UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

Factors that motivate and demotivate low E.I. coefficient students of the ELT program at UQROO to participate in speaking activities

TESIS

Para obtener el grado de:

LICENCIADO EN LENGUA INGLESA

Presenta

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Chetumal, Quintana Roo, México, junio de 2015.
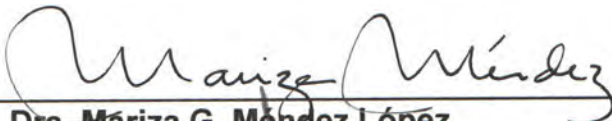
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Tesis elaborada bajo la supervisión del comité del programa de Licenciatura en Lengua Inglesa y aprobada como requisito para obtener el grado de:

LICENCIADO EN LENGUA INGLESA

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Chetumal, Quintana Roo, México, junio de 2015

ABSTRACT

The development of the four language skills is essential when learning a foreign language. Speaking skill gives to students the possibility of establishing communication among them, and exchange information. However, there are many factors that may influence the mastering of this skill. For this reason, and taking into account my experience as a student of an English Language Teaching program, this study is focused on the students of the English Language Teaching program at the University of Quintana Roo (UQROO), who having done the questionnaire of the Trait Meta-Mood Scale 24, have got a lower emotional intelligence coefficient. The study aims at demonstrating what factors may motivate and demotivate them to participate in speaking activities during their English classes. The first instrument that was applied is the Trait Meta-Mood Scale 24, which will determine the Emotional Intelligence coefficient of students and will allow selecting the participants. Then, an emotions journal was used to identify factors affecting participants' participation in oral activities in class. Also, individual interviews were carried out at the end of the study period. The data collected was analyzed through a thematic analysis approach (Braun and Clarke, 2006). Results are presented through the main categories identified as motivating or demotivating for students to participate in speaking activities while at their ELT language classes. Finally suggestions for teachers to help students with low IE coefficient are suggested.

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CHAPTER 1. INTRODUCTION

1.1 Background and relevance of the study.

There are four skills in teaching and learning a language: listening, speaking, reading, and writing, but out of the four skills speaking is considered as the most essential skill to be mastered. Speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool which shapes, modifies, extends and organizes thought. Oral language is a foundation of all languages development and, therefore, the foundation of all learning. Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language which is the essential component of language learning. Students who have a strong oral language base would have an academic advantage because school achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Hayriye, 2006).

Speaking is a very complex activity. In oral production, speakers are not the only ones involved but also their emotions. This is why; the speaking skill should be treated with a humanist approach from both teachers and students. It is important to be respectful with one another in order to create a good environment for students to develop this skill. Teachers should motivate students through activities which attract students' attention and ensure that there is respect among them, while students ought to consider the possible difficulties that some of their classmates have in oral production activities.

In speaking activities, learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situations. When taking part in tasks that require the creative and relatively unpredictable use of language, learners are bound to make mistakes. These should be seen as a natural part of the learning process (Nunan, 1999).

Speaking is a vehicle to link individuals to society. The oral exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues (Hayriye, 2006). However, Richard (1990) explains the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English doesn't sound natural, poor grammar and poor pronunciation. He also states that there are many reasons causing English learners' poor performance in speaking tasks, for example, the lack of curriculum emphasis on speaking skills, teachers' limited English proficiency, class conditions, limited opportunities for practice outside classes, and the examination system which does not emphasize oral skills. However, it is important to mention that according to Gaxiola (2005) for education that fosters the development of emotional abilities, it is possible to make people be able to control their emotions, to delay gratification, to listen actively and face feedback with a good attitude. When emotional intelligence is involved in the educational field, people, in this case students will be able to maintain a better communication with one another because they will send clearer messages among them. Students will also recognize and respect, not only the feelings and emotions of their classmates, but also of the people who surround them (Gaxiola, 2005).

According to Salovey and Mayer (1990) emotional intelligence is "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (p. 189).

Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify

and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

In the 1990's Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the New York Times, specializing in brain and behavior research. He trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life.

Goleman argued that it was not cognitive intelligence that guaranteed business success but emotional intelligence. He described emotionally intelligent people as those with four characteristics:

- They were good at understanding their own emotions (self-awareness)

- They were good at managing their emotions (self-management)

- They were empathetic to the emotional drives of other people (social awareness)

- They were good at handling other people's emotions (social skills)

Nowadays, many studies about emotional intelligence have been made. The findings of these studies have given a more open view of the learning process to those involved in the educational field. Every day, men want to know more about many things. This ability or constant longing of learning and discovering new things, have made possible many improvements in the field of education. It is clear the influence and relationship that emotions have on people's motivation. Emotions are often precursors of

motivational phenomena; they signal our inclinations to act in particular ways towards specified portions of the environment (Oatley, 1992). Emotions have a very important role on people attitudes, motivation, and also in their life in general. Thus, this study aims at knowing the motivating and demotivating factors that influence on students' participation during speaking activities in language classes. All the linguistic skills are important. However, it has been made an emphasis on speaking, since it is the means by which it is transmitted information and knowledge to students and also it is the means they will use, when they are in front of a class.

Students of the English language major, as future teachers, must be aware of the factors which influence positively and negatively their performance when speaking. They have to take an advantage of the opportunities they have to apply the knowledge they have and the one they get every day. However, how is it possible to master the speaking skill if there are factors constantly limiting the students' willingness to participate? How to win that inner emotional war if the enemy is unknown? The root of the problem remains hidden, and students do not even know the motivated factors that could help them to overcome the barriers which do not let them find their way to their improvement.

1.2 Rationale.

Education can be considered as a ship whose engine is motivation, sometimes present and sometimes absent, sails are the different researchers, theories and findings about the education process, the captain in charge of the rudder is the teacher, and the crew is the students. The sea, as a mysterious keeper of secrets, represents the challenges students will face through their journey. Teachers must teach students to take advantage of the tools which are available to get success in every single task and guide them through the journey of the learning process. However, teachers cannot do everything on their own. This

is why they need to take into account the engine and sails to do their job. It is like a system in which the absence of an element does not let the process finish and reach the goal: teaching and learning.

Having said that, it can be said education is a really interesting and dynamic topic. Every day there is something new to learn, something to start a research for, and new challenges to be overcome not only by students, but also by teachers. Since education involves human beings, motivation and emotions have an essential role in this process. Emotions are like a river which sometimes could flow aggressively through its channel or very calm. What determines the strength and speed of the flow of emotions is motivation, and this, in turn, is influenced by a series of factors. Teachers, peers, environment, and didactical material, to mention just a few examples, have a strong influence on students' willingness to participate orally, since they could be motivating or demotivating for students, when working on oral production tasks.

For this reason, lowest-emotional intelligence coefficient students have been selected as participants of this study. They are the ones who find harder to handle or to regulate their emotions when learning English as a foreign language. It is really important to identify the influence that different factors have on this vulnerable group of students from the English Language major. As future teachers, they need to master as much as they can, all the linguistic skills. However, students need firstly to know and overcome those demotivating factors, which inhibit them to speak in class, and take an advantage of the motivating ones which push them to participate. In that way, they will not be afraid of making mistakes, and little by little, they will improve and perform orally.

Identifying factors that demotivate students can make them learn how to face and control them, in other words, they will be able to increase their coefficient of emotional intelligence which would be very important and useful during their performance in speaking activities. In addition, knowing the

motivating factors could be an important tool for students to exploit their own abilities and strengths. As a result, students could master their linguistic skills and they will be well prepared teachers.

Teachers may be helping students by using suitable and motivating activities, taking into account the emotional intelligence coefficient of his students and monitoring every step of the activities, so that all students feel comfortable when participating. On the other hand, students will feel more motivated to participate during the speaking activities when they realize that teachers ensure anyone else will disturb them while participating and that they promote respect among classmates. Furthermore, institutional administration could consider this information as a reference to carry out more research related to the factors that motivate students to participate in speaking activities and students' emotional intelligence coefficient.

On this basis, it is difficult to see that there is scarce research related to the factors that motivate and demotivate low emotional intelligence coefficient students from different ELT programs to participate in speaking activities. Nowadays, most people are full of negative experiences, feelings as stress, depression, fear, anxiety, and so on that influence their attitude and motivation in their life in general. It seems, that one of the reasons of this is the environment where they develop, their society. Dealing with people is unavoidable, and in the case of educational contexts, it is essential.

This research will be conducted with the purpose of finding out the factors that motivate and demotivate students who reflect a low emotional intelligence coefficient (determined by answering the items of the Trait Meta-Mood Scale 24). The results may benefit not only low emotional intelligence coefficient students but students in general, since having identified those factors, students could be capable of facing them, and as a result, they may improve their confidence and participation during oral activities.

1.3 Statement of the problem.

Students of the ELT major do not participate orally as frequently as expected by teachers because of diverse reasons. There is scarce research related to the factors that motivate and demotivate low emotional intelligence coefficient students of the ELT program at UQROO to participate in speaking activities. Thus, this study aims at identifying the reasons why low EI coefficient students do not participate in their language classes as much as they want to. This study will offer significant and helpful results for teachers, students, and education authorities.

1.4 Objective.

The objectives of this study are to find out the factors that motivate low E. I. coefficient students' participation in speaking activities in ELT classrooms, what factors refrain low Emotional intelligence students to participate in oral activities in classes, if the same demotivating factors have a relationship with gender difference, what demotivating factors influence students of the first semesters, intermediate semesters, and advanced semesters of the ELT program.

1.5 Significance/relevance of the study.

One of the main characteristics of this study is that it will be focused on students of an ELT program, who after doing a test reflected having the lowest emotional intelligence coefficient. In other words, they are the weakest ones in matters of control and regulation of their own emotions and impulses. By experience I can affirm that in the ELT program at UQROO there are students who have difficulties to speak and do not know enough or anything about emotional intelligence and its relationship with motivation.

Most of the studies that have been carried out related to emotional intelligence, motivation and speaking skill are focussed on finding out factors that influence or affect students' performance. However, this study is not only focussed on finding out the factors above, but it is also focused particularly on students who have a low emotional intelligence coefficient, in order to identify the main factors that motivate and demotivate them to participate in speaking activities and find ways to help them. The results will be very useful because having identified these demotivating factors, teachers will be able to design interventions to help students deal with those factors and as a result, there may be a good environment in the classroom and all students will have a good performance despite their Emotional Intelligence coefficient.

CHAPTER 2. REVIEW OF LITERATURE

2.1 Definitions of the key terms.

Emotions are the core elements of our lives. Many studies on Emotional intelligence have focused on how to measure and test the management of emotions. Results have provided us with knowledge about the impact of these not only in personal lives but also on the academic one. Therefore, this study is focused on the factors that motivate and demotivate students of the ELT program at UQROO, who have low emotional intelligence coefficient, to participate during the speaking activities.

Three main components constitute this study: Emotional Intelligence, Motivation, and Speaking skill; however, with the purpose of having a general idea about these three elements, it is necessary to start with a briefly explanation about emotions and their relation with learning processes.

