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Factors that influence the motivation of speaking activities in ninth-year basic education students

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En mi calidad de Tutor del Trabajo de Integración Curricular titulado: “FACTORS THAT INFLUENCE THE MOTIVATION OF SPEAKING ACTIVITIES IN NINTH-YEAR BASIC EDUCATION STUDENTS”, presentado por el estudiante Sandy Kerly Ayala Arcos con cédula de ciudadanía N° 0402095426, para obtener el Título de Licenciada en Pedagogía del Idioma Inglés.

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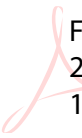
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DEDICATION

This research work is dedicated, first and foremost, to *La Purita de Huaca*, in whom I have always believed with deep faith, love, and gratitude. Her presence has been a constant source of strength, hope, and guidance throughout this academic journey, especially during moments of uncertainty and reflection.

I also dedicate this work to my family, whose support has been fundamental in every stage of my life. To my siblings, who have been a great source of encouragement and emotional support, reminding me of the importance of perseverance, unity, and trust in myself.

In a very special way, I dedicated this thesis to my mother, whose wisdom, advice, and unconditional guidance played a crucial role in the development of this research project. Her words, patience, and life lessons helped me face challenges with clarity and determination and inspired me to carry out this work with responsibility and commitment.

Finally, I dedicate this work to myself. Through self-love, resilience, and belief in my own abilities, I was able to overcome difficulties and move forward with this research. This thesis represents not only academic achievement, but also a personal victory built on growth, confidence, and perseverance.

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This research project represents not only an academic requirement, but also a meaningful stage in my personal and professional formation. Although this thesis was developed partially during the present academic period, it reflects dedication, perseverance, and a genuine commitment to understanding educational realities and improving teaching practices.

First, I would like to express my deepest gratitude to my parents, whose unconditional and constant support has been essential throughout this process. Their encouragement, trust, and patience gave me the strength to continue working on this research even during moments of doubt and exhaustion. Their belief in my abilities has always been a powerful motivation to move forward and to pursue my academic goals with responsibility and determination.

I would also like to give special thanks to my beloved dog, who has been an important source of emotional support, providing comfort and calm during stressful moments, and to my cat, who faithfully accompanied me during many long nights of reading, writing, and reflection. Their presence brought warmth and balance to this process, reminding me of the importance of emotional well-being while facing academic challenges.

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Finally, I would like to thank my university for providing academic training, guidance, and learning environment that allowed me to develop this research.

Lastly, I would like to acknowledge myself, for believing in my abilities, for staying strong during challenging moments, and for continuously pushing forward even when the path seemed difficult.

This journey has taught me resilience, self-confidence, and the value of perseverance. This work is the result of collective support, personal effort, and resilience. To everyone who contributed directly or indirectly to this process, my sincere appreciation.

RESUMEN

Esta investigación analizó los factores que influyen en la motivación de los estudiantes de noveno año de Educación General Básica durante las actividades de expresión oral en inglés en la *Unidad Educativa Huaca*. El estudio surgió de la necesidad de comprender por qué algunos estudiantes muestran baja participación, inseguridad y poca confianza al momento de hablar inglés en clase. Para ello, se consideraron aspectos emocionales, pedagógicos, sociales y contextuales que pueden incidir en la disposición de los estudiantes para participar oralmente.

La investigación se desarrolló bajo un enfoque de métodos mixtos, ya que se recopiló información cuantitativa y cualitativa. Los datos fueron obtenidos mediante una encuesta aplicada a los estudiantes y entrevistas semiestructuradas dirigidas a docentes de inglés. Estos instrumentos permitieron identificar tanto las percepciones de los estudiantes como la experiencia de los docentes frente a la participación oral en el aula.

Los resultados evidenciaron que la motivación de los estudiantes está influenciada por factores internos y externos. Entre las principales barreras internas se encontraron el miedo a cometer errores, la timidez, la ansiedad, la baja autoconfianza y la falta de vocabulario. Asimismo, se identificó que el ambiente del aula, las reacciones de los compañeros, el apoyo del docente, el tipo de actividades y el acceso limitado a recursos tecnológicos también influyen en la participación oral. Los estudiantes demostraron sentirse más motivados cuando las actividades eran dinámicas, colaborativas y se desarrollaban en un ambiente respetuoso.

En conclusión, el estudio ofrece una comprensión diagnóstica de los factores que afectan la motivación en las actividades de expresión oral. A partir de estos hallazgos, se plantea la base para una guía pedagógica orientada a apoyar la práctica docente y fomentar la participación oral de los estudiantes en futuras clases de inglés.

Palabras clave: motivación, expresión oral, inglés como lengua extranjera, autoconfianza, ambiente de aula.

1. ABSTRACT

This research analyzed the factors that influence ninth-year basic education students' motivation during English speaking activities at *Unidad Educativa Huaca*. The study emerged from the need to understand why some students show low participation, insecurity, and limited confidence when speaking English in class. For this reason, emotional, pedagogical, social, and contextual aspects were considered in order to identify how they affect students' willingness to participate orally.

The research followed a mixed-methods approach because both quantitative and qualitative information were collected. Data were obtained through a student survey and semi-structured interviews with English teachers. These instruments made it possible to identify students' perceptions as well as teachers' experiences regarding oral participation in the English classroom. The findings showed that students' motivation is influenced by both internal and external factors. The main internal barriers were fear of making mistakes, shyness, anxiety, low self-confidence, and lack of vocabulary. In addition, classroom atmosphere, peer reactions, teacher support, type of activities, and limited access to technological resources also influenced students' oral participation. Students felt more motivated when speaking activities were dynamic, collaborative, and developed in a respectful environment where they did not feel judged.

In conclusion, this study provides a diagnostic understanding of the factors that affect students' motivation in English speaking activities. Based on these findings, the research offers the basis for a pedagogical guide aimed at supporting teaching practice and encouraging students' oral participation in future English lessons.

Keywords: motivation, speaking activities, English as a foreign language, self-confidence, classroom environment.

2. INTRODUCTION

Learning English as a foreign language has become one of the most essential skills for students in the twenty-first century. It provides access to academic, cultural, and professional opportunities, allowing learners to connect and communicate in a globalized world. Among the four basic language skills, speaking is one of the most complex and interactive because it requires not only linguistic knowledge, but also confidence, emotional readiness, and willingness to communicate. However, in Ecuadorian basic education contexts such as *Unidad Educativa Huaca*, many students face difficulties when speaking English due to emotional, social, pedagogical, and contextual factors. These difficulties may limit their motivation and participation in oral communication, which affects their development of communicative competence.

Motivation plays an important role in the process of learning a foreign language. When students are motivated, they usually participate more actively, show greater interest in classroom activities, and demonstrate more persistence in the learning process. In contrast, low motivation may lead to limited participation, insecurity, and negative attitudes toward English learning. Gobena (2025) explains that students' poor performance in speaking English is often related to psychological barriers such as lack of confidence, shyness, anxiety, fear of making mistakes, and low motivation. These barriers can prevent learners from participating actively in oral communication because they may feel afraid of being judged, corrected, or embarrassed in front of their classmates.

Even when students recognize the importance of English for academic and professional purposes, they may still struggle to use it confidently in oral activities. This situation shows that speaking is not only a linguistic task, but also an emotional experience. For this reason, English teachers need

to create a supportive classroom environment where students feel safe to participate, make mistakes, and improve gradually. Motivation can be strengthened when teachers use interactive strategies, respectful feedback, and activities that allow students to express themselves without excessive pressure. In this way, speaking activities can become meaningful opportunities for communication and personal growth rather than stressful classroom requirements.

The social and cultural context also influences students' motivation and oral performance. Ortiz Minda (2024) highlights that socioeconomic and cultural conditions, especially in rural or under-resourced contexts, may affect learners' self-esteem and willingness to participate in English speaking activities. Students in these contexts may have limited access to educational resources, language exposure, and technological tools, which reduces their opportunities to practice English naturally. Therefore, it is necessary to consider the real conditions of the institution when analyzing students' motivation and when proposing possible strategies to improve speaking participation.

Activities such as guided conversations, role plays, storytelling, games, presentations, and simple debates can help students develop fluency and confidence in English. Nevertheless, these activities must be adapted to students' age, language level, interests, and emotional needs. Littlewood (1981) explains that communicative language teaching encourages teachers to provide learners with opportunities to use the language meaningfully in the classroom. Therefore, creating spaces where students can interact, collaborate, and express ideas may reduce anxiety and promote oral participation.

Adolescence is also an important factor to consider in this research because ninth-year basic education students are at a stage in which emotional, social, and cognitive changes influence

classroom behavior. Brown and Lee (2025) state that affective factors such as motivation, anxiety, and self-confidence play an important role in second language learning. At this age, students often seek acceptance from their peers and may feel afraid of being judged, especially when speaking in a foreign language. As a result, fear of mistakes, embarrassment, and low self-confidence can become strong barriers to oral participation. For this reason, English speaking activities should be planned with attention to students' emotional development and classroom relationships.

Interactive and playful strategies can be useful to respond to these emotional and motivational challenges. Amalia, Inayati, and Marini (2023) found that gamified activities may encourage students to participate more actively because they make learning more dynamic and enjoyable. Games, collaborative tasks, and speaking challenges can reduce the pressure of traditional oral activities and help students feel more willing to communicate. However, these strategies should not be applied randomly; they should respond to students' needs and to the specific difficulties identified in the classroom.

Previous studies have shown that psychological barriers strongly influence students' speaking performance. Gobena (2025) emphasizes that fear of making mistakes, shyness, anxiety, and lack of confidence reduce learners' participation in oral communication. However, many studies focus on older learners or contexts that differ from basic education. This creates the need to explore how these same factors affect younger students, especially adolescents who are still developing their identity, confidence, and communicative skills. For this reason, the present study focuses on ninth-year students and analyzes how internal and external factors shape their motivation during English speaking activities.

In the Ecuadorian EFL context, students may also face challenges related to limited classroom interaction, traditional teaching practices, grammar-centered lessons, and few opportunities to use English for meaningful communication. Orosz, Monzón, and Velasco (2021) found that English teachers in Ecuadorian public schools recognize the importance of English but also face challenges such as demanding curricula, students' lack of motivation, and limited training opportunities. These conditions may affect the way speaking activities are planned and developed in class. Therefore, it is important to examine how classroom environment, teaching strategies, students' attitudes, and institutional resources influence oral participation.

Based on this context, the present research aims to explore the causes of ninth-year basic education students' lack of motivation in speaking classroom activities at *Unidad Educativa Huaca* through qualitative and quantitative research methods. The study reviews literature related to motivation, speaking activities, and oral participation in (English as a Foreign Language) EFL classrooms. It also diagnoses the current situation of students regarding their motivation and participation in speaking activities and analyzes the internal and external factors that influence their willingness to speak English. Finally, based on the findings, the research seeks to provide the foundation for a pedagogical guide with strategies that may support teachers in fostering students' motivation and oral participation.

This pedagogical guide is not understood as an intervention implemented during the research process, but as an orienting resource derived from the diagnosis of the problem. Its purpose is to suggest possible strategies such as role plays, games, storytelling, guided dialogues, cooperative speaking tasks, vocabulary preparation, and the use of technology when institutional conditions

allow it. In this sense, the study first identifies the factors that affect students' motivation and then uses that information to propose practical orientations for future teaching practice.

In brief, this introduction presents the relevance, context, and purpose of the research on the factors that influence students' motivation in English speaking activities. By examining psychological, pedagogical, social, and contextual elements, the study aims to contribute to a better understanding of students' oral participation at *Unidad Educativa Huaca*. Its findings may help teachers recognize the conditions that encourage or limit speaking motivation and may serve as a basis for developing more supportive, communicative, and realistic classroom strategies.

3. STATE OF ART

Understanding the factors that influence students' motivation to participate in speaking activities has become an essential priority in current educational research. In English as a foreign language classroom, motivation determines not only how much learners engage with communicative tasks but also the quality of their oral production. For ninth-year students, who are at a crucial stage of cognitive, emotional, and social development, motivation plays a decisive role in shaping their willingness to interact, express ideas, and overcome the fear of making mistakes. Motivational issues become even more evident when speaking tasks require spontaneity, cooperation, or public performance, making it necessary to analyze the conditions that either support or limit students' active participation. Because of this, the present state of the art explores a set of theoretical

perspectives that help explain how motivation emerges, how it is maintained, and how it affects the development of speaking skills in basic education.

