectos consideras que son importantes para que tú practiques "Speaking"? Marca de acuerdo a la importancia que tengas, donde 1 es menor importancia y 4 es mayor importancia.

ASPECTOS	1	2	3	4
Desarrollo de la carrera profesional				
Viajar al exterior				
Conversar con extranjeros				
Ver películas en inglés				
Escuchar música en inglés				
Jugar videojuegos				
Conseguir trabajo				

MUCHAS GRACIAS POR TU COLABORACIÓN

Appendix C: Teacher's interview

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

TITULACIÓN DE INGLES

TEACHER'S INTERVIEW

Gender: M () F ()

Years of EFL teaching experience

1-5		6 - 10		11 - 15		15 or more	
-----	--	--------	--	---------	--	------------	--

Age.

21 – 25		26 - 30		31 - 35		36 - 40		41-55		55 or more	
---------	--	---------	--	---------	--	---------	--	-------	--	------------	--

Teacher's academic degree:

Bachelor degree		Master degree		Ph. D. degree	
-----------------	--	---------------	--	---------------	--

1. Do you think the use of academic plan is important to teach English?

YES ()	NO ()
Why ?	

2. Do you consider Students' needs to teach English successfully?

Students' Needs (<i>age, personality, attitude, aptitude, motivation, and learning styles</i>)	
YES ()	NO ()
Why ?	

3. Do you consider Students' level to teach English successfully?

Students' Level (<i>Basic, Intermediate, High Intermediate , and Advanced</i>)	
YES ()	NO ()

4. Which is the level of your students?

*Students' Level			
Basic ()	Intermediate ()	High Intermediate ()	Advanced ()

5. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?

YES ()	NO ()
Why ?	

6. Do you believe the methodology used in class influence on student's oral communication skills?

YES ()	NO ()
Why ?	

7. Do you consider that activities and resources used in class influence on student's oral communication?

YES ()	NO ()
Why ?	

8. Which activities do you use to reinforce student's oral communication skills?

Whole group activities	
Pair work activities	
Individual work	
Debates / discussions	
Oral presentations	
Role – plays	
Games	
Questioning	

Why ?

9. Does the use of technological resources help you reinforce student's oral communication skills?

YES ()	NO ()
---------	--------

Why ?

10. What type of evaluation do you apply in your lessons?

*Evaluation			
Formative ()	Summative ()	Formal ()	Informal ()

11. Do you foster English oral communication in class?

YES ()	NO ()
If yes, how frequently?	
Once a week ()	Once a month ()
	In each class ()

12. Are there limitations to practice speaking in the class?

YES ()	NO ()
If yes, which one?	
Number of students in class ()	Student's level ()
	Class size ()

13. How many students do you have in this class?

10 - 15 ()	16 - 25 ()	26 - 30 ()	31 - more ()
-------------	-------------	-------------	---------------

Thanks for your cooperation!!!!!!

Appendix D: Ficha de observación de clase

UNIVERSIDAD TECNICA PARTICULAR DE LOJA
TRABAJO DE TITULACIÓN
FACTORES PEDAGÓGICOS – FICHA DE OBSERVACIÓN DE CLASE

DATOS INFORMATIVOS	
Nombre de la Institución	
Curso / Grado	
Periodo Académico	
Número de estudiantes por clase	
Teacher's Degree	

A. ACTIVIDADES INICIALES

CRITERIOS DE EVALUACIÓN El Docente (D)	VALORACION		OBSERVACIÓN
	SI	NO	
Trabaja con un plan de clase.			
Da a conocer los objetivos de la clase a los estudiantes.			
Presenta el tema de la clase a los estudiantes.			

B. PROCESO DE ENSEÑANZA – APRENDIZAJE

CRITERIOS DE EVALUACIÓN El Docente (D)	VALORACION		OBSERVACIÓN
	SI	NO	
Utiliza un alto porcentaje de Ingles (70 -100 %) en el aula.			
Aplica métodos que permitan el desarrollo de la comunicación <ul style="list-style-type: none"> - Communicative Language Teaching - The Natural Approach - Cooperative Language Learning - Content Based Instruction - Task based Language Teaching - Cognitive Academic Language Learning - PPP (presentation, practice, and production) Method - Others 			

Tipo de actividades para facilitar la comunicación oral en los estudiantes.			
<ul style="list-style-type: none"> - Questioning - Discussion /debates - Oral Presentation - Interviewing - Role - play - Games - Debates - Whole group activities - Pair work activites - Individual work 			
Motiva a los estudiantes a participar en las actividades orales propuestas			
Realiza algún tipo de evaluación en la comunicación oral			
Monitoreo el avance de los estudiantes en la producción del idioma			
Retroalimenta a los estudiantes en las actividades de comunicación oral			
Promueve la comunicación e interacción entre pares.			
Envía tareas para mejorar la comunicación oral			

C. MATERIALES / RECURSOS

CRITERIOS DE EVALUACIÓN	VALORACION		OBSERVACIÓN
	SI	NO	
El docente (D):			
Selecciona material basado únicamente en el texto básico para reforzar las actividades orales.			
Selecciona material con soporte tecnológico para reforzar las actividades orales			
Utiliza herramientas tecnológicas: Internet Celular Pizarra digital Videoconferencias Aula virtual Chat Redes sociales Videos educativos			

Factores individuales (estudiantes) – ficha de observación de clase

A. ACTIVIDADES INICIALES

CRITERIOS DE EVALUACIÓN El Estudiante (E)	VALORACION		OBSERVACIÓN
	SI	NO	
Saluda a su profesor en inglés			
Pone atención a la explicación del profesor, al iniciar la clase			

B. PROCESO DE ENSEÑANZA – APRENDIZAJE

CRITERIOS DE EVALUACIÓN El Estudiante (D)	VALORACION		OBSERVACIÓN
	SI	NO	
Utiliza un alto porcentaje de Inglés (70 -100 %) en el aula.			
Tiene temor de hablar en inglés en frente de sus compañeros			
Se siente nervioso / ansioso cuando la maestra le pide hablar en inglés en el aula.			
Se siente motivado por el profesor para hablar inglés en el aula.			
Se siente motivado para participar en las clases de inglés cuando el profesor utiliza estos tipos de estrategias. <ul style="list-style-type: none"> - Questioning - Discussion /debates - Oral Presentation - Interviewing - Role - play - Games - Debates - Whole group activities - Pair work activites - Individual work 			
No comprende las instrucciones del profesor para realizar las actividades de speaking			
Participa activamente en las actividades orales propuestas por el profesor.			
Se siente frustrado debido a que no puede hablar inglés en el aula			

Se siente incómodo cuando el profesor corrige los errores de pronunciación			
Puede comunicarse en inglés con sus compañeros			
Tiene problemas de fluidez en la actividades orales			
Tiene problemas gramaticales cuando habla en inglés en el aula			
Tiene muy poco vocabulario adquirido, por esa razón no puede comunicarse en inglés			
Utiliza el español para comunicarse con sus compañeros			

C. MATERIALES / RECURSOS

CRITERIOS DE EVALUACIÓN	VALORACION		OBSERVACIÓN
	SI	NO	
El estudiante (D):			
Se siente motivado cuando el docente utiliza únicamente en el texto básico para reforzar las actividades orales.			
Se siente motivado a hablar inglés en el aula cuando el docente utiliza: Internet Celular Pizarra digital Videoconferencias Aula virtual Redes sociales Videos educativos			