Finding an exact definition of the term emotion has been an exhausted but interesting work. According to English & English (1958), emotion is virtually impossible to define, except in terms of conflicting theories; while Kleinginna, Jr. and Kleinginna (1981) state that a major problem in the field of emotion has been the wide variety of definitions that have been proposed. All emotions are, in essence, impulses that lead us to act, automatic response programs (Goleman, 1995). Although the definition of emotion is in the middle of a terminological confusion, its importance in cognitive processes is only now being recognized (O'Regan, 2003). When emotions get accentuated, there is a tendency to utilize the intellectual resources (Ellis, Ottaway, Varner, Becker, & Moore, 1997a; Ellis, Ottaway, Varner, Becker, & Moore, 1997b; Hertel & Rude, 1991). It is difficult for students to be focused and learn if they are dealing with their emotions. Students' cooperation in the class and participation are very limited and, as a result, they become unable to engage the knowledge. Teaching students how to manage their emotions

would be a great advantage for them because it will let them perform in a good way, in all the sceneries where life puts them. With teachers concerned about the impact of emotions on students' performance and with the correct strategies, it could it be possible to generate in students, the capability of "...feeling intelligently and thinking emotionally..." (Gaxiola, 2005: 23). This is why emotional intelligence's role is fundamental for the education field and life time as well.

As mentioned before, the development of emotional intelligence is helpful to do a good performance in any scenario where a person is. E. I. theories highlight that our capabilities of perception, understanding and emotional regulation are vital for adaptation to our environment and contribute substantially to psychological well-being and personal growth, regardless of cognitive level or academic performance of students (Salovey & Mayer, 1990; Mayer & Salovey, 1997). These authors also state that emotional intelligence is the ability to perceive, appraise and express emotions accurately, the ability to access and / or generate feelings that facilitate thought, the ability to understand emotions and emotional knowledge and the ability to regulate emotions promoting emotional and intellectual growth.

Emotional intelligence can also be considered as the ability to motivate ourselves, to persevere in the effort despite the possible frustrations, to control impulses, to define the perks, to regulate our own moods, to avoid that anxiety interferes with our rational faculties and, last but not least, the ability to empathize and trust others (Goleman, 1995). Attitude is an important element of emotional intelligence since helps people not to fall apathy, hopelessness, or depression (Goleman, 1995). Another important element is self-motivation since it refers to the ability to create feelings of enthusiasm, fervor, persistence and confidence, mostly when facing difficulties (Goleman, 1995).

Goleman (1995:89) proposes that:

> Optimism and hope—like helplessness and despair—can be learned. Underlying both is an outlook psychologists call self-efficacy, the belief that one has mastery over the events of one's life and can meet challenges as they come up. Developing a competency of any kind strengthens the sense of self-efficacy, making a person more willing to take risks and seek out more demanding challenges.

Both Goleman (1998b) & Lanser (2000) emphasize that there is a relationship between emotional intelligence and motivation. They reiterated that by means of the positive and negative aspects of working life, it is easy to see motivation which is an essential factor of emotional intelligence; in addition, Gardner (1985b), Scarcella & Oxford (1992) relate motivation with the learning process. They consider that motivation is an important factor in learning a second or foreign language.

Within the sphere of second language learning, motivation is seen as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner, 1985). Motivation has been identified as one of the key factors that determine L2 achievement and attainment. It serves as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language (Cheng & Dornyei, 2007). Oxford & Shearin（1996）believe that motivation determines the level of personal and active involvement in learning a foreign or second language. They maintain that because of unmotivated students are insufficiently involved; they are unable to develop their language skills to their full potential. For that reason, it is important to take into account that it is desirable to use activities in the classroom that engage and enhance the learners' motivation.

On the other hand, a motivated student seeks the way or the strategy to try again even though he has been through setback or made a mistake. Motivation becomes a powerful-inner tool for students, and it

allows students to keep a good concept of themselves. Teachers can influence in this very important task.

Darling-Hammond (1997) states that:

> Motivating students requires not only general knowledge about how to engage young people and sustain their interest at different ages but also an understanding of what individual students believe about themselves and their abilities, what they care about, and what tasks are likely to give them the success that will keep them working hard to learn (p. 296).

In the case of classroom learning motivation, it is focused on specifically the language classroom. It is also represented in the socio-educational model of second language acquisition. Although it is considered an integral part of motivation in general, it refers to the motivation in the classroom situation, or in any specific situation. The focus is on the individuals' perception of the task at hand, and is largely state oriented. Obviously, it will be influenced by a host of factors associated with the language class (Gardner, 1985).

When discussing the roots of motivation to learn a second language in the school context it has been proposed that teachers should consider motivation from the point of view of both the educational context (as teachers would for any school subject) and the cultural context (which is generally not that relevant to most school subjects). That is, studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary, pronunciation, language structure, etc.,), while most other school subjects involve elements common to one's own culture. The educational context is important too, of course, and for most subjects it will play a role in the motivation of the student.

Richards & Schmidt (2002) define motivation as "the driving force in any situation that leads to action". An important motivation theory is the expectancy value theory. Richards & Schmidt (2002) report that this theory assumes people is motivated to do something they feel is worth doing and expect to succeed in doing it. For that reason, in this study, a relationship between motivation and speaking skill is emphasized. Speaking is a vehicle to link individuals to society. In the classroom, the oral exchanges that students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues (Hayriye, 2006:1). Consequently, the speaking skill in learning English is a priority for many second-language or foreign-language learners. English learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 1990).

Renandya (1999) reminds English teachers of the importance of the speaking skills:

> "Speaking is one of the central elements of communication. In English as a Foreign language (EFL) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, conditions and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners improve their English speaking ability (p. 230)".

Bañuelos & Dominguez (2006) state that when we talk about language skills (reading, writing, listening, and speaking), different reasons that can delay or impede language learners to become competent users of these abilities come out. From all four skills, oral production is considered as the one students need to

develop more immediately; that is why there is a number of factors that have been implied as enhancers or impediments to the development of such ability.

2.2 Review of previous research related to emotional intelligence, motivation, and the speaking skill.

In this section, some research related to the main components of this study will be analyzed. This analysis has been done with the purpose of understanding the evolution of these research areas and the contributions to these fields that have been made by different authors through the analyzed studies.

2.2.1 Studies related to Emotional Intelligence.

Emotional Intelligence refers to an ability to recognize the meaning of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer & Salovey, 1997; Salovey & Mayer, 1990).

The positive relationship which emerge among students and teachers that influence on scholarly performance are considered as the key which makes possible the creation of an emotionally safe classroom environment (Baker, Terry, Bridger, & Winsor, 1997; Charney, 2000; Noddings, 1992). An emotionally safe classroom is essential for students, because in it, students can easier develop and improve their cognitive processes. The constant giving of task which involves taking risk by students makes possible an active participation which surely will guide to reach the goals and get success.

However, if at a classroom there are confrontations among students or fear, an affective filter can be generated in the learning process. This filter interferes in the ability of students to process new information and perform (Pennington, 1996).

2.2.1.1 Emotional Intelligence and anxiety.

Studies about emotional intelligence may serve as a guide for foreign language teachers in terms of helping them to increase their understanding of language learning from the perspective of students (Chuan, 2003). Although several studies were conducted in recent years on foreign language anxiety and emotional intelligence skills, very few, if any, have specifically focused on exploring the connection or relationship between them. The main focus of Chuan's study was to examine the association between these two components among private college students who learn English as a foreign language in Taipei, Taiwan. Data for the study were collected by using questionnaires that determined levels of foreign language anxiety and emotional intelligence skills. Descriptive statistics, comparison of means, and Pearson correlational statistical procedures were applied to examine the relationship between foreign language anxiety and emotional intelligence skills across gender and language anxiety level. The qualitative findings indicated that there is a significant relationship between foreign language anxiety and total emotional intelligence skills. Results also suggest that gender difference has an impact on how emotional intelligence skills are employed. Although this study did not focus on comparable cross-cultural groups, analysis indicated that emotional intelligence skills can serve as a global indicator of academic achievement and language learning (Chuan, 2003). The Pearson's coefficient of correlation is by far the most common indices of association (Crowl, 1996). The data set was organized for analysis according to the original research questions. To know students better by understanding their foreign

language anxiety level and their concomitant EI skills is as necessary for providing appropriate assistance to students learning a foreign language.

2.2.1.2 Emotional Intelligence type of character and academic achievement.

Another study was done in 2012 by Abdollah Omidi, Abolfazl Mohammadi, Fatemeh Zargar Goodarz Akkashe and Hossein Akbari. Their study was designed with the purpose of evaluating the relationship between emotional intelligence, type of character and academic achievement. They state that a person's mental function and capabilities, which can influence academic achievement, are affected by the type of personality and the emotional intelligence. Students with different grade point averages were significantly different in relation to: problem-solving, happiness, self-actualization, optimism, self-respect, flexibility and total emotional quotient (EQ) scores ($P < 0.05$). However, no statistically significant differences were observed between personality types in students with different grade point average. Some components of personality types and emotional intelligence are predictors of academic achievement. Therefore, attention to these issues in students is needed to ensure the best achievement gains (Omidi et al, 2012).

2.2.1.3 Emotional Intelligence, language learning strategies, and English proficiency.

Zarafshan & Ardeshiri (2012) studied the relationship between emotional intelligence, language learning strategies and English proficiency among Iranian EFL university students. The primary objective of this study was to explore the effects of emotional intelligence and use of language learning strategies on English proficiency among Iranian EFL university students. The results revealed that there was a

negative relationship between emotional intelligence and English proficiency but a positive relationship was found between English proficiency and use of language learning strategies. Metacognitive and affective strategies tended to affect English proficiency more. Social strategies were the least effective.

Taking into account these studies, it seems that Emotional Intelligence is related to anxiety with more frequency. Chuan Ta-Chao focused his study on exploring a relation between Emotional Intelligence and Anxiety, Mohammadi et al. also investigated any possible correlation between speech anxiety and EFL learners' Emotional intelligence, but something different was that they included the Linguistic Intelligence. On the other hand, Zarafshan and Ardeshiri also focused their study on Emotional Intelligence but they studied the relationship between Emotional Intelligence and language learning strategies and English proficiency. Something relevant that I realized is that Chuan Ta-Chao grouped the data collected by gender. According to the results of his study, gender difference has an impact on how emotional intelligence skills are employed.

2.2.2 Studies related to motivation in EFL/ESL classrooms.

Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from rewards to coercion. Another place motivation plays a key role is in education. A teacher that implements motivational techniques will see an increased participation, effort, and higher grades. Part of the teacher's job is to provide an environment that is motivationally charged. This environment accounts for students who lack their own internal motivation. One of the first places people begin to set goals for themselves is in school. So, as you can see, motivation is what propels life. It plays a major role in nearly everything we

do. Without motivation, we would simply not care about outcomes, means, accomplishment, education, success, failure, employment, etc. (Pan, 2003.).

2.2.2.1 Studies related to motivation and teaching strategies.

A lot of studies related to motivation have been carried out, however; the following examples are studies which not only are focused on motivation but also on its role in foreign language learning.

Bachtiar (2011) states that students' motivation in English as a Foreign Language (EFL) classroom is affected by their perceptions of the teaching strategies used. These perceptions are influenced by the context in which they learn. His study explored both tertiary students' and their lecturers' perceptions of teaching strategies that both groups consider impact on students' motivation in learning EFL. This study used a qualitative research methodology. The case was composed of one cohort of student-teachers and their EFL lecturers in one Teacher Training and Education Faculty of one private university in the area of Sulawesi Island of Indonesia. Both the lecturers and the student-teachers agreed that creating and maintaining relationships was a highly effective strategy to motivate students in an EFL classroom. However, the findings also showed that the two groups of participants put different values on the teaching strategies employed by EFL lecturers in this context. The study also found that some EFL lecturers were not aware of how some of the strategies that they used in teaching English impacted on their learners' motivation. Lecturers' time commitments outside this university proved to be a significant challenge in maximizing the use of some motivational teaching strategies in teaching English. These findings raise implications for lecturers' practice. By being more aware of how students view specific teaching strategies in the EFL classroom, teachers can enhance students' motivation, by generating,

maintaining and building on initial motivation. Data were collected from focus group discussions of student-teachers and individual interviews of EFL lecturers Hence, Bachtiar employed semi-structured interviews to gather the beliefs, experiences and perspectives of the participants related to their own learning and teaching experiences in this study site. Bachtiar asked six questions regarding their perceptions of motivational strategies used by the EFL lecturers in teaching at this particular teaching faculty to both the EFL lecturers and the students-teachers. In the semi structured interviews, Bachtiar used an interview guide to open up and guide the discussion with the interviewees and this 39 enabled him to "follow all leads that emerge during the discussion" (Johnson & Christensen, 2008: 208). Moreover, since a good case study will use as many sources as possible, both individual interviews and focus group discussions were used (Yin, 2009).