3.1 The transformation of education in the twenty-first century

Education in the 21st century demands that students develop new skills, adapt to constant changes, and participate actively in their learning process. In this context, motivation becomes a fundamental element, especially when learning a foreign language such as English. The term itself is linked to the idea of movement and inner drive, which reflects the personal desire to reach a goal or improve in a particular area. This internal impulse allows learners to persist, engage with tasks, and overcome academic challenges (Gobena, 2025).

When it comes to speaking skills, motivation plays an even more decisive role. Students need to feel confident, supported, and emotionally safe to express themselves in another language. A motivated learner is more likely to participate in class, practice vocabulary, take risks, and gradually improve fluency. For this reason, teachers must create an environment that encourages interaction and meaningful communication. Their guidance and encouragement help students strengthen their speaking abilities and expand their linguistic knowledge.

Motivation can also be understood as a behavioral state that shapes students' performance. A highly motivated student tends to demonstrate greater effort, better attitudes toward learning, and stronger academic outcomes. In contrast, low motivation often leads to disengagement, limited participation, and weaker results, regardless of the student's abilities. Therefore, in modern education, fostering motivation is not only beneficial but essential for achieving effective learning,

particularly in English-speaking activities. Therefore, it has introduced new expectations, new learning environments, and new challenges that directly influence students' motivation. Globalization, digital communication, and rapid technological change have redefined how young learners access information and how they interact with English. These changes demand a more dynamic and student-centered teaching approach, where speaking is not treated as a simple repetition exercise but as a meaningful communicative experience. At the same time, learners are constantly exposed to new forms of entertainment and instant information, which can either enrich their learning process or decrease their interest in traditional classroom practices. For this reason, understanding how contemporary educational contexts shape students' attitudes toward speaking tasks are fundamental to interpreting their motivational behaviors.

Furthermore, developing speaking skills also depends on the teaching approaches used by educators. Methods that encourage interaction, creativity, and real communication tend to stimulate students' interest more effectively than those based on memorization or grammar-centered instruction. Teachers who implement strategies such as role plays, pair work, storytelling, problem solving tasks, or project-based learning create opportunities for students to practice the language in authentic ways. These approaches not only promote fluency and vocabulary development but also help reduce anxiety, improve confidence, and strengthen students' sense of achievement. Reviewing the main teaching approaches allows this study to understand which instructional practices better support motivated participation during speaking activities. Although digital tools may support language learning in some contexts, technology should not be understood as a replacement for the teacher's role, classroom interaction, or traditional learning practices.

Research has also emphasized the value of handwriting and paper-based learning in cognitive processes, which suggests that digital resources are not always superior to conventional materials (Van der Meer & Van der Weel, 2020). In the context of *Unidad Educativa Huaca*, access to technological resources may be limited, which can influence the way speaking activities are planned and developed in English classes. Therefore, this study considers technology as one external factor within the classroom conditions that may affect students' motivation to participate orally. However, the teacher's mediation remains essential to create supportive, meaningful, and motivating opportunities for oral communication.

This section also examines the internal and external factors that influence students' willingness to participate in speaking activities. Elements such as confidence, interest in the language, classroom climate, peer interaction, and personal attitudes can either encourage active communication or lead to silence and avoidance. Identifying these factors helps explain why some students demonstrate enthusiasm and progress, while others remain hesitant or disengaged. Similarly, it is necessary to recognize the limitations that affect motivation, including emotional barriers, linguistic difficulties, and insufficient teaching support. These limitations help contextualize the challenges faced by ninth-year students and justify the need to propose better strategies.

Finally, the chapter reviews the impact of technology in motivating ninth-year students to participate more actively in speaking tasks. When combined with appropriate pedagogy, technological tools can help create motivating learning environments where students feel supported and confident. Understanding how technology influences motivation will allow this research to propose practical solutions that improve oral participation and make speaking activities

more meaningful. Through these perspectives, the state of the art builds a comprehensive foundation for analyzing the motivational factors that shape ninth-year students' speaking performance and for designing strategies that enhance their engagement in English communication.

3.2 Effective Teaching Approaches to Develop Speaking Skills

Speaking is one of the most significant skills in English as a foreign language because it allows learners to express ideas, negotiate meaning, and participate in real communication. However, speaking development cannot be reduced to the simple memorization of vocabulary or grammatical structures. It involves cognitive, linguistic, social, and affective processes that require continuous practice and meaningful interaction. Brown & Lee (2025) explain that language learning is influenced by affective factors such as motivation, anxiety, self-confidence, and learners' willingness to participate. Therefore, effective speaking instruction should not only focus on linguistic accuracy, but also on creating classroom conditions where students feel emotionally supported and confident enough to use English orally. In this regard, the teacher's role plays an important role in the development of speaking skills. Teachers are responsible for selecting approaches that encourage participation, reduce fear of making mistakes, and promote the use of English in meaningful situations. Derakhshan, Khalili, & Beheshti (2016) state that speaking ability requires the development of fluency and accuracy through practice, interaction, and appropriate classroom guidance. This means that students need opportunities to speak, listen, respond, and build confidence gradually. When speaking activities are limited or when lessons are

mainly focused on grammar explanation, learners may understand the language in theory but still feel unable to use it spontaneously in oral communication.

In the Ecuadorian EFL context, the development of speaking skills may also be affected by institutional and pedagogical factors. Furthermore, some studies found that English teachers in Ecuadorian public schools face different challenges, including a demanding curriculum, students' lack of motivation, and limited in-service training opportunities. These conditions may influence the way speaking activities are planned and applied in the classroom. For this reason, it is necessary to analyze speaking instruction not only from a methodological perspective, but also from actual classroom conditions in which teachers and students interact as stated (Orosz, Monzón , & Velasco , 2021). Consequently, learners' difficulties in speaking can also be connected to limited exposure to English, lack of vocabulary, pronunciation problems, fear of making mistakes, and few opportunities for oral practice. Gan (2012) suggests that speaking problems are often related to both linguistic limitations and contextual factors that restrict learners' participation. In this sense, effective teaching approaches should help students move from passive knowledge of English to active oral use of the language. Approaches such as communicative language teaching, task-based activities, collaborative work, role plays, and guided interaction can contribute to a more participatory learning environment when they are adapted to students' needs and classroom realities. Therefore, reviewing effective teaching approaches is relevant for this research because students' motivation in speaking activities depends not only on their personal interest, but also on the way oral tasks are designed, presented, and supported by the teacher. In ninth-year basic education, learners are still developing their confidence, identity, and communicative competence.

For this reason, speaking activities should be planned with sensitivity to students' emotional needs, linguistic level, and classroom context. In the case of *Unidad Educativa Huaca*, this analysis may help understand how teaching practices, classroom environment, and students' attitudes influence their motivation to participate in English speaking activities.

Since, one of the most persistent challenges in English education in Ecuador is the limited language proficiency of a significant number of teachers. Several studies indicate that many educators do not reach the B2 level required to confidently model the language and guide students through effective oral activities. This limitation reduces teachers' ability to implement interactive methodologies and discourages the design of speaking tasks that promote spontaneous and rich communication in this foreign language. Moreover, the dearth of a unified national strategy for English instruction has resulted in inconsistent teaching practices across educational institutions, often prioritizing grammar instruction, reading comprehension, and writing exercises over oral production. Hence, students are exposed to limited opportunities to practice speaking in meaningful contexts, which directly affects their motivation and communicative development (Oviedo Guado & Mena Mayorga, 2021).

Relative to Oviedo Guado & Mena Mayorga (2021), the unevenness in classroom priorities has a direct impact on students' speaking proficiency. Learners tend to show stronger performance in reading and writing skills, while speaking skills or oral communication remains underdeveloped due to the lack of strategies focused on speaking practice. Although human beings naturally acquire oral language before literacy skills, learning to speak a foreign language after childhood becomes considerably more complex in some cases when instruction does not provide sufficient

exposure to comprehensible input or authentic interaction. Thus, students often feel more comfortable completing written tasks, whereas speaking requires higher levels of confidence, motivation and continuous practice, elements that are frequently absent in traditional English classrooms. As emphasized by Oviedo Guado & Mena Mayorga (2021), students gradually internalize the belief that speaking English is excessively difficult, particularly when classroom environments do not promote acceptance of errors as a natural part of the learning process. When teachers avoid communicative tasks or limit oral participation, learners begin to associate speaking with fear, anxiety, and low self-esteem. This perception negatively influences their willingness to communicate and reinforces silence in the classroom. Nevertheless, speaking is widely recognized as a fundamental indicator of language competence, and learners who are unable to express themselves orally are often perceived as lacking proficiency in the language. For this reason, fostering supportive, interactive, and student-centered learning environments becomes essential to encourage learners to take risks and actively engage in oral communication. From this perspective, traditional teaching approaches and instructional strategies should be reconsidered to create more meaningful opportunities for English oral practice. English teachers are encouraged to strengthen their language proficiency through continuous professional development and adopt innovative communicative methodologies that allow students to use the language in real classroom contexts. These methodological changes may also contribute to students' motivation, confidence, and engagement during speaking activities. In this sense, Communicative Language Teaching can be understood as a relevant approach for promoting oral interaction and learner participation,

especially when it is connected to the communicative competence promoted in the Ecuadorian English curriculum (Oviedo Guado & Mena Mayorga, 2021).

The Communicative Language Teaching approach, as described by Oviedo Guado & Mena Mayorga (2021), places students at the center of the learning process and prioritizes meaningful communication over mechanical language practice. Through this approach, learners are encouraged to negotiate meaning, participate in spontaneous dialogue, and interact collaboratively to solve communicative tasks. These experiences contribute not only to linguistic accuracy but also to the development of fluency, strategic competence, and sociolinguistic awareness. Such competencies are particularly relevant for ninth-year students, who are in a critical stage of consolidating their oral communication skills and preparing for more complex academic demands. Also, it emphasizes the importance of balancing meaningful input with opportunities for output in speaking instruction. Students require continuous exposure to language that is slightly above their current level, as well as structured opportunities to produce oral language in supportive settings. Approaches such as task-based learning, project-based learning, and experiential learning offer effective frameworks for achieving this balance. By engaging students in tasks that resemble real-life communication, these approaches enhance motivation, autonomy, confidence and it reduces fear, all of which are essential for the development of speaking skills, the emotional atmosphere of the classroom is another key factor influencing speaking development, as highlighted by Oviedo Guado & Mena Mayorga (2021). Motivation, self-efficacy, and students' perceptions of teacher support play a crucial role in their willingness to speak. Teachers who demonstrate empathy, provide constructive feedback, and acknowledge students' efforts help create safe learning

environments where learners feel valued and capable of expressing themselves. On the flip side, classrooms dominated by excessive correction or teacher-centered control tend to inhibit oral participation and discourage spontaneous communication, it does not help with speaking activities, because students feel afraid or with low confidence to speak.

In brief, this chapter concludes that contemporary English instruction requires an integrated approach that combines communicative methodologies, reflective teaching practices, and the thoughtful use of technology. While the communicative approach remains foundational, it must be adapted to meet the needs of modern learners who interact with language in increasingly digital contexts. When guided by clear pedagogical intentions, technological tools can complement communicative practices and expand opportunities for oral interaction. Meaningful progress is achieved when teachers successfully integrate solid communicative principles with innovative strategies that respond to students' realities, motivations, and learning challenges.

3.3 Neurodevelopmental and Emotional Factors in Adolescent Speaking Motivation

Adolescence is a relevant stage for understanding students' motivation in English speaking activities, since learners at this age experience important cognitive, emotional, and social changes. In ninth-year basic education, students are not only developing academic skills, but also shaping their identity, self-confidence, and sense of belonging within the classroom. As a consequence, motivation to speak English cannot be explained only through linguistic knowledge. It is also connected to how students feel when they are observed, corrected, or evaluated by others during oral participation. From a neurodevelopmental perspective, adolescence is characterized by

changes in cognitive control, emotional regulation, and social sensitivity. This period involves important cognitive and affective development, which may make adolescents more vulnerable to emotional pressure and social evaluation. Also, this idea is relevant for speaking activities because students often must respond immediately, expose their pronunciation, and accept the possibility of making mistakes in front of their classmates as mentioned (Steinberg, 2005).