There is a variety of factors that affect the level of success learners achieve in a second language learning environment. These include factors in the target language itself, the learners' attitudes toward learning the target language, and social and cultural factors (Duvernay, s. f.). Nicholas Duvernay carried out a study about motivation and anxiety in the Korean EFL Classroom. The subjects were twenty-two college-level students who are of intermediate-to advanced English speakers. Their English abilities had no relation to whether or not they were outgoing in class. Furthermore, they were not aware of the main purpose of the test except that it had to do with personality and discussion. Each subject was first given a brief MBTI (Myers-Briggs Type Indicator) questionnaire, which they were asked to fill out, and then their types of motivation were measured based on their answers for the T-F (thinking-feeling) distinction. Those unsure about the questions being asked were assisted for better accuracy in the representation of their personalities. Afterwards, the subjects were further divided into five groups based

on their answers for the extroversion-introversion distinction. Surprisingly, there were more extroverts than was hypothesized right at the outset (10 out of 22 perceived themselves as extroverts in the MBTI questionnaire), so each group was instead given varying degrees of extroverts to do a comparison study. Five of the most outgoing and extroverted students (as measured by their degree of talkativeness during normal class hours), however, were separated from each other for the sake of consistency in that even among the ten extroverts, there were varying degrees of extroversion. Therefore, each group was comprised of 4-5 students, with a varying mixture of extroverts and introverts. Finally, the subjects were asked to partake in a discussion within their group, in English, regarding a specified general topic ("Is it necessary that we learn English?"). The optimal discussion group was determined based on how much input it could draw from the introverts of the group, who are seen to be the bottlenecks of classroom group discussion. An overwhelming number of students (17 out of 22) perceived themselves to be of the T (thinking)-type, especially regarding the questions of whether or not they use logic over personal feelings when making decisions and noticing tasks and work to be accomplished. It suggests that they tend to think objectively and decide on partaking in a task when they feel it will benefit them in the long-run, despite the immediate difficulties and frustration. The majority of students who perceived themselves to be of the J (judging)-type also indicates that the students are more goal-oriented in that they plan ahead and have fixed routes they wish to take. These results can be attributed to the fact that Korean students, from early on, study English for their instrumental values and from extrinsic motivators. The instrumental value comes from the view that fluency in English, a global language, is required in order to have a domestically and internationally successful career. It is usually the students' parents, extrinsic factors, who send them to English institutes and camps from an early age in order to increase the chances of their absorbing the English language like a native speaker. English teaching businesses flourish in Korea because a great social emphasis is placed on learning it to become a global

leader. Since most Korean students are already instrumentally driven to learn English, it can be assumed that a majority of those who are still not motivated to learn the language may require another type of motivator that will draw out a genuine desire to begin the task—integrative or intrinsic motivation. In the case of America, which represents a majority of native English speakers, integrative motivators can include factors such as a positive view of the American government, media, food, people, and culture. American songs that are popular in Korea motivate not just EFL learners, but Koreans in general to gain basic knowledge of English to understand the lyrics; it is likewise for American films and dramas played in Korea. As Western culture further spreads in the Korean peninsula, more and more Korean EFL learners are doing it for integrative and intrinsic purposes. Duvernay believes that EFL classes for younger learners should incorporate more cultural information on Western countries and place more emphasis on raising the learners' desire to become a part of Western culture before they begin the actual English-teaching curriculum. After all, it is important that the learners themselves have an intrinsic purpose for learning the language and are not delving in the task simply because their parents or teachers demand it of them. Such cultural information can be conveyed through film or drama clips, recitals of popular Western music, and other aspects of Western culture that younger learners will find intriguing. Once learners have become acquainted with—and hopefully develop a fondness of—Western culture, motivation to learn the language of the Western culture will set in, making the English-learning process an enjoyable endeavor. Of course, this mainly applies to younger EFL learners—adult EFL learners likely have all the integrative motivation they will get and will place more focus on the instrumental value of English as a tool for global communication and success in life. The end results support the hypothesis in that there was more natural participation of the introverted students when extroverts were limited to one per group, as well as forced participation in the case of the one introverted student who felt obligated to speak in a group of extroverts.

2.2.2.2 Studies related to students' motivation and their interaction with classmates in the classroom.

Motivation per se is a fluid of state that increases or decreases hinging on situation-specific factors, more specifically on classroom-related factors (Jukunen, 1989). In this case, Clement et al (1994:418) postulate that "increasing classroom relevance of the motivation research is certainly a worthwhile objective". Classroom is the real arena of human interaction; it serves as a small and complicated community group in which a student interacts both with his peers and his teacher (Pica, 1992 In Kral, 1999).

Attention to how groups of students at university influence an individual learner's motivation within the group is the focus a research that was carried out by Chang in 2006. The uniqueness of this research lies in shifting the focus from an analysis of the individual's experience seen as being apart from the group to considering the individual's experience in relation to the social interactions within the group. This study begins with the examinations of the theoretical framework, including major issues in learning motivation and group dynamics, an area that has been gaining more and more attention in second language research. Then, it discusses the selection of a mixed methods approach, the employment of three research instruments (the classroom observation, the questionnaire, and the interview), and the research procedure. After presenting the findings from each research instrument, this study integrated all the data and presented key findings from the integration. Questionnaires were administered to 127 Taiwanese university students from the Applied English Department of National Kaohsiung First University of Science and Technology (NKFUST). The results from the questionnaires show that there is a slight to moderate correlation between group processes (group cohesiveness and group norms) and students' level

of motivation (self-efficacy and level of autonomy). A dozen students who participated in this study were asked to give further information during semi-structured in-depth interviews. During those interviews, several students commented that their classmates are indeed important to their learning, as being around more motivated classmates positively influences their own motivation and autonomy. Other relevant findings, such as what is a `good' and `bad' group, the importance of a mixed methods approach, and the role of culture aspects, was also discussed. All research participants are from the Department of Applied English at NKFUST. Chang intentionally had only students from the same department of the same university as her research participants to suit the nature of this research. Since her focus was the influence of a learner group on individual learners' motivation, she did her best to minimize all other factors that could also make a difference to learner motivation. She hoped to achieve this by having research participants with as similar a background as possible. Students who were admitted to NKFUST had similar entrance examination test scores, which could be one reflection of similar English levels. Moreover, they take the same amount of compulsory courses, and though each individual's elective credits vary, their workload for compulsory courses is about the same. Finally, even though they may be taught by different teachers, all the faculty members at the Department of Applied English were screened by the same hiring standards set by the committee which applied to all the applicants. This may point to faculty having parallel career achievements amounting to similar qualifications. Thus, the expectation was that having research participants from one institution would allow her to distill more of the learner group processes during her research. It's worth mentioning that students from the Department of Applied English at NKFUST take English compulsory courses together and in their first year of study (in both programs as explained below) they see each other every day. Since they spend a great deal of time together, their learner group gets the chance to develop its own characteristics and becomes more meaningful to them, which is an important element for this research.

Moreover, since the research focus is the influence of the learner group on individual learners' motivation, Chang was supposed to have groups as the basic unit of her research participants. Within the entire Department of Applied English at NKFUST, there are six groups: one freshman (1' year) group, one sophomore (2"d year) group, two junior (3`d year) groups and two senior (4U' year) groups. Among these six groups, the freshman and sophomore groups attend a four-year program, while the junior and senior groups attend a two-year (upper-division) program. Students matriculating into the two different programs of the Department of Applied English the four-year and two-year programs have different educational orientations prior to attending NKFUST. Students in the four-year program (which commenced September, 2003) come from senior high schools, either a traditional senior high school (with an academic focus) or a vocational senior high school (with the focus a mixture of both job and academic skills). On the other hand, students who attend the two-year program (which commenced in September, 1997) come from junior colleges where they spend five years (three years of senior high school and the first two years of university) getting their Associate of Arts degree. In this thesis research Chang choose to focus on two-year program students. One reason is, again, to minimize other variables that could compromise the research findings. Since prior educational background is not the focus of this study, it seemed sensible to remove this variable from this research. Another reason is reliability. During the time of data collection Chang was teaching one course to the freshman group, and doing research on that group might have compromised the reliability and validity of this research. Eventually she came to the decision to focus only on two-year program students and have the two junior groups and the two senior groups of that program as my research participants. These four groups share similar fundamental components and are ideal for the nature of my research. To put it concisely, this research thesis has four target groups: " Senior Year Group 4C (total of 44 students) "Senior Year Group 4D (total of 41 students) "Junior Year Group 3C (total of 32 students) " Junior Year Group 3D (total of

35 students) It is also worth bearing in mind that the Department of Applied English within the College of Foreign Languages is relatively small. These 152 students represent all the students in the upper-division program; as such they have nearly all their classes together in various combinations of classmates. And while the time together as a single group unit is nine hours per week for juniors and three hours per week for seniors (who as juniors had spent nine hours of classes per week together as a single unit) this may not truly reflect the high contact time they spend together with different classmates (although not as a complete group unit) when taking all courses into consideration.

Motivation has always played a very important role in ESL classrooms. It can be studied from different angles. For example, Bachtiar (2011) studied the students' motivation and how it is affected by the teaching strategies used. Meanwhile, Duvernay (s. f.) and Chang (2006) did different studies but they have something in common. Both studies take into account students' motivation as a factor that can be influenced by their interaction with their classmates. Duvernay classifies students in introvert and extrovert students. His study concludes that emphasis should be put on strategic placement of students in group discussions by the teacher so that an optimal combination is made that encourages active participation by all members of the group. Chang focuses her attention on how certain groups of students can influence an individual learner's motivation. During the interviews, several students said that if they are surrounded by motivated students, their own motivation and autonomy increase.

2.2.3 Studies concerning the speaking skill.

The speaking skill is the last component analyzed in this literature review. There are many definitions about what the speaking skill is. For example, According to the Oxford Dictionary of Current English (2009), speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages." (p.414). Chaney (1998), however, considers speaking a process: "speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts" (p.13). Sharing the same view point, Florez (1999) added that speaking is an "interactive" process, which consists of three main stages "producing, receiving and processing information." (p.1). In language teaching and learning, speaking is considered a skill to practice and master.