When students feel insecure or judged, they may avoid speaking even when they understand the task, because social interaction is also central during adolescence. Adolescence can be understood as a sensitive period for sociocultural processing, since young people become more attentive to social relationships, peer acceptance, and the way they are perceived by others. In the English classroom, this means that peer reactions can strongly influence students' willingness to participate orally, a simple laugh, negative comment, or public correction may reduce confidence, while respectful interaction and peer support can encourage students to speak with greater security (Blakemore & Mills, 2014).

Moreover, the school environment also plays an essential role in adolescent motivation. Eccles & Roeser (2011) explain that schools function as developmental contexts where classroom tasks, teacher practices, and social relationships influence students' academic and socio-emotional development. Therefore, the English classroom should not be seen only as a place where students learn grammar or vocabulary, but also as a space where they develop confidence, persistence, and attitudes toward communication. In speaking activities, the teacher's role is especially important because students need guidance, emotional support, and opportunities to practice without feeling exposed or humiliated, talking about motivation is also related to students' basic psychological

needs, because learners tend to feel more motivated when they experience autonomy, competence, and relatedness.

In speaking activities, autonomy can appear when students have some opportunity to express personal ideas such as; competence is developed when they feel capable of completing oral tasks and relatedness emerges when they feel accepted by the teacher and classmates. If these needs are not supported, students may become silent, anxious, or resistant to participation. However, when the classroom provides safety, encouragement, and meaningful interaction, students are more likely to engage in speaking tasks, these neurodevelopmental and emotional factors are directly connected to the present research because ninth-year students may experience speaking activities as moments of both learning and emotional exposure. Furthermore, their motivation can be influenced by confidence, fear of mistakes, peer judgment, teacher support, classroom climate, and the relevance of the task. For this reason, understanding adolescent development provides a stronger foundation for analyzing why some students participate actively in English speaking activities, while others remain quiet or unmotivated at *Unidad Educativa Huaca* (Ryan & Deci, 2000).

3.4 Factors Influencing Students' Motivation to Speak English

Motivation plays a central role in the process of learning English as a foreign language, especially when students are expected to participate in speaking activities. Unlike other language skills, speaking requires learners to expose their ideas, pronunciation, vocabulary limitations, and emotions in front of others. For this reason, students' willingness to speak does not depend only

on their linguistic knowledge, but also on emotional, social, and pedagogical conditions. Also explains that motivation in language learning is a dynamic process influenced by learners' goals, classroom experiences, and the social context in which learning takes place. Therefore, understanding the factors that influence students' motivation to speak English is essential to analyze why some learners participate actively, while others remain silent or insecure during oral tasks (Dörnyei & Ushioda, 2013).

One relevant factor is the classroom environment, since students are more likely to participate when they feel respected, supported, and emotionally safe. A positive learning environment allows learners to take risks, make mistakes, and gradually develop confidence in oral communication. In contrast, classrooms characterized by pressure, excessive correction, or fear of judgment may reduce students' willingness to speak. This idea is closely related to foreign language anxiety, which Horwitz, Horwitz, & Cope (1986) describe as a specific form of anxiety that appears in language learning situations and can interfere with learners' performance.

In speaking activities, anxiety may become more visible because students must respond immediately and may feel exposed in front of their classmates, the teacher's role is also fundamental in shaping students' motivation to speak English, teachers do not only provide linguistic input; they also influence the emotional tone of the classroom through their attitude, feedback, and way of correcting mistakes. When teachers are supportive, patient, and focused on communication rather than only grammatical accuracy, students may feel more confident expressing themselves. From the perspective of self-determination theory, Ryan & Deci (2000) argue that motivation is strengthened when learners experience autonomy, competence, and

relatedness. In this sense, speaking activities can become more motivating when students feel capable of participating, have some opportunity to express personal ideas, and perceive that they belong to a respectful classroom community. Another factor that influences motivation is the way speaking activities are designed and implemented.

Oral tasks that are meaningful, contextualized, and connected to students' real-life experiences tend to encourage greater participation. When learners understand the purpose of an activity and see its relevance, they are more likely to invest effort and take part in communication. However, repetitive or mechanical exercises may limit authentic interaction and reduce students' interest. MacIntyre, Clément, Dörnyei, & Noels (1998) explain that willingness to communicate in a second language depends on both individual and situational variables, including confidence, communicative competence, and the social conditions of interaction, this means that students' decision to speak is not random; it is influenced by how safe, prepared, and accepted they feel in each classroom situation.

Peer interaction and feedback are also important elements in students' motivation to speak English. Collaborative activities such as pair work, group discussions, interviews, and role plays can reduce pressure because students do not have to speak only in front of the whole class. When classmates listen respectfully and support each other, learners may develop a stronger sense of belonging and confidence. Likewise, feedback should help students understand mistakes as part of the learning process rather than as signs of failure. If correction is respectful and constructive, it can guide improvement without damaging students' confidence. Nevertheless, harsh or constant correction may increase fear and discourage students from participating freely, students' previous learning

experiences, self-confidence, and beliefs about English also influence their motivation to participate in speaking activities, learners who have experienced embarrassment, repeated failure, or negative correction may associate speaking English with fear or frustration. As a result, they may choose silence as a form of protection, even when they have enough knowledge to express basic ideas. This is particularly relevant in ninth-year basic education, where students are still building their academic identity, confidence, and communicative competence. For this reason, motivation should be understood as the result of several connected factors rather than as a simple personal attitude.

In the context of this research, analyzing these factors is necessary to understand students' motivation in speaking activities at *Unidad Educativa Huaca*. The learning environment, teacher support, classroom methodology, peer relationships, feedback, self-confidence, anxiety, and previous experiences may all influence students' willingness to use English orally. Therefore, this section provides a theoretical basis for examining how emotional, pedagogical, and contextual elements affect ninth-year students' participation in speaking activities. Briefly, learners' motivation and attitude toward English as a foreign language are complex and interconnected constructs influenced by personal, social, and educational factors. A deeper understanding of these elements allows educators to design teaching strategies that not only address linguistic development but also nurture students' emotional and motivational needs. By fostering positive attitudes and sustained motivation, teachers can create learning experiences that encourage students to speak English with greater confidence and engagement (Baxtiyarovich, 2024)

Research on students' motivation in language learning has traditionally drawn from foundational theories that distinguish the sources and orientations of motivation. Early conceptualizations of motivation in second language learning emphasized the importance of learners' internal satisfaction and external incentives. Over time, this perspective evolved into a clearer differentiation between intrinsic motivation, understood as learners' enjoyment and personal interest in learning English, and extrinsic motivation, which is driven by anticipated rewards or future benefits such as academic success or professional advancement as explained in (Andhara & Alfian, 2023)

Subsequent theoretical developments expanded this view by proposing a more nuanced understanding of learners' motivational selves. From this perspective, motivation is shaped by learners imagining future identities, the expectations imposed by others, and their immediate classroom experiences, the way students envision themselves as competent English users, strive to meet social or academic expectations, and interpret their day-to-day learning environment significantly influences their willingness to participate in speaking activities, particularly in EFL classrooms where exposure to authentic language use may be limited as cited in (Andhara & Alfian, 2023).

More recent approaches have also highlighted the distinction between integrative and instrumental orientations toward language learning. These orientations explain whether learners are motivated by a desire to connect with the cultural and social dimensions of the language or by practical goals such as examinations, employment, or academic mobility. In speaking activities, these orientations often determine the degree of effort students are willing to invest, as learners with clear personal

or professional goals tend to demonstrate higher engagement in oral communication tasks as cited in (Andhara & Alfian, 2023).

In relation to speaking performance, theoretical models of speech production provide valuable insight into why many learners struggle to communicate orally despite being motivated to learn English. Speaking is a cognitively demanding process that involves several interrelated stages, including idea generation, linguistic formulation, physical articulation, and self-monitoring. When learners lack confidence or linguistic resources, disruptions at any of these stages may lead to hesitation, silence, or avoidance of speaking altogether, which directly affects their motivational levels in the classroom. Although grammatical and lexical limitations play a particularly significant role in learners' difficulties with speaking English, students who feel insecure about their vocabulary range or grammatical accuracy often experience increased cognitive load, as they attempt to construct correct sentences while simultaneously monitoring pronunciation and coherence. This mental overload can reduce fluency and intensify anxiety, ultimately diminishing learners' motivation to participate in oral activities, especially in front of peers as cited in (Andhara & Alfian, 2023).

Social and classroom-related factors further intensify these challenges. The classroom environment, peer reactions, and teachers' language policies strongly influence students' speaking motivation. Excessive tolerance for the use of the first language may limit students' exposure to English and reduce their perceived need to communicate orally in the target language. While limited use of the mother tongue can be pedagogically justified in specific situations, overreliance on it may reinforce learners' dependence and weaken their confidence in speaking English.

Additionally, emotional factors such as fear of negative evaluation, anxiety, and peer judgment significantly affect learners' willingness to speak. When students anticipate criticism or embarrassment, they are more likely to engage in self-monitoring behaviors that interrupt speech flow or discourage participation altogether. These emotional barriers, combined with linguistic challenges, create a cycle in which low speaking performance further reduces motivation and self-confidence as cited in (Andhara & Alfian, 2023).

Finally, the role of the teacher emerges as a central element in sustaining or diminishing students' motivation to speak English. Teaching strategies, classroom interaction patterns, and the emotional support provided by teachers directly shape learners' speaking experiences. When instructional approaches are adapted to students' proficiency levels and delivered in a supportive and engaging manner, they can foster a learning environment that encourages risk-taking and oral participation. Conversely, mismatched strategies or lack of sensitivity to learners' needs may hinder motivation and limit students' speaking development.

3.5 Limitations Affecting Students' Motivation in Speaking English

Speaking in a foreign language is a demanding process because learners must produce language immediately, organize ideas, use vocabulary and grammar, control pronunciation, and interact with others in real time. For this reason, speaking difficulties are not only linguistic, but also emotional and contextual, Polanco & Martínez (2021) explain that students' motivation to speak English can be affected by linguistic barriers, psychological factors, classroom conditions, and limited opportunities for oral practice. Similarly, speaking problems are often related to vocabulary

limitations, pronunciation difficulties, insufficient practice, and affective factors. Therefore, students' lack of motivation to speak should not be understood as a simple absence of interest, but as the result of several limitations that influence their willingness to participate orally (Gan, 2012).

Another main limitation identified by Polanco & Martínez (2021) is the presence of linguistic barriers, these barriers include insufficient vocabulary, limited grammatical knowledge, pronunciation difficulties, and lack of fluency. When students feel that they do not have enough linguistic resources to express their ideas clearly, they may avoid speaking activities. This avoidance gradually reduces their exposure to oral practice and reinforces the perception that speaking English is difficult or unattainable. In this sense, linguistic limitations can directly affect students' confidence and motivation to participate in oral communication.

Emotional barriers also represent a significant limitation in students' motivation to speak English. point out that anxiety, fear of making mistakes, shyness, and low self-esteem can prevent students from participating in speaking activities, especially when they are required to speak in front of their classmates. This idea is supported by Horwitz, Horwitz, and Cope (1986) who describe foreign language classroom anxiety as a specific type of anxiety that can interfere with learners' performance in language learning situations. In speaking activities, this anxiety becomes more visible because students must respond orally and immediately. As a result, some learners may choose silence to protect themselves from embarrassment or negative evaluation.

The classroom environment is another limitation that influences students' motivation to speak. As noted by Polanco & Martínez (2021), peer reactions, teacher attitudes, and classroom dynamics can either encourage or discourage oral participation.

When students perceive the classroom as judgmental or overly competitive, they may avoid speaking even if they understand the task. MacIntyre, Clément, Dörnyei & Noels (1998) Also explain that willingness to communicate in a second language depends on both individual confidence and situational conditions. Therefore, students' silence during speaking activities may be connected not only to their language level, but also to how safe, accepted, and supported they feel in the classroom.