Zhengdong Gan (2012) carried a study that aimed to identify the problems with oral English skills of ESL (English as a second language) students at a tertiary teacher training institution in Hong Kong. Insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class apparently contributed to a range of problems that closely related to the sociocultural, institutional and interpersonal contexts in which individual ESL students found themselves. The results of the study lead us to question the effectiveness of the knowledge- and pedagogy-based ESL teacher training curriculum. They also point to a need to incorporate a sufficiently intensive language improvement component in the current teacher preparation program. Participants were 20 students (of whom 16 were females) in the final year of a 4-year Bachelor of Education (B.Ed.) (English language) program in a teacher training institution at tertiary level in Hong Kong. Eleven reported speaking Putonghua as their mother tongue and having completed their primary and secondary education on the

Chinese mainland, and nine reported speaking Cantonese as their mother tongue and undertaking their primary and secondary education in Hong Kong. All the participants were required to undertake an eight-week teaching practice in Semester 2 of their third year and Semester 2 of their fourth year respectively during the program. They also took the Language Proficiency Assessment for Teachers of English (LPATE) organized by the Hong Kong Examination and Assessment Authority in Semester 2 of their third year in the program. Those who failed to reach the required LPATE level had to sit LPATE again in the fourth year. The instruments to collect data were semi-structured interviews. The interviews were conducted with all the participants. Each interview, conducted in English or Chinese depending on the interviewee's preference, ranged in length from approximately 40 to 60 minutes. Each interviewee was asked to describe their English speaking experience as English language learners during the B.Ed. program. Each interview centered on the difficulties with speaking in English that the participant had experienced as an undergraduate during the B.Ed. program. Although following a pre-determined structure, the author was able to ask probing questions to gain a fuller understanding of the issues under discussion (Gillham, 2005). All the interviews were tape-recorded and transcribed verbatim. If an interview was conducted in Chinese, it was later further translated into English in its entirety. In keeping with a tradition in qualitative research, the transcripts of the interviews were read, re-read and annotated with comments and specific descriptive phrases, a process that Merriam (2009) calls ''open coding''. These comments and specific descriptive phrases were subsequently clustered into broader ideational categories- what Strauss and Corbin (1998) call 'thematic units' and 'core categories' respectively that captured recurring patterns in the data.

The study of Heidari and Riahipour (s. f) was an attempt first to get the perspectives of two groups who are basically involved in the teaching and learning processes namely, language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners; and second, to see what the similarities and differences are between the students and teachers' attitudes on the same issue. To achieve such a purpose, 215 Iranian male and female EFL learners and teachers were selected in the pre- and post- stages of the study to fill in the two developed questionnaires (one pertaining to students and one for teachers) on demotivating factors of speaking skill. Having analyzed the gathered data through repeated measure ANOVA and post hoc Bonferroni tests, it was revealed that students believe that factors related to teachers, equipment and class utility are the three most demotivating factors as far as speaking skill is concerned. Besides, based on teachers' perspective, the three most discouraging factors are related to teachers, time and classroom. Participants of the study were language learners and language teachers. To be more specific about them, as to the pre-test stage of the study, 15 language teachers, male and female and 10 male and female language learners from two different language institutes in Shahrekord, Iran were randomly selected and asked to take part in an interview. The purpose of doing the interview were to codify their responses and then on the basis of them to develop a questionnaire about demotivating factors affecting the speaking ability of language learners were developed. Then in the main data collection stage of the study 70 language teachers and 120 language learners were randomly chosen and they were required to respond to the prepared questionnaire items. Language teachers ranged from 24 to 32 years in age with either B.A or M.A degrees in language teaching and language translation. With regard to the latter group (language learners), their age range is from 19 to 26 years and they were taking intermediate courses in a language institute in Shahrekord. Having developed the desired questionnaire by means of conducting the interview and prior to the study the researcher attended the classes of the institute and handed it in to

the language learners and teachers of the institute. Prior to distributing the questionnaire, the researcher explained in detail the purpose of the study and the way the participants were expected to respond the questionnaire. Moreover, no time limit was set for the participants in responding the items. The collected data underwent quantitative and qualitative analyses. In order to analyze the data, as it was already noted, first the responses of the language teachers taking part in the interview were codified. Having codified the responses and ensuring about the intercoder reliability, the researcher developed a questionnaire to tap the demotivating factors affecting the participants' speaking ability.

A very common problem faced by many language teachers in classroom is the students' unwillingness to speak (Javad, 2012). The present study seeks Iranian EFL learners' perception of factors that influence their willingness to speak English in language classrooms. Semi-structured interviews were conducted with seven language learners to discover such factors. Results showed that a number of such factors contribute to willingness to speak. These factors include task type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability. The findings contribute to a better understanding of the nature and role of WTC in language pedagogy and suggest implications for an effective language teaching and learning. For the purpose of the present study, the technique that was adopted to enhance the validity of the qualitative part of the study, that is the interview data, was peer debriefing. The qualitative data from the interviews were analyzed following the typical and conventional qualitative data analysis procedures. The researcher of the present study transcribed the MP3 recordings of individual interviews verbatim to familiarize himself with the data at hand. Transcriptions were made of the recorded interview data. Once transcriptions have been completed, the researcher read the transcripts several times, looking for salient and recurring ideas

emerging from the data. Moreover, while analyzing the data, the researcher looked for the factors the learners described as having an impact on their willingness to speak according to concepts and themes that exist in MacIntyre et al., (1998) WTC model, as well as those that emerged from the interview data. Once the codes were developed, the researcher attempted to put the similar codes together to arrive at categories or themes or findings. As an example, codes concerning topic (topic preparation, topic interest, topic familiarity) were categorized under the influence of topic. Once the data were analyzed, the researcher summarized the data and then interpreted them.

These three studies are very similar. They are focused on speaking skill and how it can be influenced (Zhengdong Gan, 2012 and Javad, s. f.) or affected (Heidari and Riahipour s. f.) by several factors. The difference is that Heidari and Riahipour (s. f) took into account not only the perceptions of students, but also the point of view of teachers about those factors involved in the oral production. This made possible to know the factors which influence exclusively students' willingness to speak and the ones that affect teachers'.

All these studies are very interesting. Their results have been important sources of improvement in the field of education. Even though the topics were analyzed from different research designs, each one of them keeps its own essence. In other words, I am not stating that the topics are better analyzed by following a qualitative design.

Taking into consideration all the contributions that were exposed in the different studies by several authors and my own experience as a student of the ELT program at UQROO, it seems that there are some factors that motivate and demotivate students of the ELT program at UQROO, who have a low emotional intelligence coefficient, to participate during the speaking activities. Identifying those motivating and demotivating factors to find out a possible solution to improve students' participation during the oral activities would be helpful for all students of the ELT program at UQROO. Therefore, the following research questions were set down.

RQ-1. What factors influence low E.I. students' participation in oral activities in classes?

RQ-2. How do men with low E.I. coefficient cope in oral activities?

RQ-3. How do women with low E.I. coefficient cope in oral activities?

These research questions are the guide of the research process and will be also useful in the construction of logical arguments which will support this study. It is possible to see in a synthetic manner, the significant issues that are being investigated. As it can be seen, the scope or domain of inquiry is the students who have the lowest emotional intelligence coefficient from the different semesters of the ELT program at UQROO. The research questions have been formulated so that participants will be encouraged to provide complex answers and not only `yes 'or `no´ responses.

CHAPTER 3. METHOD

Descriptions of the instruments and their purpose will be found in this chapter as well as the characteristics of participants of this study. Additionally, it will be described how instruments were developed and how they are going to be applied to the participants. Finally, it will be explained how collected data will be analyzed.

3.1 Participants.

Participants of this study are low E.I. coefficient students according to TMMS24 who attend the different English Language Levels of the English Language Teaching Program offered at Universidad of Quintana Roo, during the spring 2013 period. Table 3.1 shows the amount of participants and the level they were at when applying the instrument. The aim of the ELT program is to form professionals who will be capable of working in the field of English language teaching at various educational levels. They will be able to design courses, develop programs, evaluate, adapt or develop training materials and design, implement and interpret assessment instruments (http://www.uqroo.mx/planes-de-estudio/licenciaturas/chetumal/-lengua-inglesa/). The total number of participants is twenty. Two men and two women of each semester, students usually are from Chetumal Quintana Roo, México, and also from the surrounding towns, however, there are also students from other cities or even from foreign countries. The range of students' age is from eighteen to twenty five years old. The participants were selected after having done the questionnaire of the Trait Meta-Mood Scale 24 and reflected the lowest emotional intelligence coefficients. Participants were asked to do ten personal narratives and write an entry of an emotions journal once a week, from the fourth week of the autumn 2013 semester. At the end of the study, interviews were applied to the participants after having arranged meetings with them.

Table 3.1 Participants involved in the study.

NUMBER OF PARTICIPANTS		SEMESTER	ENGLISH COURSE
MEN	WOMEN		
2	2	Second	English II
2	2	Third	English IV
2	2	Sixth	English VI
2	2	Eight	English VIII
2	2	Tenth	
TOTAL OF PARTICIPANTS: 20			

3.2 Instruments.

In this section, the chosen instruments to collect data will be described. In addition, the purpose of each instrument will be explained. It is very important to mention that the instruments are directly related to the research questions oriented to find out the following aspects: Emotional Intelligence (E.I), motivation, and speaking.

3.2.1 The Trait Meta-Mood Scale 24.

The Trait Meta-Mood Scale 24 is based on the Trait Meta-Mood Scale (TMMS) from the investigation group of Salovey and Mayer (See appendix A). Taking into account that the participants of this study are students of the ELT program at UQROO whose native language is Spanish, it was decided to apply the Spanish version of this instrument, which is an adaptation made by Fernández et al., 1998, to avoid

students getting confused. The original scale is a scale that assesses meta-knowledge of emotional states by 48 items. You can see in table 3.2 the elements covered in the questionnaire.

The main purpose of this instrument is to find out the EI coefficient of the participants according to their gender so that it can be possible to select the ones who got the lowest EI coefficients. The TMMS-24 contains three key dimensions of EI with 8 items each: Emotional perception, feeling comprehension, and emotional regulation. In order to get a score in each of the factors, it was necessary to add up the items from the 1 to 8 for the perception factor, the items form the 9 to 16 for the comprehension factor and from the 17 to the 24 for the regulation factor. Then, the final punctuation was reflected in the tables. It is important to mention that there are different ranges to determine the Emotional Intelligence Coefficient of men and women since there are differences between them. Having added up the scores of the items from the different factors, the scales with the lowest results were stored in a special folder in order to do a tentative selection of the possible students who might participate in the study.

Table 3.2 Elements of EI covered in the questionnaire.

	Items	Definition
Percepción	1 - 8	I am capable of feeling and expressing emotions in a correct way.
Comprensión	9 - 16	*I comprehend well my emotional states.*
Regulación	17 - 24	I can properly regulate emotional states.

You will find below Table 3.2.1 which shows the differences in ranges of each main element of the questionnaire according to gender.

Perception is the first component of the TMMS-24 (items from 1 to 8). In this part of the instrument, men and women get a score regarding to their perception. As in the majority of the items of the instrument, there is an evident difference between the score range of men and women.

Table 3.2.1 Perception factor ranges of men and women.

MEN	WOMEN
Should improve his perception: provides little attention. < 21	Should improve her perception: provides little attention. < 24
Adequate perception 22 to 32	Adequate perception 25 to 35
Should improve his perception: provides much attention > 33	Should improve her perception: provides much attention > 36

Comprehension of men and women is the second component that items from 9 – 16 measure. The score range of each item is different in men and women.

Table 3.2.2. Comprehension ranges of men and women.

MEN	WOMEN
Must improve their comprehension <25	Must improve their comprehension <23
Adequate comprehension 26 to 35	Adequate comprehension 24 to 34

Excellent comprehension	Excellent comprehension
> 36	> 35

Regulation is the third component which is measured by the items 17 to 24.

Table 3.2.3 Regulation factor ranges of men and women.

MEN	WOMEN
Must improve his regulation <23	Must improve her regulation <23
Adequate regulation 24 a 35	Adequate regulation 24 a 34
Excellent regulation > 36	Excellent regulation > 35

3.2.2 Emotions journal.

The emotional journal entry used in this study was developed by Méndez (2012). This qualitative instrument was chosen so that students can report their experiences when participating in oral activities during their English language classes. Through the emotional journal entries was possible to know if the participation of men and women from each semester and English Language course was or was not, influenced by certain factors, and the way they influenced on their participation or their not participation. It was also possible to identify these factors and which of them influence with more frequency on the participation of men and women when coping speaking activities (See appendix B).

3.2.3 Semi-structured interview.

A semi-guided interview was chosen to record information of students' experiences when speaking English during classes (See appendix C). The interview was recorded in order to find patterns or communalities. It includes ten questions and it was designed taking into account some of the main components of the study: motivation and factors that motivate or inhibit participants to participate in oral activities of their English classes.

The purpose of this instrument was to deepen and confirm what low E.I coefficient participants report in the emotions journal as well as find out the factors that influence with more frequency on their participation according to their gender (See appendix D).

3.3 Procedure.

The study started with the application of the Trait-Meta Mood Scale 24 to the students of the English Language major. It was necessary to talk previously with professors of the English classes, to ask for permission to apply the instrument during time class.

The visits to the classrooms were arranged, and a schedule was organized. The visits were at the beginning of the semester because students do not have a lot of academic duties at that time. In that way, the intervention in the class to apply the instrument would not affect the semiannual program.

Every single TMMS-24 was quantitatively analyzed in order to find the students who got the lowest scores. Two men and two women were selected from each semester of the English Language major.

Once the participants were identified, it was decided to get to the classrooms some minutes before the class starts to talk with chosen participants. They were told the study has not anything to do with intelligent coefficient, the reason why they were selected, and also they were explained briefly about emotional coefficient. It was very important to make them know there was no reason for them to feel weak in comparison with their unselected classmates.

The second instrument and the instructions were introduced to selected students. Participants were shown the format of the emotions journal and every single question was analyzed. They also were explained what they had to do during the study period. Participants were asked to express if there was something confusing with the purpose of avoiding misunderstandings and getting reliable information.

The schedule to send and receipt the emotion journals was established. It was decided to send and receipt an emotion journal once a week. It was send to students on Mondays and they send it back on Weekends. The deadline was Sunday 11:59 PM.

Taking into account that participants will be busy as the semester goes forward and taking and advantage of technology, it was decided to use emails or Facebook accounts as means of sending and reception of information. Nowadays, social networks are an easy access tool and let expedite not only administrative procedures but also academic ones. For this study, it was created a secret group on Facebook through which there was communication only between students and the responsible of the study. In that group, students were sent weekly the emotion journals and they send it back. Every week, the emotion journals were analyzed and the information was registered, week by week and semester by

semester. Some students did not feel comfortable using their Facebook accounts for the study. In those cases, the communication was through email.

Something interesting about using a social network (Facebook) was that there was interaction not only between participants and me but also among them. Some participants had not realized about the feelings, emotions or reactions they felt when speaking in English classes, however, when they started to be aware about what they were dealing with, they asked me directly for advice and even some of them had the initiative of sharing advice on the secret group of Facebook. They expressed how they cope when facing difficulties to speak in English classes and, which speaking activities they considered the hardest ones.

Monitoring participants during the study period was essential. Participants were asked if there was something confusing with the emotion journals or the schedule of the study. Sometimes, they were not sure if what they felt could be consider an emotion, feeling or reaction. They received explanations whenever they needed them, face to face or via online media.

3.4 Data Analysis.

The Thematic Analysis method which is a qualitative analytic method that offers an accessible and theoretically flexible approach to analyzing qualitative data (Braun and Clarke, 2006), was followed to analyze the data from the emotions journals, personal narratives and semi-structured interviews. The first step was to get immerse in the data through repeated reading in an active way, in other words, read

so that meanings and patterns can be found. Before started coding, it was necessary to read through the data again in order to identify all possible patterns.

Analyzing data from the emotional journal entries and personal narrative through thematic analysis method was a little bit similar in this study. Thematic analysis allowed finding out internal, external and personal factors that may motivate or demotivate low E.I. coefficient participants to participate in speaking activities.

The data analysis from these instruments started with an open coding. First, codifications were performed without assigning titles to the patterns that little by little were found. After open coding, what followed was an action coding. In this phase, it was necessary check again the patterns that were already coded but this time they are assigned a tentative title. At the same time that the second phase was performed, memorandums were drafted (ideas that arose as data set were read, titles for each category that was found) in order to register arising ideas about the study. For the third step, it was essential to check again the open coding because it may be possible that in the second step (action coding) it had been written twice the same reference in different titles. This eased the depuration of repetitive information (refine the data).

Once each node have been reviewed and located in its place, it was necessary to explain the possible hypothesis about why certain factors are being highlighted by participants and establish relationships among them in order to create a story line about the phenomenon that is being investigated. In this case,

it was possible to use a historical line to present the found data because of the development of a previous story line. As a result, it was created a structure to answer the research questions one by one.

The verbal data (data from semi-structured interviews) was transcribed in order to conduct the thematic analysis. The process of transcription, while it may seem time-consuming, frustrating, and at time boring, can be an excellent way to start familiarizing with the data (Riessman, 1993). Transcription required a strict orthographic transcript. Both verbal and non-verbal utterances were carefully transcribed so that they keep their original nature. The transcripts were checked back against the original audio recording for accuracy.

Having read and familiarized with the data, and generated an initial list of ideas about what it is in the data and what is interesting about them, the production of initial codes from the data started. Coding was performed manually. Each code identified a characteristic of the data that seemed to be interesting to be analyzed. It was necessary to work systematically through the entire data set. Each data item collected from the interviews was also given full and equal attention. Interesting aspects in the data items that formed the basis of repeated patterns across the data set were identified. Taking notes on the text that was analyzed was very helpful to code data. At the beginning, many potential patterns as possible were coded. Individual extracts of data were also coded in as many different themes as they fitted into. Some extracts were uncoded, coded once, or coded many times because of its relevance. Having coded and collated the data, the codes were classified into potential themes and data extracts were collated within the identified themes. The relationship between codes, between themes, and between different levels of

themes was analyzed. This analysis finished when a collection of candidate themes, sub-themes, and all extracts of data was coded in relation to them. Although a set of possible themes was developed, it was necessary to refine those themes. This made possible to realize that there may not be enough data to support some of them and those ones were discarded. Data was classified within the themes taking into account this classification has a meaningful coherence and that there was a clear distinction between themes. The collected extracts for each theme were read again to consider if they could form a coherent pattern. When the themes didn't form a coherent pattern, they were reworked to create a new theme finding a suitable theme for these extracts that didn't fit within any of the developed themes. Themes were assigned concise names which immediately give an idea of what the theme is about.

These instruments were chosen once their application in different studies was analyzed. Taking into account the results that can be gotten from them, I decided to apply each of them in the order they were described previously.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction.

The main objective of this study was to identify the factors which motivate and influence low E.I. coefficient students to participate in oral production activities during English classes at UQROO. The trait meta mood scale 24 or TMMS - 24 was the first instrument employed in this study. This scale is based on the Trait Meta Mood Scale which was used originally by Salovey and Mayer's research group in 1995. The TMMS – 24 makes possible to identify the E.I coefficient of people and evaluate the skills that let them be aware of their own emotions, and the ability to regulate them. The second instrument was an emotions journal format developed by Mendez (2011). The participants of this study reported through this instrument, the reactions they felt when speaking during their English classes, the ones they felt with more intensity, how they got to felt that way, and the effects those reactions had on their oral participations.

The different factors that influence on the motivation of low E.I. students to participate in oral production activities are discussed. These factors were analyzed according to participants' gender. In addition, the strategies used by participants to regulate their emotions are also discussed, and then analyzed according to the gender. There were strategies used particularly by men or women and some others were used by both.

Subsequently, it was made an analysis of the frequency in which participants felt every single feeling when speaking during English classes. To analyze those feelings, some charts were done and they reflect

the times that every feeling, positive or negative, was felt by participants during the study period. Then, a conclusion of the findings was done. The results were compared with other studies' results. Finally, suggestions for teachers and students are going to be presented.

Having carried out the qualitative analysis meticulously, the categories representing the factors that motivate and refrain students with low E.I. to participate in speaking activities which emerged definitely were: Goal oriented, Corrective feedback, Good classroom behavior, Prejudices about classmates before participating in speaking activities, Competence, Knowledge is not mastered enough, Code-switching, Restricted opportunities to participate, Negative self-talk before a test, Corrective feedback, Keeping conversations with English native speakers, Classroom Community, Anxiety when attention of the whole class is focused on them, Fear of speaking in public, Personal problems, Test anxiety, and Lack of classroom community. Each of these will be explained in the following section.

4.2 Factors affecting students' participation in speaking activities.

4.2.1 Motivating factors for male participants.

<u>Goal oriented.</u>

During the activities, students compare their fluency when speaking with the one of their classmates. They realized their progress was slower in comparison with their classmates. They felt desperation because they considered themselves not competent in matters of linguistic skills or good enough at it. This situation motivated students to practice harder for future oral exams and learn more vocabulary to have a good performance when participating in oral activities. They are students with performance

goals. This kind of students is directed to the competence needed to outperform others (Ames, 1992; Dweck, 1986; Nichols, 1984). A student reports:

> Esta semana me empezaba a sentir bien, feliz por mi resultado de Inglés Básico, pero ese mismo día me dieron mi resultado de Idioma Inglés 1 y no saqué lo que esperaba, eso ocasiono que me sintiera impotente, más aún porque sabía que en el examen oral me iba a ir un poco mal en comparación con el escrito. Inicié esta semana y la terminé con ganas de participar más, empecé a agarrar confianza en cuanto a hablar inglés en clase, ya sea para preguntarle algo a la maestra o al platicar con mis compañeros, a pesar de que a veces no formulé bien las oraciones me esfuerzo y las correcciones las apunté para tratar de no cometerlas nuevamente. Días después al hacer mi tarea de vocabulario de inglés, sentí nuevamente nostalgia al darme cuenta que carezco de mucho vocabulario, pero igual me sentí motivado de querer aprenderme porque mi meta de ser el mejor no se cumplirá sola **(JOURNAL/WEEK 3/CHRISTIAN).**

Corrective feedback.

Students feel motivated to speak during the English class when they realized that teacher provides corrective feedback in a general way. Some participants said that they participate actively during speaking tasks, in classes where teachers correct the errors by writing them on the white board, showing them projected through slides and saying orally the errors to the whole class, without pointing the one or ones who made the mistakes. During the study period, participants of the intermediate semesters felt good when they realized that teacher provided corrective feedback to all the ones who made mistakes. They affirmed that they felt there were *no* preferences for some students of the classroom and that they felt a feeling of equity. One of the possibilities of corrective feedback is peer-correction and it occurs when one learner corrects another one. This kind of correction is appreciated for a number of reasons. Its most important advantages are the following: both learners are involved in face-to-face interaction; the

teacher obtains information about learners' current abilities; learners co-operate in language learning and become less teacher-dependent; peer correction does not make errors a public affair, which protects the learners' ego and increases their self-confidence (Lyster & Ranta, 1997). A student affirms:

> Muchos se equivocaron en pronunciación y la maestra los corrigió a ellos y a mí no, pues ella suele corregirme siempre que cometo un error de cualquier actividad, de alguna manera me hace sentir que la maestra está pendiente de los errores de todos y no sólo de los míos. Pensar eso hace que no tenga tanto miedo al hablar **(JOURNAL/WEEK 4/ANDREW).**

Good classroom behavior.