Another important limitation is the lack of meaningful speaking practice, which is worthy of mentioning, emphasizing that speaking activities are sometimes infrequent, mechanical, or disconnected from real communicative purposes. When students only repeat isolated sentences or complete controlled drills, they may not perceive speaking as a useful tool for communication, this can reduce their intrinsic motivation and limit the development of fluency. In the Ecuadorian public education context, Orosz, Monzón, & Velasco (2021) found that teachers face challenges such as a demanding curriculum, students' lack of motivation, and limited in-service training opportunities. These conditions may affect the amount and quality of oral practice that students receive in English classes. Institutional and contextual limitations should also be considered. Polanco & Martínez (2021) mention that factors such as large class sizes, limited instructional time, scarce resources, and little exposure to English outside the classroom can restrict students' opportunities to practice speaking. In addition, excessive dependence on the mother tongue may reduce students' exposure to English and weaken their confidence in using the target language. While the first language can be useful for clarification, its overuse may limit the development of oral competence. Therefore, contextual limitations can make speaking English feel distant,

difficult, or disconnected from students' real-life experiences. To reiterate the limitations affecting students' motivation to speak English are multidimensional and interconnected. provide an important basis for understanding these limitations through linguistic, psychological, pedagogical, and contextual factors. However, these ideas can also be complemented by studies on speaking difficulties, foreign language anxiety, willingness to communicate, and the Ecuadorian EFL context. For this reason, this section is relevant to the present research, since ninth-year basic education students at *Unidad Educativa Huaca* may experience speaking motivation as the result of several conditions, including confidence, classroom environment, teacher support, opportunities for practice, and contextual resources (Polanco & Martínez, 2021).

3.6 The Impact of Technology on Enhancing Speaking Motivation in Ninth-Year Students

Speaking skills play a central role in the process of foreign language learning, as they represent the most visible and demanding form of communication in real-life contexts. For ninth-year students, speaking English often becomes a source of pressure rather than confidence, especially when classroom conditions limit opportunities for meaningful oral practice. In this sense, motivation emerges as a decisive element that can either empower learners to participate actively or restrain them through fear, insecurity, and lack of engagement. Within this complex scenario, technology has gradually positioned itself as a potential mediator capable of transforming students' attitudes toward speaking English. The growing presence of technology in educational contexts has reshaped the way students interact with knowledge, language, and communication. Today's learners are immersed in digital environments that influence how they process information, express

ideas, and build confidence. When thoughtfully incorporated into the classroom, technological tools can create supportive spaces where students feel less exposed, more autonomous, and increasingly willing to use English orally. Rather than replacing traditional teaching practices, technology can function as a complementary resource that enriches the learning experience and responds to learners' emotional and motivational needs. For adolescents, speaking a foreign language in front of peers is often associated with anxiety, fear of making mistakes, and the perception of being judged. Technology offers alternative modes of interaction that reduce these affective barriers. Audio-visual materials, recorded speaking tasks, interactive applications, and digital simulations allow students to practice speaking at their own pace, rehearse language before public use, and receive feedback in a less intimidating manner. As a result, students may gradually develop confidence and a more positive disposition toward oral participation. It is important to recognize that the impact of technology on speaking motivation does not depend solely on access to advanced digital infrastructure or constant internet connectivity. Even in contexts where technological resources are limited, offline tools, preloaded materials, and basic audio-visual resources can significantly influence learners' motivation. The pedagogical value of technology lies not in its complexity, but in how it is used to foster interaction, engagement, and meaningful language use. When teachers adapt technological resources to their specific classroom realities, these tools can become powerful motivators rather than sources of frustration.

Moreover, technology has the potential to shift classroom dynamics from teacher-centered instruction to more student-centered practices. By encouraging exploration, collaboration, and autonomous learning, technological tools can empower students to take greater responsibility for

their own speaking development. This sense of control often enhances motivation, as learners feel more capable of managing their progress and expressing themselves without constant correction or interruption. In this way, technology contributes not only to linguistic development but also to emotional security and self-efficacy. Within the context of ninth-year students, whose motivation is highly influenced by peer interaction and classroom atmosphere, technology can serve as a bridge between structured instruction and authentic communication. Digital resources can simulate real-life situations, expose learners to diverse accents and communicative styles, and provide models that students can imitate and adapt. These experiences help learners perceive speaking English as a meaningful and achievable task rather than a rigid academic requirement.

Therefore, examining the impact of technology on enhancing speaking motivation is essential for understanding how modern classrooms can respond to students' effective and communicative needs. This perspective allows educators to reflect on the role of technology not merely as a technical aid, but as a pedagogical strategy that supports motivation, confidence, and active participation. In contexts where traditional speaking practices have proven insufficient, technology offers alternative pathways that can revitalize students' interest and willingness to speak English. The integration of technology into English language teaching has been identified as a significant factor in addressing motivational challenges commonly observed in speaking activities. Technology allows educators to adapt classroom practices to learners' needs, preferences, and learning styles, creating more engaging and meaningful learning experiences. By moving beyond rigid, teacher-centered approaches, technology-enhanced instruction encourages students to participate more actively and confidently in speaking tasks, particularly in foreign language

contexts where anxiety and fear of error are prevalent Ahmadi, 2018, as mentioned in (Serajuddin, 2023).

Language learning requires the balanced development of listening, speaking, reading, and writing skills; however, speaking often presents the greatest challenge for learners due to its immediate and public nature. Technological tools support the development of speaking by providing multimodal input and opportunities for repeated exposure to authentic language use. Through audio-visual materials and interactive digital resources, students are able to observe, imitate, and practice spoken language in ways that reduce pressure and enhance comprehension, which positively influences their motivation to communicate orally Grabe & Stoller, 2019, as cited in (Serajuddin, 2023).

From an instructional perspective, computers and digital tools have long been recognized as valuable resources in language classrooms when teachers are adequately prepared and granted flexibility within the curriculum. Technology enables teachers to design activities that are more dynamic and responsive to learners' needs, thereby improving the overall quality of instruction. When speaking activities are supported by digital resources, students tend to perceive them as more accessible and less intimidating, which fosters greater willingness to participate in Becker, 2000, as cited in (Serajuddin, 2023).

The availability of diverse digital resources also plays a crucial role in motivating learners to engage in speaking activities. Technology provides access to an extensive range of materials that expose students to real-life language use, including videos, dialogues, and interactive tasks. These resources help learners contextualize language, making speaking activities more meaningful and

relevant. As students interact with such materials, their curiosity and interest increase, contributing to higher levels of motivation and engagement in oral communication Bull & Ma, 2001, as noted in (Serajuddin, 2023).

Furthermore, technology-supported instruction encourages learners to explore language independently, which can enhance their confidence and autonomy. When students are guided to use digital tools to practice speaking, they are more likely to experiment with language without fear of immediate judgment. This process allows learners to self-monitor their performance and gradually improves their oral skills, leading to a more positive attitude toward speaking English

The motivational impact of technology is also linked to the immediacy and accessibility of information it provides. Computer-based activities allow students to receive prompt input and engage with materials that align with their proficiency level. This responsiveness supports learners' sense of progress and achievement, which is essential for sustaining motivation, especially in speaking activities that require continuous practice and effort Tomlinson, 2011, as stated in (Serajuddin, 2023).

In addition, technology brings learning experiences closer to students' everyday realities by integrating language practice into familiar digital environments. Authentic materials and multimedia resources expose learners to natural language use, cultural contexts, and communicative situations that traditional textbooks often fail to capture. This authenticity enhances learners' perception of the usefulness of speaking English, reinforcing their motivation to participate actively in oral tasks Larsen-Freeman & Anderson, 2013, as argued in (Serajuddin, 2023).

However, the integration of technology in English language teaching is not without challenges. In some educational contexts, technological tools have been introduced without sufficient training or pedagogical guidance, limiting their potential impact. Despite these constraints, even limited use of audio-visual aids has been shown to reduce student anxiety and increase engagement when compared to exclusively traditional methods. This suggests that the motivational benefits of technology depend largely on how it is implemented rather than on the sophistication of the tools themselves. The use of multimedia resources, particularly videos, has been highlighted as an effective strategy for enhancing speaking motivation. Visual and auditory stimuli encourage students to predict, reflect, and engage more deeply with content, which supports comprehension and oral production. When students observe realistic communicative exchanges, they are more likely to feel prepared and motivated to express themselves in similar situations Koksai, 2004, as cited in (Serajuddin, 2023).

Overall, the literature indicates that technology integration can significantly enhance students' motivation to speak English by reducing affective barriers, promoting engagement, and supporting meaningful language use. When applied thoughtfully and adapted to contextual realities, technology serves as a powerful pedagogical tool that complements traditional instruction and addresses learners' emotional and communicative needs. These findings reinforce the relevance of technology as a motivating factor in speaking activities, even in contexts where access to resources may be limited (Serajuddin, 2023).

4. MATERIALS AND METHODS

This section describes the methodological process followed to carry out the present research. The study focuses on identifying the factors that influence the motivation of ninth-year basic education students during English speaking activities at *Unidad Educativa Huaca*. The student survey was applied through a structured questionnaire with closed-ended questions, the instrument included multiple-choice questions, multiple-response items, dichotomous questions, frequency-scale items, and some Likert-type statements. These items were designed to collect information about students' feelings, motivation, confidence, use of technology, and preferences related to English speaking activities. Therefore, the questionnaire was not only a exclusively Likert-scale instrument, but a mixed structured survey instrument adapted to the objectives of the study, the main variable studied is students' motivation in speaking activities, which is examined through related factors such as self-confidence, anxiety, classroom environment, teacher support, peer interaction, activity design, and access to learning resources.

A mixed-methods approach was applied because the research problem involves both measurable and interpretative aspects. The quantitative component allowed the researcher to identify general tendencies related to students' motivation, participation, confidence, and attitudes toward speaking activities. The qualitative component provided deeper information about students' experiences, emotional reactions, and the teacher's perception of the factors that encourage or limit oral participation. Also, the combination of both types of data helped obtain a more complete understanding of the problem.

The research was conducted at *Unidad Educativa Huaca* with ninth-year basic education students. The sample was consisted of approximately 60 students who belong to the selected groups and the English teachers in charge of the classes' participants were selected through non-probability convenience sampling, since the researcher has access to the institution and the selected students present characteristics directly related to the topic of study. These students are at a stage in which motivation, confidence, peer interaction, and fear of making mistakes can strongly influence their willingness to participate in English speaking activities.

The data was collected through two research techniques, a survey and an interview, the survey was applied to the students to collect quantitative information about their motivation, level of participation, confidence, anxiety, and preferences regarding English speaking activities. The interview was applied to the English teachers to obtain qualitative information about classroom conditions, teaching strategies, students' behavior, and the main difficulties observed during speaking tasks.

The semi-structured interview guide included open-ended questions addressed to the English teacher, allowing the researcher to gather more detailed information about the factors that influence students' motivation from the teacher's perspective. Furthermore, these instruments were designed according to the objectives of the study and the variables related to students' motivation in oral classroom tasks. The instruments used for data collection are include in *Appendixes*.

The procedure began with the authorization from *Unidad Educativa Huaca* and the coordination with the English teacher to define the appropriate schedule for data collection. After that, the researcher explained the purpose of the study to the participants and will ensure confidentiality

and respectful treatment of the information collected; the student questionnaire will be applied collectively during class time, under the supervision of the researcher and the teacher. Consequently, the teachers' interview conducted individually to collect more detailed information about students' motivation, classroom dynamics, and speaking participation.

The data analysis was carried out according to the nature of each instrument. The quantitative data obtained from the student questionnaire will be organized in tables and percentages to identify general tendencies in students' motivation and participation. The qualitative data from the teacher interview analyzed through thematic interpretation, focusing on recurring factors such as anxiety, self-confidence, peer influence, teacher support, classroom environment, and activity design. The results from these instruments compared to identify coincidences and differences between students' perceptions, this process allowed the researcher to evaluate the factors that influence motivation in speaking activities and relate them to the objectives of the study.