There were classrooms where students participate actively in speaking tasks whenever the whole class also participated actively. In intermediate semesters (3 and 5), participants felt confident when interacting with partners in class because they affirmed there were no competence among them but they supported one another. If someone made a mistake, no student mocked him or her and, during oral presentations, there were not impolite partners' attitudes that could affect the performance of the one who was speaking. Participants did not get annoyed when uptaking feedback provided by classmates. It is believed that peer feedback equips students with social affective strategies such as listening carefully, speaking at the right moment, expressing clearly, and appreciating others (Atay & Kurt, 2007). Students don't sabotage themselves due to the peer-uptaken feedback but take and advantage from it. A student states:

> no todo el tiempo tengo miedo a hablar inglés (…) a veces siento ganas de participar (…) porque por lo general (…) las acciones y actitudes de mis compañeros, hacia mí persona, son positivas (…) también ellos querían hablar y expresar sus ideas. Siento que ganamos todos **(INTERVIEW/KARL).**

4.2.2 Demotivating factors for male participants.

Prejudices about classmates before participating in speaking activities.

"Prejudice in schools is especially troubling because schools are public places in which students learn to negotiate and construct knowledge of differences. When prejudicial beliefs go unexamined in schools, students are not given the opportunity to deconstruct prejudicial knowledge. The impact of prejudicial attitudes on students is wide ranging, spanning from lower school performance to poor physical and mental health (Camicia, 2007: 219). In this study, male participants affirmed they got nervous due to ideas they conceived before oral participations. They kept in their minds the thought and feeling that their classmates have a higher level of English in comparison with them and that they will be mocked by classmates. As a result, it took long for participants to participate in oral activities, answer questions, and when they finally dared to speak, they did it fast and with no coherence. Some students, before the study, considered nervousness a common reaction which has been part of them by nature. A participant relates:

> Muchos de ellos saben (…) dominan más el idioma, y es por eso
> que, a veces yo siento que el no saber (…) me (…) como que van a
> hablar mal de mí, o no sé **(INTERVIEW/FER).**

Competence.

In some classrooms, students affirmed that the whole group was divided into small groups which were involved in an unconventional competence. The main objective of the competence was to do as much as each group could to sabotage the performance of other groups. For example, in activities such as presentations in front of the group, the member of the group, which were the audience, made some

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gestures of anger, boredom or showed some other kind of scathing attitudes. Students did not want to participate anymore but they keep doing it. They saw every opportunity to speak, as a threat that would make evident his lack of mastery of their speaking skill and they did not want to be mocked because of that reason. As stated by Ryan (2013) "If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment" (p. 1). A student remarks:

> Lo que pasa (…) es que cuando participo, algunos de mis compañeros se burlan, hacen caras o muestran actitudes malas (…) a veces como que murmuran se ríen mientras me observan durante mis participaciones (…) el salón está muy dividido, los únicos que no te burlan son los que están en tu grupo (…) hacen lo que sea para perjudicar a los demás con tal de que ellos sean mejores o los más reconocidos (…) yo trato de mantenerme al margen no me burlo de nadie (…) pero sí me enoja que siempre quieren perjudicar a otros y cuando ellos participan yo no les hago lo mismo, ni ganas de hablar me dan **(INTEVIEW/BRANDON).**

Knowledge is not mastered enough.

Chastain (1988) affirms that speaking a language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than the comprehension of grammatical rules and storage of vocabulary in the brain. Unfortunately, participants did not know much about this. If they read or listened a word from the teacher or classmates that they unknown, they lost the desire of speaking. They kept the idea that their vocabulary was not enough to express any idea.

Students of this research are used to learn and follow grammar rules and memorize vocabulary only in the occasion when they need it. For example, when they present a speaking test or do an oral presentation. Due to this fact, students get nervous and feel they are going to forget the vocabulary they have learnt, and they are going to apply the acquired knowledge in a wrong way.

As a result, most of the time, they make an exhausted reasoning process in their brains about what they are going to say in a conversation. A participant declares:

> yo ya había estudiado inglés antes y confiaba en lo que sabía (…) vocabulario, estructuras gramaticales (…) pero durante este tercer año yo ya no me sentía tan confiado, en ocasiones estudiaba sólo para los exámenes y presentaciones (…) ya no me sentía con un nivel superior al de mis compañeros porque en este nivel ahora todos son más competitivos (…) por lo general me desmotiva saber que hay cosas que debo de saber y aun no las domino **(INTERVIEW/CARLOS).**

Code-switching.

According to Zentella (1997), people might use code switching in order to hide problems in matters of fluency and memory in the second language. When students did not remember a word or its meaning, they usually asked teacher for a direct translation using their first language. During the activities which required interaction among students; participants realized that their partners showed some attitudes which make them feel fear, discomfort or even anger in some cases. As a result, every opportunity to participate was seen as an emotional torture. A student says:

> Al tratar de decir o explicar no supe cómo decir una frase debido a la falta de vocabulario (…) al no recordar, terminé preguntan cómo se dice la palabra en Inglés (…) siempre que pasa eso veo que se me quedan viendo y (…) creo que piensan que no sé nada. Cada que voy a participar deseo saber o recordar las palabras necesarias para hablar sin trabarme **(INTERVIEW/JOSÉ).**

Restricted opportunities to participate.

During some weeks of the study period, there were situations which made some classes get suspended and the opportunities for students to participate were reduced. The participants of the study, which face more difficulties to handle their emotions, knew they had to perform in the best way because it could be the only chance to be evaluated. However, participants were overshadowed by their classmates who have a good management of their emotions and they dominated the oral activities. "One problem with speaking tasks, especially concerning group work, is that there are always students in every group who talk more than others, and they dominate the groups" (Elftorp 2007: 10). A student states:

> Esta semana sólo tuvimos dos clases, por lo que al principio sientes ansiedad al hablar ya que no quieres cometer errores. Pero después de unos minutos sólo quieres participar y cuando sientes confianza en lo que dices, quieres participar en buena manera. Sin embargo ese miedo constante a fallar en lo que podría ser mi única oportunidad de participar, me frenaba a hablar **(JOURNAL/WEEK 6/PABLO).**

Negative self-talk before a test.

According to Nolting, (1997) negative self-talk is a kind of (cognitive) anxiety. Students generated negative thoughts about themselves and it affected their performance during the oral part. They also expressed that this negative anxiety is stronger when they present certification exams like, TOEFL, FIRST CERTIFICATE, and CAE. In some cases they feel confident about the knowledge they have. However, these negative statements about themselves, interfere whit their oral production. A participant argues:

> …como era examen tipo CAE eso me causó que mis nervios se pusieran al cien (…) siempre que estoy hablando frente al profesor suelo ponerme nervioso, y como sé que el CAE es un examen difícil (…) pensé, seguro me irá mal (…) no tengo el vocabulario ni el conocimiento suficiente, ni puedo hablar sin quedarme en blanco o atorarme, ni le entiendo al acento británico **(INTERVIEW/HENRY).**

Corrective feedback.

Han (2008) argues that error correction implies an evident and direct correction, whereas corrective feedback is a more general way of providing some clues, or eliciting some correction, besides the direct correction made by the teacher. As it has been mentioned previously, students are afraid of making mistakes due to the possible opinions and reactions of their classmates. Their motivation to speak gets lessened even more because of the way teachers provided corrective feedback when they made mistakes. Aida (1994) has investigated the effect of teachers' personalities and teaching styles on students' anxiety levels. She found that a teacher's harsh manner of teaching created an atmosphere of terror and caused the students to feel anxious and afraid in the classroom. Some participants affirmed their teachers' attitudes when providing corrective feedback, make them feel as if the purpose was that teacher and classmates mock them. There were occasions in which they felt corrective feedback was a personal judgment. It didn't matter if other classmates made more mistakes than participants, the impolite corrective feedback was most of the time focused on them and the teasing and laughs were always present. A student affirms:

> a veces pareciera que el maestro tuviera algo personal en mi contra (…) es que cuando me corrige (…) como que se burla de mí y mis compañeros le siguen la corriente (…) trato de evitar participar porque no me gusta que se burlen de mí **(INTERVIEW/PAVEL).**

4.2.3 Motivating factors for female participants.

Keeping conversations with English native speakers.

Rozina (2001) states that native speakers can speak at a relatively fast speed thanks to language stored in their mental lexicons. Participants take into account the fact that, when interacting with native speakers,

they will be using the target language. Participants felt in disadvantage due to their speaking ability and limited vocabulary in comparison with the one of native speakers. This is why every time they have the opportunity to speak with native English speakers and keep a conversation, their motivation to speak increases. Students feel very confident after having been able to keep successfully, a conversation with an English native speaker. Students not only want to keep practicing with native speakers to learn from them. They want to do everything what leads them to improve their speaking skill (e.g. learn vocabulary, practice with friends or classmates who they feel comfortable with), and it that way, feel as less as possible, anxiety, fear or any other emotion who refrains their motivation to speak. A participant states:

> Me siento muy feliz al saber que puedo mantener una conversación con una nativa (hablante de inglés) y que ella pueda entender lo que yo digo. Gracias a esto, ya no me da tanto miedo a participar en el salón de clases **(JOURNAL/WEEK 6/CAMRIN).**

Classroom Community.

This factor was essential for students' improvement. Thanks to classroom community (Shaffer & Anundsen, 1993), students felt comfortable with classroom environment which let them achieve their goals. They affirmed having been satisfied with their performances during speaking activities and with the grades they got. In addition, participants realized they were improving constantly and their resiliency had increased too, not only within, but also out of the school community. A participant relates:

> …como en el salón de clases nos encontramos en un ambiente escolar (…) cómodo y de confianza (…) pues no siento nerviosismo o ansiedad **(INTERVIEW/ WEEK 5/ANAHÍ).**

4.2.4 Demotivating factors for female participants.

Anxiety when attention of the whole class is focused on them.

Most of the time participants compared themselves with classmates in matters of speaking ability. Participants felt very uncomfortable when they were participating orally, because they thought their classmates were always criticizing their performance when speaking. Horwitz et al. (1986) suggest that language classrooms are threatening in part because students are often required to communicate in front of their peers in an unfamiliar language and are often publicly evaluated while doing so. In 1990, Young carried out and investigation about the students' perspectives on anxiety and speaking. The results of her study revealed that, in a language class, the students feel most anxious when they have to speak in front of their peers. Participants got anxious because they thought it was easier for classmates to see, the mistakes they did during oral presentations or participations. Students affirmed they feel comfortable when they go unnoticed during the classes. They avoid as much as possible activities or situations which bring them to center stage. This is why, participants felt comfortable in activities which do not require a lot of oral production as brainstorming. A participant argues:

> La maestra pidió ejemplos de oraciones en presente simple y el presente continuo, para saber diferenciarlos. Pero no sé qué pasó, ya que sé la diferencia pero me equivoqué al contestar, porque empiezo a sentir ansiedad cuando la maestra me preguntó directamente y además todas las miradas están sobre mí **(JOURNAL/WEEK 1/KAMRIN).**

Fear of speaking in public.

It is clear that public speaking anxiety can negatively affect students' academics and interpersonal relationships due to a tendency to withdraw from communication situations (Edwards & Walker, 2007). Many people suffering from forms of communication apprehension, such as public speaking anxiety, cite a fear of negative evaluation from others (Kant, 2000). Bourhis, Allen and Bauman (2006) suggest that the stress of protecting one's grade and trying to not appear to the teacher or other students as 'stupid' would lead to these reactions. Participants did not want to be mocked because of the mistakes they made. They constantly kept that idea that if they made mistakes, both teacher and classmates would think they are not good enough at English. According to Winters, Horvath, Moss, Yarhouse, Sawyer, and Behnke's (2007), Fear of negative evaluation and sensitivity to punishment are both widely accepted reasons for these anxious reactions to public speaking. Participants were feeling a strong fear of getting a low grade in future exams, thanks to their performance in classes. Due to this fact, their oral participation was very poor. Students made sure as much as possible, to produce correct utterances, so it took too long for them to answer questions made by teacher. As a result, participants did not participate unless they were asked to do it. Their lack of motivation was evident in every single speaking activity. Constantly, they stuttered and felt dissatisfaction about their performances in speaking activities. Their voice volume was or too low or too high, because of their fear of speaking in public. A participant declares:

> Cada vez que tengo que hablar en público me pasa que (…) como por arte de magia se me olvidan las palabras (…) no me gusta porque siento que cuando me pasa (…) quedo como una mala estudiante ante mis compañeros y el maestro (…) eso me afecta mucho (…) me frustra no poder hablar tan fluido como mis compañeros **(INTERVIEW/CAROLINA).**

Lack of classroom community.

Some students not only took English classes from the English language major, but also they take classes from the Self- access Centre. These English courses are taken by students from different majors offered at UQROO and also by external students. It is possible that students know other students or they do not know anyone at all. In these cases, participants affirmed not to feel close to their new classmates, or comfortable at all around them. They felt unmotivated to participate for not having interacted before, with new partners. Their participation was very limited in the oral production activities. A student affirms:

> Traté de participar lo menos posible (…) es que no me sentí en confianza en el salón ya que no conozco a ninguno de los compañeros (…) como son de otras carreras (...) pues no sé cómo son **(INTERVIEW/PATY).**

Test anxiety.

Test anxiety refers to a "special case of general anxiety consisting of phenomenological, physiological, and behavioral responses" related to a fear of failure (Sieber, 1980, p. 17) and to the "experience of evaluation or testing" (Sieber, 1980, p. 18). Test anxiety can be considered natural as long as it helps learners to get ready for the exam but if it becomes counter-productive and keeps the learners from achieving their optimum performance, it would no longer be normal (Shomoossi et al., 2008). In this study, participants showed test anxiety with more intensity in the speaking exams, in comparison with exams of the other linguistic skills. They felt very anxious because they did not know how to start the conversation. They affirmed having practice and study vocabulary before the exam. However, when teachers assigned the topic they have to talk about, in the oral test, they forgot their previous knowledge.

Another reason why students felt anxiety during the oral tests was the previous mistakes made by classmates. During the examination, students interact with their partners with fluency, but in the moment they realized their oral exam partners made mistakes, the anxiety increased. Participants affirmed have felt frustrated because the anxiety affected their performance during the speaking exam. A student says:

> Esta semana tuvimos examen. Sinceramente, no me da mucho pendiente la parte escrita de los exámenes, pero la parte oral me produce mucha ansiedad. No me gusta reprobar, y me angustia que mi calificación no depende sólo de mí, sino de mi compañero. Por ejemplo, en esta ocasión, mi compañero cometió errores y yo me percaté de eso. Me puse nerviosa porque no quería cometer el mismo error y me bloqueé. Cada vez que cometo un error y veo que la maestra hace anotaciones en la hoja de evaluación, ya no me dan ganas de seguir hablando porque sé que mi calificación reducirá. **(JOURNAL/WEEK 5/CHRISTINA).**

Personal problems.

Female participants affirmed going through difficult personal situations. "The student population today may be facing increased need for support services, due to a wide variety of potential personal problems. Having less supervision from parents and learning how to manage time more effectively, learning how to manage money, relationships, and more rigorous academics are among the many changes and challenges students face when attending college" (Rossi, 2011: 26). Those situations had a negative influence on their performance not only during the speaking tasks, but also in their all classes. They felt apathy and unwillingness to participate in classes. They even lost the motivation to attend classes. When they wanted to pay attention to the class, the negative feelings came due to the memories about the situation they were facing. As a result, their performances were really poor. They neither study to present oral exams nor the minimum effort to learn vocabulary was done. A participant declares:

Últimamente he estado teniendo algunos problemas y eso me distrae y hace que pierda el interés por participar en clase **(JOURNAL/WEEK 7/MADDY).**

4.3 Coping strategies used by students.

4.3.1 Strategies used by male students.

Selection of the situation (SS).

Low E.I. coefficient students of this study thought their emotions were part of their personalities. Thus, they did not think some situations were causing them. At the beginning, male participants were not aware about the emotions which were inhibiting them to participate orally. They thought those emotions were part of their nature and that they could not be changed or regulated. They thought they had to live dominated by those negative emotions and avoid situations which make them feel uncomfortable (i.e. participating in oral speaking tasks). They did not make the minimum effort to overcome that emotional situation. However, writing their journal during the study, made them notice that the way they feel had its origin in their inside. They identified the scenarios in which they felt those emotions and stopped avoiding them and started facing them. Once they realized they could overcome those uncomfortable situations and emotions, they worked hard to keep their emotions in a regulated way. A student stated:

> Durante todo este estudio me he dado cuenta de (…) que yo tenía un problema, que es (…) el miedo a hablar en Inglés. (…) Me hizo saber que realmente estaba pasando algo y (…) no me había dado cuenta. Durante el transcurso de las semanas, me he puesto a meditar durante un tiempo determinado, qué pasaba en mi clase, cómo estuvo, que emociones tenía (…) cosa que no me había puesto a pensar, simplemente decía, bueno (…) me siento un poco nervioso (…) es normal, es todo, pero ahora que me doy cuenta, puedo manejar mis emociones y pensar, bueno, estoy empezando (…) cayendo en nervios, entonces me voy a tranquilizar y voy seguir atendiendo a la clase. Así dejé de evitar los momentos en los que podía practicar mi habilidad de *speaking* **(INTERVIEW/FERNANDO).**

Cognitive Change (CC).

Students used to see every situation as a threat. Before the class started, students had already got anxious. The situation got worst when they had to work on oral production activities. Students sabotage themselves unconsciously by thinking they had the lowest level of English of the class; however, they were sure that their classmates were the ones who had that idea. Some weeks after the study begun, they realized the stronger judges were themselves. They started changing their perception about the situations which made them feel uncomfortable.

When students got corrective feedback, they perceived it as a punishment. Every time students made a mistake and got corrective feedback, they felt very embarrassed. In some cases, students affirmed that not only classmates but also teachers mocked them when they made mistakes. They considered that the way in which teachers provided feedback was so rude. On the other hand, they also stated that in other English classes, teachers provided corrective feedback in such a way that they did not feel any negative emotion when being corrected.   Participants were dealing with different classroom situations. However, these two different situations helped them to succeed in both English classes. They realized that if they could see "the problem" from a different perspective, they would be able to deal with the situation and see it as an opportunity of improvement which they could take advantage from. Students stop thinking too much about the opinion which classmates had about them and their performances when speaking. When participants were able to see situations with a wider criterion, they noticed that negative feelings affected all students in the class, and that fact, made students feel relaxed during the class and confident to participate. They started to see corrective feedback as an opportunity for improvement. A student states:

> Por lo general me afecta mucho lo que la gente dice o piensa de mí (…) cada vez que me decían lo que hacía mal y cómo mejorar, siempre sentía que ponían en evidencia mi falta de conocimiento (…) pero empecé a tomar las cosas de manera diferente y en lugar de sentirme afectado (…) como que me puse a pensar (…) a ver (…) si te corrigen es porque te tienen en cuenta y es para que mejores **(INTERVIEW/JAVIER).**

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4.3.2 Strategies used by female students.

Deployment of attention (DA).

Some of the female students were dealing with strong personal problems during the study period. At the beginning, they were not aware about how their personal problems were affecting their performance during the classes. They faced difficulties to be concentrated when teacher was explaining a topic or giving instructions. During the study period, they were not only providing data, but also they were analyzing the possible solutions to solve their problems. Writing a journal made them realized that there was a pattern which let negative emotions flow and they got the desire of overcoming those situations that were making them experience negative emotions. Female students focused their attention on what makes them feel motivated (e. i. having a good job, being able to interact with English speakers,) with the purpose of positively influence their emotions. Participants also use remembrances of loved ones to motivate themselves. They affirmed that when those memories came, they felt loved. As a result, participants felt capable of performing well during the speaking activities. This strategy was really useful for them in all their classes. A student affirms:

> a veces (…) cuando me pongo muy nerviosa, antes de participar, recuerdo momentos importantes para mí (…) así como un cumple año en el que haya estado mi papá (…) el nacimiento de mi sobrinita y eso me hace sentir como si estuvieran conmigo, en el salón apoyándome (…) si hago eso (…) me da (…) siento un poco más de seguridad para participar **(INTERVIEW/ANDREA).**

Modification of the situation (MS).

Female students tried as hard as possible to change the situations which impact, in a negative way, their performance when participating orally. For example, they stated that when the task requires interaction with a native English speaker, they got more nervous than working with classmates or with teacher. They did not feel willing to talk with native English speaker, unless they have practiced their speaking skill before. Thus, this makes them practice harder to ensure a good performance during the conversation.

They stopped sitting at the back of the classroom. Participants felt safe being at the back of the classroom, even though they knew that it won´t avoid teacher asks them to participate. As the study was going forward, they were doing an inner analysis thanks to emotions journal. They realized the attitude of some classmates when making mistakes. Those classmates got the corrective feedback in an optimistic way and, participants also wanted to be able to get that attitude when getting corrections. Participants changed their vision about participation and they started sitting in the first chairs of the classroom, close to teacher. They had the idea that sitting in front of the class will give them more opportunities to be seen and chosen to participate. In this way, they could participate and if they get corrective feedback, they would try, as hard as possible, to have a similar attitude than their classmates. A participant says:

> Sinceramente, al principio, me daba pena participar (…) es que soy un poco introvertida y pues (…) por lo general me gusta sentarme hasta atrás del salón (…) así con la idea de que no me vea el maestro y no me haga hablar (…) pero ¿sabes? Noté que mis compañeros iban mejorando, hablaban más y yo no me quería quedar atrás (…) y pues(…) me costó mucho trabajo pero empecé a sentarme al frente del salón para que casi casi a fuerzas me obligue a mí misma a participar **(INTERVIEW/VANESSA).**

The previous situations experienced by participants are examples of how they coped with diverse factors during the speaking task. There is a tendency to assume that women are better than men at masking and regulating emotions (Saarni, 1984). However, data from this study can no confirm this.

Having identified and analyzed the motivating and refraining factors that influenced on participants' speaking skill, it was possible to see a difference with regard to the a variety of positive and negative emotions felt by male and female participants and the frequency in which participants feel them.

It is possible to see that men are able to feel a wider variety of emotions in comparison with female participants. Even though male participants showed having felt more negative feelings, at the end, they were the more positive or optimistic ones. The reason is that women showed less negative feelings but the frequency in which they felt those feelings was higher than men and his multiple negative emotions. This finding is different from Graham, Gentry, and Green (1981). They found that the expression of positive emotion is more prescribed for women than for men. Timer, Fischer, and Mantead (1998) also support the idea of considering female more emotional than men. They affirm that women are not only believed to be more emotional, but they are also expected to express their positive emotions, and express negative emotions, as long as these expressions do not hurt others. Men, on the other hand are considered less emotional, and are less permitted to display.

CHAPTER 5. CONCLUSIONS

There is a variety of factors that have a great influence on ELT students' performance at the University of Quintana Roo. Male students demonstrated being influenced by more factors than female participants when speaking English. Even though female students were affected by fewer factors, they experienced them more frequently. In some cases, the same factors influenced and affected both male and female students when speaking.