Some methodological limitations may be present in this research. Since the sample belongs to a single educational institution, the findings cannot be generalized to all ninth-year basic education students in Ecuador. In addition, students' answers may be influenced by personal feelings, fear of judgment, or their relationship with the English subject. However, the use of surveys and interviews will help provide a more complete and reliable interpretation of the phenomenon studied. The research will also respect ethical principles related to confidentiality, voluntary participation, and the protection of students' personal information.

The resources required for this study include human, material, technological, documentary, and institutional support, the human resources are the ninth-year basic education students, the English

teacher, the researcher, and the thesis advisor. The material and technological resources include printed questionnaires, printed interviews, a computer, internet access, and digital tools for organizing the information. Documentary resources include academic books, scientific articles, the Ecuadorian English curriculum, and institutional documents related to English teaching. Finally, institutional support will be provided by *Unidad Educativa Huaca* and *Pontificia Universidad Católica del Ecuador, Ibarra* campus.

5. RESULTS AND DISCUSSION

This chapter shows the main findings obtained from the students' surveys and the teachers' interviews. The analysis focuses on the factors that influence ninth-year basic education students' motivation to participate in English speaking activities at *Unidad Educativa Huaca*. The results are organized according to the most relevant aspects of the research topic, such as students' emotional reactions, fear of making mistakes, confidence, classroom support, technology, and preferred motivational conditions. Therefore, the quantitative information from the survey relates to the qualitative information from the interviews.

The survey was applied to 56 ninth-year students. Some items allowed students to select more than one answer; therefore, in those figures, the percentages represent the distribution of the selected responses rather than the percentage of individual students. The interviews were applied to three English teachers, and their answers were summarized to identify repeated ideas related to students' motivation in speaking activities.

Interview focus	Main result from the three teachers	Interpretation according to the study
Students' overall motivation	Teachers described motivation as limited or irregular. Some students show curiosity, but many avoid speaking as they grow older because they feel shy, afraid, or unsure of their pronunciation.	This shows that students' motivation is not the same in every case. Some students are interested in speaking activities, but others avoid them because they feel insecure or afraid of making mistakes..
Fear of making mistakes	The three teachers agreed that fear affects oral participation. Students may stop speaking when classmates laugh, correct them, or react negatively.	One of the clearest reasons why students do not participate actively. Fear of being corrected or laughed at can make them prefer to stay quiet..
Low self-confidence	Teachers mentioned that several students think they cannot speak English or that English is too difficult, even when they know some basic content.	Students' lack of confidence affects their willingness to speak, even when they know some vocabulary or understand the activity..
Classroom atmosphere and peer reactions	Teachers emphasized the need for respect in class. A safe atmosphere is necessary because peer judgment and teasing can discourage participation.	A respectful classroom environment is necessary for speaking practice. When students feel judged by their classmates, they are less likely to participate..
Technology and internet Access	Teachers reported that internet access is limited in classrooms. Some resources are available only for teachers or offices, so digital speaking activities cannot be used frequently.	Technology could make speaking activities more attractive, but limited internet access reduces the chances of using digital tools regularly in class..

Table 1

The interview results show that students' lack of motivation is not caused by only one factor. Instead, it is connected to psychological aspects, such as fear, shyness, and low confidence, as well as external conditions, such as peer reactions, classroom environment, and limited access to technology. These findings are consistent with the objective of the study because they help explain why some students avoid speaking even when the activity is part of the English class.

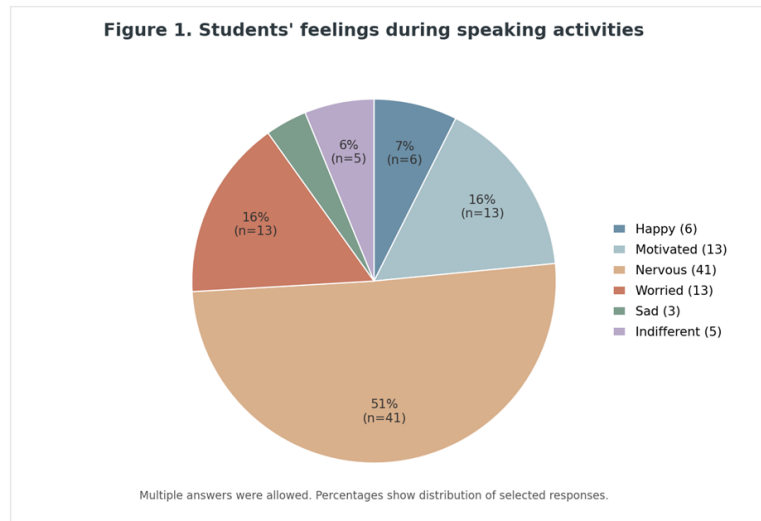


Figure 1

Figure 1 shows that nervousness was the most frequent feeling selected by students when the English teacher applies a speaking activity. This result is relevant because it suggests that speaking is not only an academic task, but also an emotional experience for learners. Although some students also selected motivated or worried, nervousness was clearly the strongest reaction.

This finding connects with the teachers' answers, since they mentioned that students often feel shy, afraid of pronouncing incorrectly, or worried about what classmates may think. Therefore, the graphic supports one of the central ideas of this study, students' motivation in speaking activities depends not only on their knowledge of English, but also on how safe and confident they feel during oral participation.

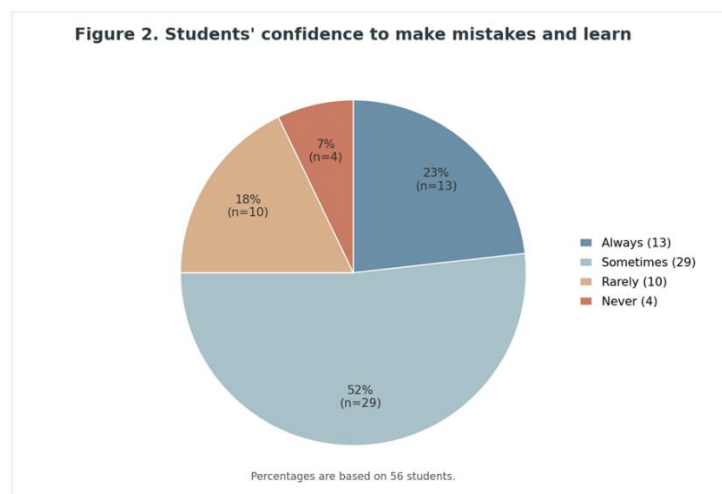


Figure 2

Figure 2 presents students' perception of making mistakes during speaking activities. Most students answered that they only sometimes feel safe to make mistakes and learn from them. This means that error correction is still a sensitive aspect in the classroom. The interviews support this result because the teachers explained that students may stop speaking when their classmates laugh or correct them. Therefore, fear of mistakes appears as a direct limitation for oral participation and motivation.

This result is linked with the analysis of internal factors that influence students' motivation, especially fear of making mistakes, insecurity and low self-confidence. Consequently; the graph reinforces the importance of creating a classroom environment where mistakes are treated as part of the learning process and not as a reason for embarrassment.

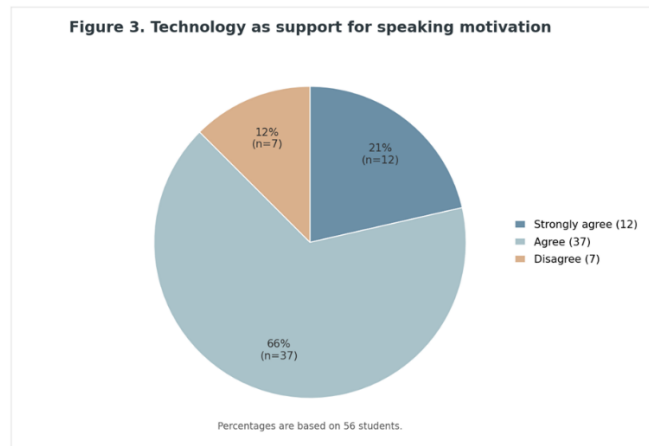


Figure 3

Figure 3. Indicates that most students agree that technological tools encourage them to speak more in English because these tools help with vocabulary and comprehension of the activities. This result shows that technology can be perceived as motivational support related to the analysis of external factors that influence students' motivation. For instance, technology appears as a classroom resource that may increase students' interest and confidence when practicing speaking. However, the teacher interviews revealed an important contradiction. Technology is useful, but internet access in the classrooms is limited. For this reason, technology can support motivation, but its impact depends on the real resources available in the institution. Therefore, this figure helps explain that technology can be useful support for speaking activities, but it should be understood as a complementary resource. In this case technology is limited. So, teachers need to use other dynamic strategies that also promote oral interaction and student confidence.

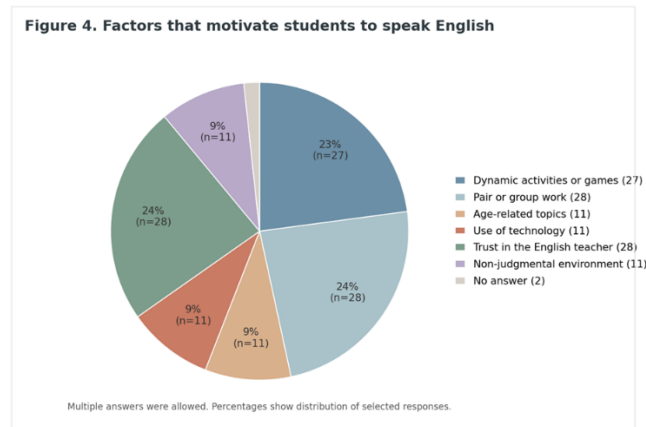


Figure 4

Figure 4 shows the main factors that motivate students to speak English during class. The highest selections were pair or group work, trust in the English teacher, and dynamic activities or games. It is also related to the analysis of external factors that influence students' motivation, students do not seem to depend only on their personal interest in English, their motivation also changes to the type of activity, the level of confidence they have with the teacher and the classroom environment. Furthermore, pair and group work may reduce the pressure of speaking alone, while games and dynamic activities can make oral participation feel less stressful and more natural.

This suggests that students feel more willing to speak when the activity is interactive, when they can collaborate with classmates, and when they feel supported by the teacher. These findings are also related to the interviews, where teachers emphasized the importance of giving examples, creating confidence, and maintaining a respectful classroom atmosphere.

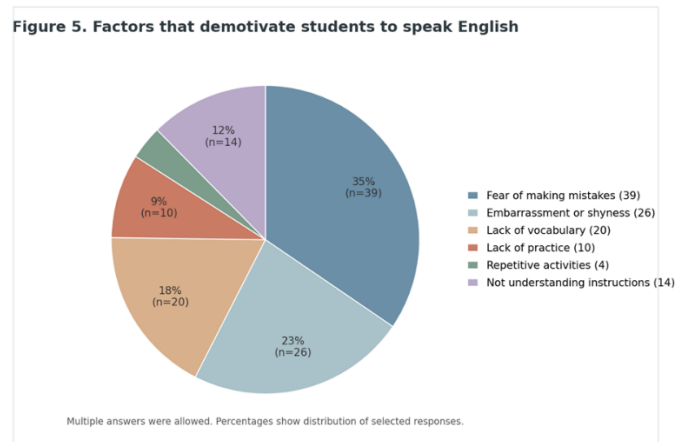


Figure 5

Figure 5 presents the factors that demotivate students from speaking English. The most selected factor was fear of making mistakes, followed by embarrassment or shyness and lack of vocabulary. These findings strongly connect with the interview results because teachers repeatedly referred to fear, low confidence, and peer judgment as barriers to oral participation. This figure is directly related to the general objective of the study because it helps identify the main causes of students' lack of motivation in speaking activities, this confirms that speaking motivation is affected by both psychological and linguistic factors. Students may want to participate, but they often avoid speaking when they feel that they do not have enough vocabulary or when they fear negative reactions.

When the survey and interview results are compared, the strongest factor that influences students' motivation is the fear of making mistakes. This factor appears in the students' answers and in the teachers' perceptions. Students selected fear of mistakes as the main demotivating factor, while teachers explained that learners often stop participating when they feel observed, corrected, or laughed at.

After presenting the main results from the students' survey and the teachers' interviews, it is necessary to discuss these findings in relation to the theoretical background of the study. This discussion makes it possible to compare the evidence obtained at *Unidad Educativa Huaca* with previous studies on motivation, speaking activities, emotional barriers, classroom environment, technology, and contextual factors in EFL learning.

The results of this study show that students' motivation in English speaking activities is strongly influenced by emotional factors such as nervousness, fear of making mistakes, embarrassment, and low self-confidence appeared repeatedly in the students' survey and in the teachers' interviews. This finding agrees with Horwitz, Horwitz, and Cope (1986), who explain that foreign language anxiety can affect students' performance in language learning situations. In the case of *Unidad Educativa Huaca*, anxiety was especially visible during speaking activities because students had to expose their pronunciation, vocabulary limitations, and possible mistakes in front of their classmates.

This study also agrees with Brown and Lee (2025), who state that affective factors such as motivation, anxiety, and self-confidence play an important role in second language learning. The findings showed that students may understand the activity or know some English, but they still avoid speaking when they do not feel emotionally safe. Therefore, the results confirm that speaking motivation does not depend entirely on students' linguistic knowledge, but also on the confidence and security they experience in the classroom.

The findings are also consistent with Gan (2012) and Polanco and Martínez (2021), who mention that speaking difficulties are often related to lack of vocabulary, insufficient practice,

pronunciation problems, and psychological barriers. In this research, lack of vocabulary was one of the main reasons why students felt demotivated to speak English, this shows that students' silence should not be interpreted only as lack of interest, since some learners may want to participate but do not feel prepared to express their ideas clearly.

However, this study also shows that students' lack of motivation cannot be explained only through linguistic or psychological factors. The teachers' interviews revealed that students' motivation is also shaped by the local socioeconomic context. *Unidad Educativa Huaca* is in a small city where many students grow up in an environment strongly connected to agriculture and family work. As reported by the teachers' perceptions, some students and families may see finishing high school and working in agriculture as a more immediate and stable option than continuing long-term academic preparation. Hence, English may be perceived by some learners as less relevant to their future lives, thus does not mean that students are incapable of learning English, but rather that their motivation is influenced by the social and economic reality around them. Therefore, the lack of motivation to speak English should also be understood as a contextual issue, not only as an individual or classroom problem. This aspect is further reflected in the teachers' responses presented in *Appendix 5*.

Regarding classroom interaction, the results support Littlewood's (1981) ideas about the importance of meaningful communication in language learning. Students felt more motivated when speaking activities included pair or group work, games, and dynamic interaction. So, this suggests that collaborative activities can reduce the pressure of speaking alone and help students participate more naturally. Likewise, this finding relates to Ryan and Deci's (2000) theory, since

students' motivation increases when they feel capable, supported, and connected with their teacher and classmates.

Even though the findings only partially agree with authors who present technology as a strong motivational resource for English speaking practice. Serajuddin (2023) highlights that technology can increase motivation by making language learning more interactive and accessible, the survey results support this idea because many students perceived technology as useful for vocabulary, comprehension, and speaking motivation. However, the reality described by the teachers shows an important limitation namely, internet access at *Unidad Educativa Huaca* is not stable, and the use of digital devices in class is restricted. For this reason, technology can be considered a motivating resource, but not the main solution in this specific context.

This contrast is important because many studies discuss technology from contexts where digital access is more available. In the present study, students may feel attracted to technological tools, but the institutional conditions do not always allow teachers to use them regularly. Because of this, the research partially differs from perspectives that place technology at the center of speaking motivation, in the context of *Unidad Educativa Huaca*, technology should be used as a complementary resource when available, while teachers also need low-resource strategies such as role plays, storytelling, guided dialogues, speaking cards, cooperative games, and vocabulary-supported oral tasks.

Last but not least, the results agree with Orosz, Monzón, and Velasco (2021), who explain that English teaching in Ecuadorian public education faces challenges related to students' lack of motivation, demanding curricula, and limited resources. The findings of this study show a similar

reality, where students' motivation is affected by emotional barriers, classroom interaction, activity design, teacher support, institutional limitations, and local socioeconomic expectations. This led to the discussion confirms that students' low participation in speaking activities must be understood from their real educational context and not only from general theories about language learning.

6. PROPOSAL

Based on the findings that were obtained in this research, the proposed pedagogical contribution consists of an orienting guide designed to support English teachers in fostering ninth year basic education students' motivation during speaking activities. The proposal is not interpreted as a formal intervention implemented during the study, but as a practical guide derived from the diagnosis of student's needs, emotional barriers, classroom conditions and motivational factors identified at *Unidad Educativa Huaca*.

The following guide aims to provide teachers with simple, accessible and contextualized speaking strategies that can be applied even when technological resources are limited. Its purpose is to encourage students' oral participation through activities that reduce fear of making mistakes, strengthen self – confidence and promote peer interaction as well create a respectful classroom environment. For this reason, the proposal includes playful and communicative activities such as role plays, guided dialogues, storytelling, guessing games, peer conversations, speaking cards and vocabulary that is going to support oral tasks.

This idea also considers the importance of emotional support in the English classroom. Since the results showed that nervousness, shyness, low self-confidence, fear of peer judgment, and lack of vocabulary affect students' motivation, the guide suggests that teachers provide clear examples, useful expressions, preparation time, and positive feedback before and during speaking activities. In this way, students may feel more secure and willing to participate orally in each activity.

Although students showed interest in technological tools, the interviews revealed that internet access and digital resources are limited in the institution. Therefore, technology is considered a complementary resource rather than the main element of the proposal. When available, teachers may use short videos, audio recordings, interactive games, or voice-recording activities. However, when these resources are not accessible, the guide prioritizes low-resource strategies that still promote interaction, confidence, and meaningful communication.

In this part, the proposal is deeply linked to the main objective of the study by offering practical strategies aimed at enhancing students' motivation, participation, and oral communication skills. It also serves as a starting point for future research, where the guide could be implemented, evaluated, and improved according to students' progress and teachers' classroom experiences and as a reader you can find it here: <https://canva.link/nm626ia03utp9pt>

7. CONCLUSIONS

The present research aimed to explore the causes of ninth-year basic education students' lack of motivation in English speaking activities at *Unidad Educativa Huaca*. Based on the information obtained through the student survey, the teacher interviews and all the investigations that were read for this thesis, it can be concluded that students' motivation to speak English is influenced by a combination of psychological, pedagogical, social, and contextual factors. Consequently, low participation in speaking activities cannot be understood simply as a lack of interest in English, since students' emotions, classroom experiences, confidence, and available learning resources also play an important role in their willingness to communicate orally.

Regarding the first specific objective, the theoretical review provided a relevant foundation for understanding motivation and speaking participation in the EFL classroom. Consequently; The literature reviewed showed that speaking is strongly connected to emotional factors such as anxiety, self-confidence, fear of negative evaluation, and willingness to communicate, these theoretical contributions were consistent with the reality identified in this study, since students' oral participation was affected not only by their linguistic knowledge, but also by the way they felt when speaking in front of their classmates. In this sense, the research confirms the importance of considering the emotional dimension of language learning, especially during adolescence.

Also, the diagnosis of students' current situation, the results revealed that speaking activities frequently generate nervousness among ninth-year students. The survey indicated that students do not always feel safe when making mistakes during oral tasks, while fear of error, embarrassment

or shyness, and lack of vocabulary emerged as relevant factors that discourage them from speaking English. So, these findings were reinforced by the teachers' perceptions, as they explained that some students avoid participating because they are afraid of incorrect pronunciation, limited vocabulary, or negative reactions from their classmates. Because of this, students' silence during speaking activities should be interpreted as a possible response to insecurity and anxiety rather than as a simple refusal to participate, concerning the internal and external factors that influence motivation. The study found that self-confidence and fear of mistakes are among the most significant internal factors affecting oral participation. Students may understand instructions or possess basic knowledge of English, but they can still hesitate to speak when they do not feel capable of expressing themselves correctly. At the same time, external factors such as peer reactions, teacher support, classroom atmosphere, activity design, and access to technology also affect motivation. Students showed greater interest in speaking when activities involved pair or group work, dynamic tasks, games, and trust in the teacher. Thus, the findings suggest that motivation increases when speaking takes place in a respectful, supportive, and interactive environment where mistakes are accepted as a natural part of learning.

Technology was also identified as a potentially motivating factor for speaking practice. Students perceived technological tools as useful resources that could make oral activities more dynamic and help them improve vocabulary and comprehension. Nevertheless, the teachers reported limitations related to internet access and the availability of technological resources in the classroom, this finding demonstrates that the motivational value of technology depends on the institutional context in which it is applied. As a result, although digital resources may enrich speaking activities,

teachers should also consider accessible alternatives such as role plays, guided conversations, storytelling, cooperative tasks, and speaking games that can be carried out without depending entirely on internet connectivity.

Although the initial research plan considered the design of a pedagogical proposal, the development of the study made it possible to recognize that a deeper diagnosis of students' motivational difficulties was necessary before proposing a formal intervention. For this reason, the main contribution of this research is not the implementation of a structured pedagogical program, but the generation of contextualized knowledge about the conditions that influence students' motivation to speak English at *Unidad Educativa Huaca*, the findings provide pedagogical implications for teachers, particularly the importance of using supportive feedback, reducing public pressure, encouraging cooperative speaking opportunities, selecting engaging activities, and creating a classroom atmosphere in which students feel respected and emotionally safe.

In essence, this research opens possibilities for future studies and shows a pedagogical intervention based on interactive speaking activities, such as role plays, storytelling, cooperative games, guided dialogues, and technology-supported oral tasks when resources are available. Future studies could also evaluate whether these strategies reduce speaking anxiety, increase students' self-confidence, and improve oral participation over a longer period, it would be relevant to investigate the perspectives of students, teachers, and families in different educational contexts to compare the factors that influence motivation in speaking activities. In this way, the present study serves as a diagnostic foundation for future pedagogical actions aimed at helping learners speak English with greater confidence, interest, and participation.

8. RECOMMENDATIONS

Based on the results of this project, English speaking activities at *Unidad Educativa Huaca* should be developed in a classroom atmosphere where students feel comfortable trying to communicate, even when they make mistakes, fear of being wrong, embarrassment, and insecurity can lead students to remain silent during oral tasks. Consequently, teachers should treat mistakes as part of the learning process and provide feedback in a respectful way, without making students feel exposed to their classmates, it is also important to give students more opportunities to speak through activities that feel manageable and enjoyable for them. In addition, pair work, short group conversations, guessing games, role plays, and storytelling can be useful because students are not immediately placed under the pressure of speaking alone in front of the entire class, these kinds of activities may help students participate more naturally and gradually become more confident when using English.

Another aspect to consider is preparation before speaking, because some students may avoid participating because they do not know enough vocabulary or do not feel sure about how to express their ideas. Before asking them to speak, teachers could provide key words, useful expressions, examples, and short preparation time. As a result, oral participation would not feel like an unexpected challenge, but rather like a task that students are able to complete with support.

Furthermore, the use of digital resources could be considered whenever the conditions of the institution make it possible such as audio recordings, short videos, interactive games, or voice-recording activities may make speaking practice more interesting for students. However, since

access to internet or technological equipment may not always be stable, these resources should not be the only option, simple classroom activities using speaking cards, printed materials, games, and guided dialogues can also motivate students when they are planning creatively.

Finally, this study may serve as a starting point for future research at *Unidad Educativa Huaca* or in similar educational contexts. Since the present research focused on identifying the factors that influence students' motivation, a future study could design and apply a set of speaking activities based on these findings, it would be useful to examine whether activities focused on collaboration, emotional support, vocabulary preparation, and appropriate use of technology help students participate more, feel less anxious, and gain confidence when speaking English.

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10. APPENDIX

VARIABLES

Theme	Objectives	Variable		Indicators	Resources
		Dependiente	Independiente		
Factors That Influence the Motivation of Speaking Activities in Ninth-Year Basic Education Students	- To identify the main pedagogical and psychological factors that influence students' motivation to participate in speaking activities. - To analyze how classroom environment, teacher strategies, and technological tools affect speaking motivation. - To determine the impact of these factors on students' oral participation and confidence.	- Teaching strategies - Classroom environment - Use of technology	- Students' motivation - Speaking participation - Oral confidence	- Frequency of oral participation - Students' self-confidence when speaking - Attitude toward speaking activities - Level of anxiety or fear of mistakes	- Observation guide - Student survey - Teacher interview - Content analysis

APPENDIX 1: SOLICITUD UNIDAD EDUCATIVA HUACA

Pontificia Universidad Católica del Ecuador
Seréis mis testigos

IBARRA **50 Años**

Huaca, diciembre de 2025

Lic.
Marco Vitaliano Montenegro G.
RECTOR DE LA UNIDAD EDUCATIVA "HUACA"

De mi consideración:

Reciba un cordial saludo. Deseándole muchos éxitos en las actividades que desempeña al frente de tan prestigiosa institución, me permito solicitarle comedidamente la autorización correspondiente para realizar un proyecto de investigación en la Unidad Educativa "Huaca".

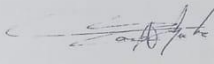
El proyecto de investigación se titula **"Factors that influence the motivation of speaking activities in ninth-year basic education students"** y tiene como finalidad analizar los factores que influyen en la motivación de los estudiantes durante las actividades de expresión oral en el idioma inglés. Para el desarrollo del estudio se aplicarán las siguientes técnicas de investigación: una encuesta dirigida a los estudiantes y una entrevista dirigida al docente de la asignatura de inglés.

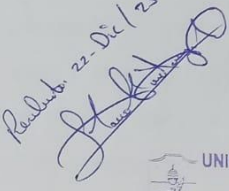
La ejecución del proyecto se llevará a cabo durante el día 23 de diciembre del presente año, garantizando en todo momento la confidencialidad de la información recopilada, la cual será utilizada exclusivamente con fines académicos y de investigación.

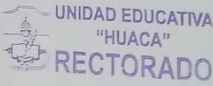
Mediante la aplicación de este proyecto se pretende contribuir al fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés, favoreciendo el desarrollo de las destrezas comunicativas de los estudiantes.

Agradeciendo de antemano la atención brindada a la presente solicitud y en espera de una respuesta favorable, me suscribo.

Atentamente,



Recibido 22-Dic/25



UNIDAD EDUCATIVA
"HUACA"
RECTORADO

Sandy Kerly Ayala Arcos
Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
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Ibarra - Ecuador / www.pucesi.edu.ec

f t i y d

APPENDIX 2: TEACHERS' INTERVIEW



IBARRA



ESCUELA DE CIENCIAS SOCIALES
Y HUMANIDADES

Unidad Educativa "Huaca"

INFORMATION DATA

Age:

Sex:

Current Role as an English teacher:

Dear teacher,

This interview aims to gather information related to the factors that influence motivation in speaking classroom activities in ninth-year basic education students. Your answers will be used exclusively for the research project. Please respond sincerely to the questions, as the information will be used for academic purposes.

Thank you very much.

Topic: Factors that influence motivation in speaking classroom activities in ninth-year basic education students.

1. From your teaching experience, how would you describe ninth-year students' overall motivation toward speaking activities in the English classroom?
2. What classroom factors do you consider most influential in encouraging or discouraging students' participation in speaking activities? (e.g., type of activities, teacher support, classroom environment, peer interaction, materials)
3. How does students' fear of making mistakes affect their willingness to speak English during classroom activities?
4. In what ways do low self-confidence and students' perceptions of their own speaking ability influence their motivation to participate orally?
5. How do anxiety, shyness, or introverted personality traits manifest during speaking activities such as presentations, role plays, or spontaneous speaking tasks?
6. To what extent does the classroom atmosphere—especially peer reactions and the feeling of being judged—impact students' motivation to speak English?
7. How do your teaching strategies, feedback style, and emotional support contribute to creating a safe environment that encourages students to speak English?
8. How do limitations such as large class size, limited time for individual speaking practice, or few speaking opportunities affect students' motivation?

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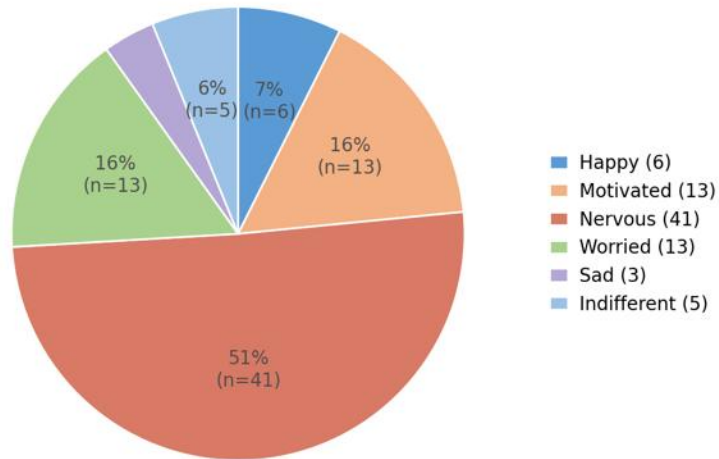


9. Does your institution have stable internet access that allows you to integrate technological tools into speaking activities, and how does this influence students' motivation?
10. Based on your experience, which classroom or psychological factor do you consider the most significant in students' lack of motivation to speak English, and why?



APPENDIX 3: ANALYSIS OF THE SURVEYS

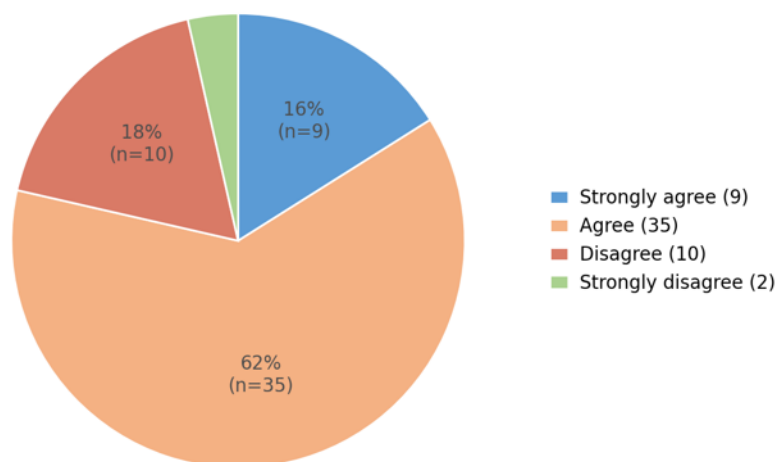
Figure 1. Students' feelings during speaking activities



Most students reported feeling nervous when the English teacher applies a speaking activity. Although some also selected motivated or worried, nervousness was the dominant reaction. Consequently, this suggests that speaking is often experienced as an emotional challenge rather than as a simple classroom task.

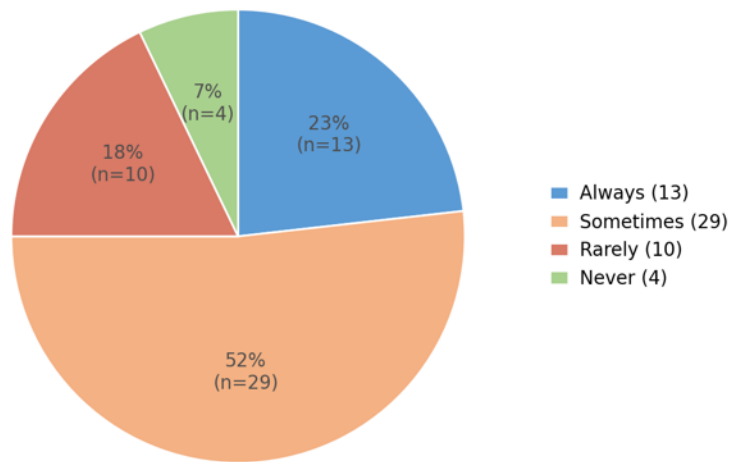
Figure 2. Teacher explanation and confidence

Most



students agreed that the teacher's explanations and demonstrations help them participate with more confidence. The present study indicates that teacher guidance plays an important role in helping students feel prepared for speaking activities.

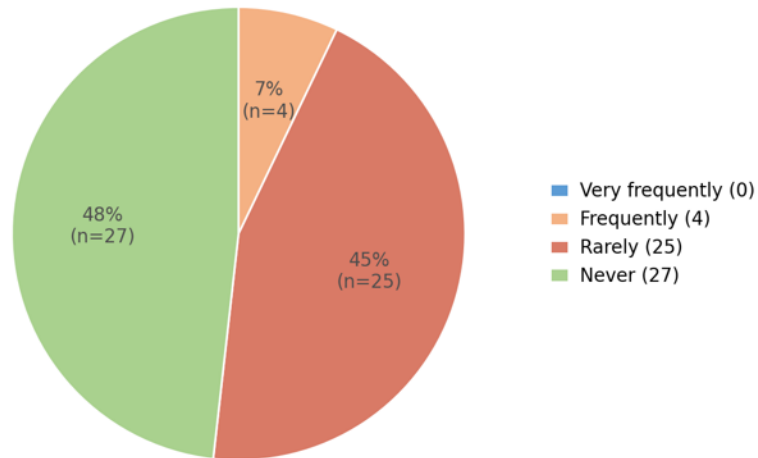
Figure 3. Feeling safe to make mistakes



The
most

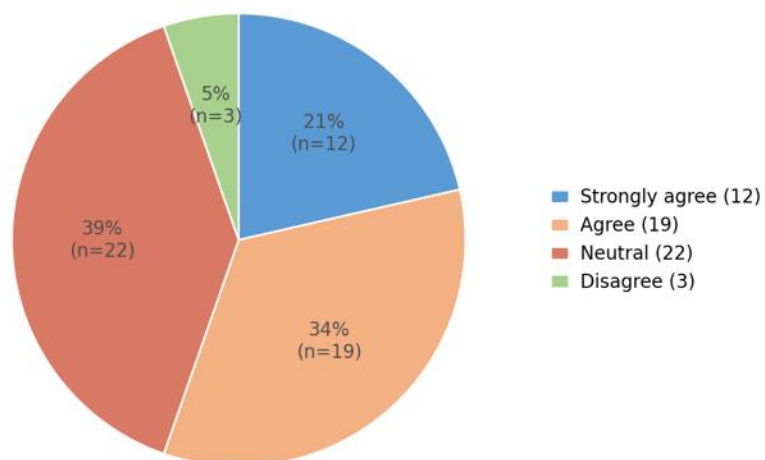
frequent response was 'Sometimes', which shows that many students do not always feel safe making mistakes during speaking activities. As a result, fear of error remains an important barrier to oral participation.

Figure 4. Use of technology in speaking activities



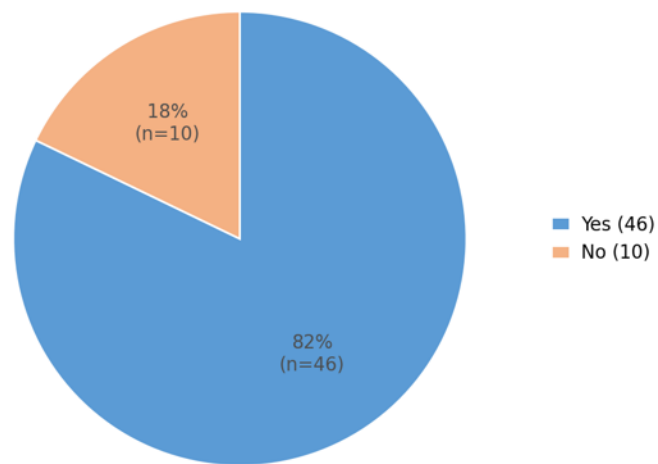
Students reported that technology is used rarely or never in speaking activities. This suggests that technological resources are not regularly integrated into classroom speaking practice because *Unidad Educativa Huaca* does not have access to Internet.

Figure 5. Technology as a classroom motivator



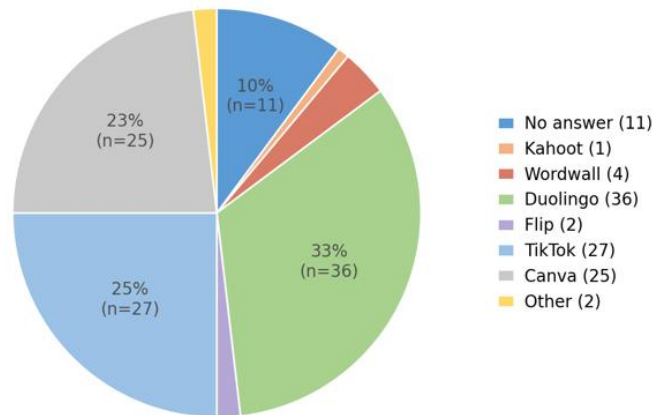
Even though technology is not frequently used, students generally perceive it as a motivating resource. Most of them agreed that technology can make speaking activities more dynamic and interesting.

Figure 6. Knowledge of speaking tools



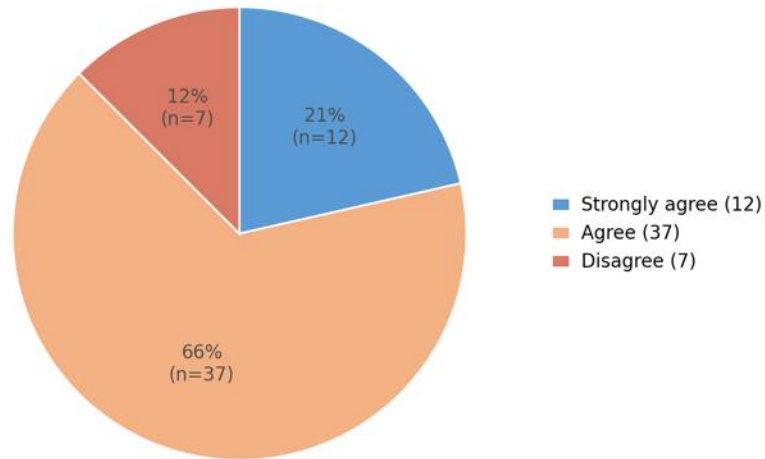
Most students answered that they know technological tools that can be used to practice speaking in English. This result suggests that learners are already familiar with digital resources beyond the classroom.

Figure 7. Technological tools students know



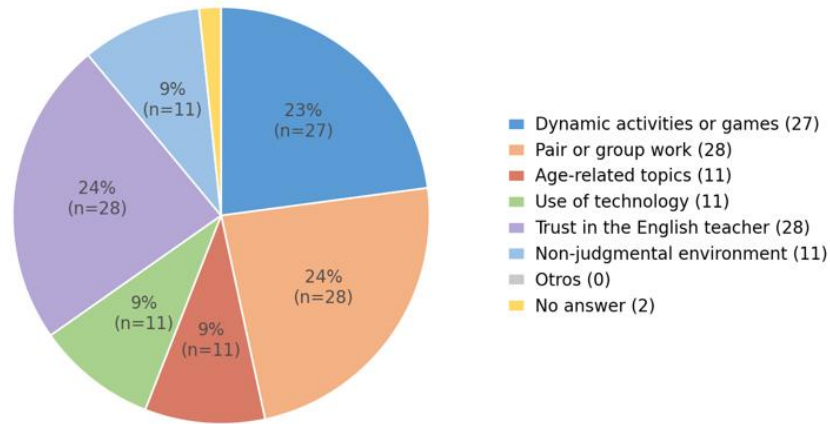
The best-known tools were Duolingo, TikTok, and Canva, while only a few students mentioned Wordwall, Flip, or Kahoot. The investigation shows that students are more familiar with accessible and popular applications.

Figure 8. Technology as support for speaking motivation



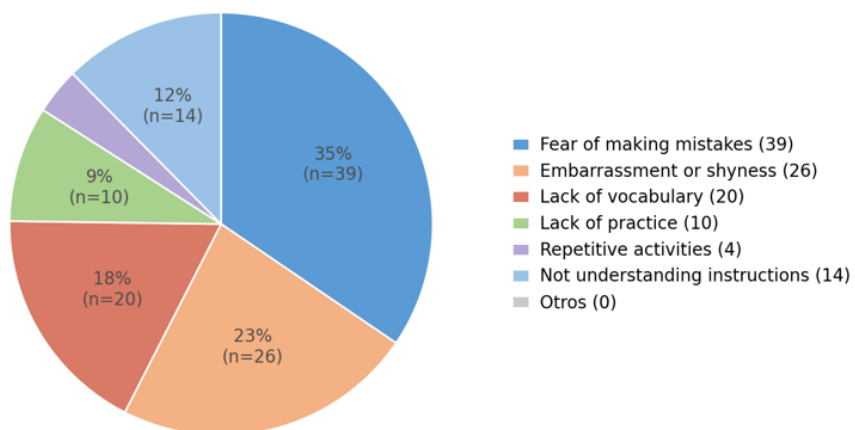
Many students agreed that technological tools encourage them to speak more in English because these tools support vocabulary and comprehension. Therefore, technology is perceived as a positive aid for speaking motivation.

Figure 9. Factors that motivate students to speak English



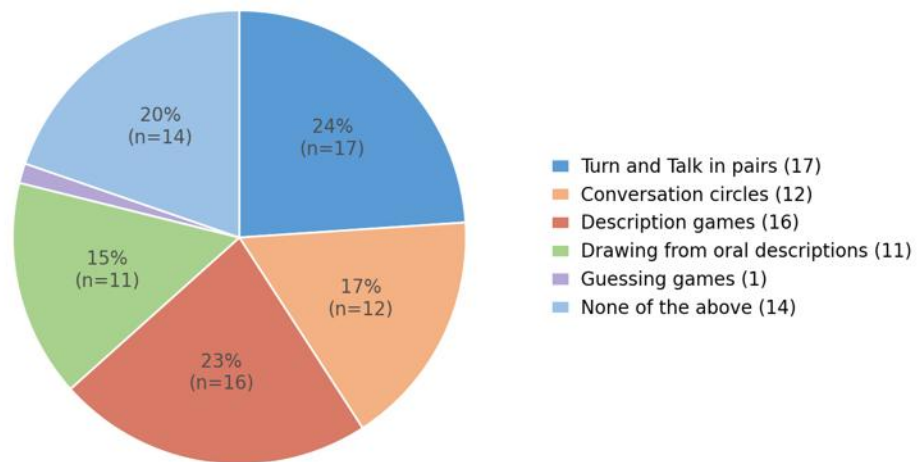
The strongest motivating factors were pair or group work, trust in the English teacher, and dynamic activities or games. These results suggest that students feel more motivated when speaking tasks are interactive and supportive.

Figure 10. Factors that demotivate students to speak English



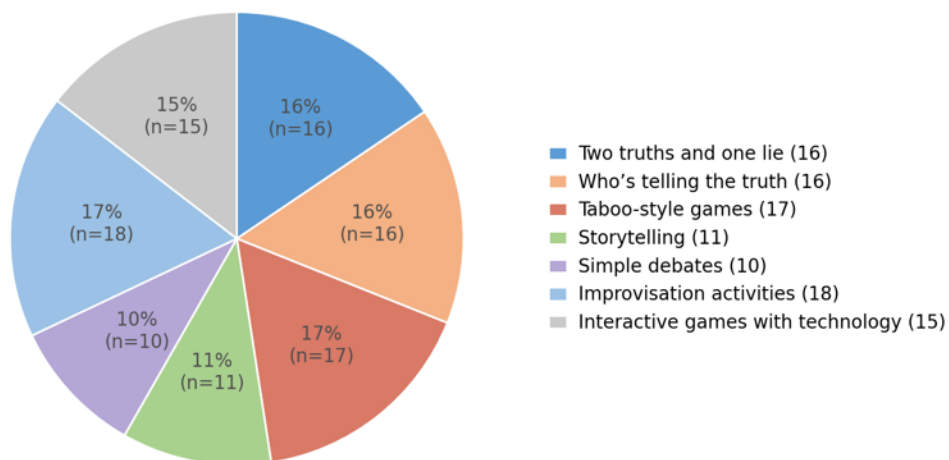
The main demotivating factor was fear of making mistakes, followed by embarrassment or shyness and lack of vocabulary. Overall, the results show that emotional insecurity and limited language resources strongly affect students' willingness to speak.

Figure 11. Speaking activities applied in class



Students reported that the teacher most frequently applies pair conversations, word or picture description games, and conversation circles. However, some students selected 'None of the above', which suggests that speaking activities may not always be varied or memorable.

Figure 12. Preferred speaking activities



Students would like more improvisation activities, Taboo-style games, and interactive speaking tasks such as Two truths and one lie and Who's telling the truth. This reflects a clear preference for playful and communicative activities.

APPENDIX 5: Summary Table of the Teachers' Interviews

Interview focus / question	Teacher 1	Teacher 2	Teacher 3	Brief analysis
Overall motivation toward speaking	Motivation decreases with age; older students are less willing to participate.	Motivation is generally low because of fear of mistakes and fear of classmates' reactions.	Students are usually shy; they need motivation and a supportive environment to speak.	The three teachers describe speaking motivation as fragile and influenced by fear and shyness.
Classroom factors	Teacher modeling and confidence are essential; negative peer behavior discourages participation.	Lack of technology, limited time, and fear of speaking discourage participation.	Peer laughter and differences in English level affect students strongly.	Teacher support, classroom atmosphere, peer interaction, and available resources are decisive factors.
Fear of making mistakes	Students stop speaking when classmates laugh or correct them.	Fear affects real interaction because students are too focused on not failing.	Students worry about grammatical accuracy when speaking.	Fear of mistakes clearly limits oral participation and confidence.
Low self-confidence	Students often think they know nothing, even when they can actually say some things.	Students from rural contexts tend to be more timid, even beyond English class.	Students care a lot about what others think and this weakens their confidence.	Negative self-perception reduces willingness to participate orally.
Anxiety, shyness, or introversion	Some students lose confidence when they are	Many students are not used to oral exposure because	Students forget words or pronunciation	Anxiety becomes visible during public speaking tasks, especially

Interview focus / question	Teacher 1	Teacher 2	Teacher 3	Brief analysis
	laughed at or corrected.	of grammar-focused learning.	when they are in front of the class.	under peer pressure.
Classroom atmosphere and feeling judged	Students do not always see English as relevant to their lives, which affects motivation.	Fear of being judged makes some students avoid making an effort.	Respect is established as a classroom rule to prevent ridicule.	A respectful environment is necessary; feeling judged decreases participation.
Teaching strategies and emotional support	The teacher encourages short interventions and uses a positive attitude.	The teacher seeks to break barriers created by previous grammar-only teaching.	The teacher uses CLT and interesting topics to motivate students.	Supportive feedback and communicative strategies help create a safer environment.
Large classes, time, and opportunities	Large groups make it hard to focus on every student, so group work is used.	Limited resources and few technological tools reduce speaking practice opportunities.	Around 25–30 students is manageable, but larger classes are difficult.	Class size, time, and resources shape the amount of speaking practice students receive.
Internet access and technology	Internet exists mainly in offices; students receive links mostly for home use.	The institution has no stable internet for students; teachers use personal resources.	Internet is available for teachers, not inside classrooms for students.	Technology is motivating, but institutional access is limited and irregular.
Most significant factor behind low motivation	Family background and local farming culture reduce interest in long-term education and English.	Psychological limitations, family problems, and the belief that English is only complementary reduce motivation.	Shyness, low self-esteem, and the idea that English is not useful for students' future are central barriers.	Low motivation is explained by both personal insecurity and the local socioeconomic context of <i>Huaca</i> .

Across the interviews, the teachers agreed that students' low motivation to speak English is associated with fear of making mistakes, shyness, low self-confidence, and negative peer reactions. They also emphasized external conditions such as limited technological resources, few opportunities for speaking practice, and the local socioeconomic context, in which many students do not see English as relevant to their future goals. At the same time, the teachers highlighted that supportive feedback, respect in the classroom, communicative activities, and teacher encouragement can help create a safer environment for oral participation.