Male and female also differ in the way they perceive and face situations, and how they regulate their emotions. They use different strategies to regulate their emotions, even though they might be involved in the same situation or in a different one. In this study, female participants demonstrated having a lower emotional intelligence coefficient than men. Women reported being affected more when coping with factors that minimize their motivation.

The gender differences could be explained by considering that gender identity is directly related to the differential socialization of men and women. Features of gender identity constitute a potential variable which explains the differences between men and women's emotional intelligence. Women identify themselves with expressiveness features more than men, while men are more related to instrumentality features more than women (Bem, 1974).

Review of the empirical evidence indicates that, without a doubt, females possess more and better emotional abilities. It is important to remember that gender, as an explanatory factor of behavior, always operates in complex interactions with other factors, demographic as well as socio-cultural (McIntyre & Edwards, 2009).

Some students might have difficulties in learning because their minds are cluttered with distracting memories and thoughts. Thus some students may not have enough resources available to engage

knowledge. Some students could need a reminder that catches their attention and redirect it to the activities in classes.

It is very important for teachers to gain students' confidence and keep their authority as teachers. There are some students that are closed in their own world and it is very difficult for them to express what they feel or talk with someone about the problems they are going through. This kind of students might need one-on-one time with the teacher to help process their feelings or resolve a problem. Sometimes, students' distraction might be temporary, when they deal with a bad day or a fight with a friend. But other students, such as those whose parents are going through a divorce, may need more intensive assistance to direct their intellectual resources to learning instead of focusing solely on their emotions. They may need someone who guides them or gives them advice to overcome the situations they are facing.

All human beings are different and those differences sometime produce frictions. However, it is really important that teacher fosters classroom community among students so that they can interact with one another, and take advantage from it. It is believed that during classroom interactions learners receive comprehensible input, opportunities to negotiate for meaning, and opportunities to produce modified output (Oliver, 1995). The more students interact with one another, the more they will practice and improve their speaking skill.

Emotions can interfere with learning when students are anxious about their schoolwork (Cole, 1991). Students who are depressed or anxious about learning do not feel themselves capable of performing well during classes or at learning. They don't feel being competent enough academically. They lack self-confidence and are likely to take more time double-checking their answers or questioning their work before turning it in to their teachers. They may even restart every time they make a mistake, keeping the

idea of having ruined their entire effort. Due to the fact they may take more time on a task, these students give themselves and their teachers an inaccurate perception of the actual time it took for them to solve a problem or understand a concept (Darling et al., 2003).

A negative comment or attitude from classmates or teacher, failing a test could make students react in a way that doesn't let further learning. These reactions may play out in different ways, depending on what the student attributes the problem to (Graham, 1997; Weiner, 1994).

Researchers and teachers suggest some effects on adopting peer feedback in class. They think it provides diversity with regard to teaching in comparison with the traditional way of providing teacher feedback. In peer feedback session, students listen teachers' instructions, work with their peers, their anxiety gets lessened and motivation to learn might be higher (Behdokht & Aghdas, 2013). Peer feedback equips students with social affective strategies such as listening carefully, speaking at the right moment, expressing clearly, and appreciating others (Atay & Kurt, 2007).

Students may view themselves as having significantly more similarities with a instructor who dresses similar to them. This could also explain why instructors who were closer in age to their students were ranked as more nonverbally immediate. The students who had a younger instructor also perceived a stronger classroom community. Students would see themselves as more similar to an instructor who dresses similar to them and is of similar age, therefore reducing their uncertainty and making them more comfortable in the situation (Swenson, 2011).

In every single classroom speaking in public is essential. No matter what subject is the class about, there will always be verbal interaction. Public speaking, in educational matters, is related with classroom community and instructor's nonverbal immediacy actions play a very important role. As found in Hsu's

(2009) study, speakers make attributions about audience nonverbal feedback, which, in turn, affects their anxiety. However, if a student feels as though the instructors' nonverbal behavior suggests that he or she is doing well, the student, through attribution, will feel as though he or she is a good public speaker. This attribution can lead to a self-fulfilling prophecy of confidence, decrease of public speaking anxiety, and increased overall ability.

As a teacher, it is possible to deal with students who have personal problems. These issues are strongly demotivating for students' improvement. Teacher must find a way not to solve students' problems but an option or options for them to overcome their issues. It will make students feel important and that they are not alone. The less is the mind full of negative thoughts, the more focused will be students in class. As a result they perform in a good way and definitely they will reach their goals.

Pedagogical implications of the study.

<u>Humanistic approach to teaching.</u> Nowadays, catching the attention of students in class is more challenging than ever. Taking into account the factors that can demotivate students' participation, teachers could be more tolerant with students and look for a possible solution to help students instead of judge them because of their lack of active participation and their attitudes in classes.

<u>Individualised attention to students.</u> Having identified the factors which demotivate students to participate, teachers could encourage students to overcome those factors by gaining students' confidence, talking with them and giving some advice so they can turn those factors in areas to develop.

Pay attention to students' emotions. It is not about students are not intelligent, it is about what is distracting them. Sometimes, students might have difficulties in learning because their minds are cluttered with distracting memories and thoughts. In this way, students may not have enough resources available to engage knowledge. Some students could need a reminder that catches their attention and redirect it to the activities in classes.

Counseling periods outside the classroom. It is very important for teachers to gain students' confidence and keep their authority as teachers. There are some students that are really closed in their own world and it is very difficult for them to express what they feel or talk with someone about the problems they are going through. This kind of students might need one-on-one time with the teacher to help process their feelings or resolve a problem. Sometimes, students' distraction might be temporary, when they deal with a bad day or a fight with a friend. But other students, such as those whose parents are going through a divorce, may need more intensive assistance to direct their intellectual resources to learning instead of focusing solely on their emotions. They may need someone who guides them or gives them advice to overcome the situations they are facing.

Create a good classroom community. All human beings are different and those differences sometime produce frictions. However, it is really important that teacher fosters classroom community among students so that they can interact with one another, and take advantage from it. It is believed that during classroom interactions learners receive comprehensible input, opportunities to negotiate for meaning, and opportunities to produce modified output (Oliver, 1995). Meanwhile, research reveals that exposure to input alone is not sufficient for learners to acquire the target language items to a high level of proficiency (Long & Robinson, 1998). The more students interact with one another, the more they will practice and improve their speaking skill.

A negative comment or attitude from classmates or teacher, failing a test could make students react in a way that doesn't let further learning. Students might experience anger from the same source; however, the students differ in their beliefs about their ability to improve the situation. Negative emotions interfere with learning when students become frustrated to the point of feeling helpless or incompetent

Encourage use of emotion regulation strategies. These strategies play a very important role in students' development and improvement. A student who is angry and only knows how to blame others is not going to be able to succeed in or out of the classroom. If a student learns how to regulate his emotions, he will take an advantage from every opportunity to participate in class, not mattering if classmates show negative attitudes or make negative comments. No classroom event will impede their improvement and development. It would be an excellent tool for students to have the ability to control which emotions are experienced, how and when feel them, and express them in a positive way, both consciously and unconsciously. In this way, students will definitely reach if not all, most of their goals.

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APPENDIX A

Trait Meta-Mood Scale 24

TMMS-24

INSTRUCCIONES:
A continuación encontrará algunas afirmaciones sobre sus emociones y sentimientos. Lea atentamente cada frase y indique por favor el grado de acuerdo o desacuerdo con respecto a las mismas. Señale con una "X" la respuesta que más se aproxime a sus preferencias.
No hay respuestas correctas o incorrectas, ni buenas o malas.
No emplee mucho tiempo en cada respuesta.

1	2	3	4	5
Nada de Acuerdo	Algo de Acuerdo	Bastante de acuerdo	Muy de Acuerdo	Totalmente de acuerdo

1.	Presto mucha atención a los sentimientos.	1	2	3	4	5
2.	Normalmente me preocupo mucho por lo que siento.	1	2	3	4	5
3.	Normalmente dedico tiempo a pensar en mis emociones.	1	2	3	4	5
4.	Pienso que merece la pena prestar atención a mis emociones y estado de ánimo.	1	2	3	4	5
5.	Dejo que mis sentimientos afecten a mis pensamientos.	1	2	3	4	5
6.	Pienso en mi estado de ánimo constantemente.	1	2	3	4	5
7.	A menudo pienso en mis sentimientos.	1	2	3	4	5
8.	Presto mucha atención a cómo me siento.	1	2	3	4	5
9.	Tengo claros mis sentimientos.	1	2	3	4	5
10.	Frecuentemente puedo definir mis sentimientos.	1	2	3	4	5
11.	Casi siempre sé cómo me siento.	1	2	3	4	5
12.	Normalmente conozco mis sentimientos sobre las personas.	1	2	3	4	5
13.	A menudo me doy cuenta de mis sentimientos en diferentes situaciones.	1	2	3	4	5
14.	Siempre puedo decir cómo me siento.	1	2	3	4	5
15.	A veces puedo decir cuáles son mis emociones.	1	2	3	4	5
16.	Puedo llegar a comprender mis sentimientos.	1	2	3	4	5
17.	Aunque a veces me siento triste, suelo tener una visión optimista.	1	2	3	4	5
18.	Aunque me sienta mal, procuro pensar en cosas agradables.	1	2	3	4	5
19.	Cuando estoy triste, pienso en todos los placeres de la vida.	1	2	3	4	5
20.	Intento tener pensamientos positivos aunque me sienta mal.	1	2	3	4	5
21.	Si doy demasiadas vueltas a las cosas, complicándolas, trato de calmarme.	1	2	3	4	5
22.	Me preocupo por tener un buen estado de ánimo.	1	2	3	4	5
23.	Tengo mucha energía cuando me siento feliz.	1	2	3	4	5
24.	Cuando estoy enfadado intento cambiar mi estado de ánimo.	1	2	3	4	5

APPENDIX B

Emotions Journal

Diario de experiencias de los estudiantes durante las actividades de producción oral.

Date: _____

La mayoría de los estudiantes reaccionan de manera diferente al hablar en inglés durante las actividades diarias. Es útil llevar un registro de tus diferentes reacciones y reflexionar sobre las situaciones que te hacían sentir de esa manera y cómo modificar el rendimiento de tu inglés mientras hablas.

1. **¿Qué reacciones ha sentido esta semana cuando se habla en inglés en las clases?**

2. **¿Cuál de esas reacciones que ha señalado anteriormente sentiste con más fuerza?**

3. **¿Puede explicar lo que pasó y cómo se llegó a sentir de esta manera?**

4. **¿Qué efectos tuvo/tuvieron aquella(s) reacción(s) en tu participación en las actividades orales durante las clases?**

APPENDIX C

Semi-structured interview guide

1. ¿Cómo describirías tu experiencia de aprendizaje del idioma ingles durante este primer año de estudio de la licenciatura en lengua inglesa en la UQROO?

2. ¿Tu experiencia en este primer año, ha cambiado tu motivación original? ¿Cómo? ¿Por qué?

3. ¿Puedes recordar algunas reacciones emocionales experimentadas durante este primer año al hablar Inglés?

4. ¿Qué factores originaron esas reacciones emocionales?

5. ¿Cómo te comportas cuando experimentas una reacción emocional?

6. ¿Estas reacciones emocionales interfieren con tus clases de inglés? ¿Cómo?

7. ¿Alguna de tus reacciones emocionales tiene influencia en tu motivación? ¿Cómo?

8. ¿Por qué crees que esto ocurrió?

9. ¿Quién o qué fue el responsable de la forma en que reaccionaste?

10. ¿Qué hiciste con esas reacciones? ¿Cómo las manejas?

11. ¿Consideras que el manejo de tus reacciones emocionales fue importante en tu motivación para participar en las tareas de producción oral?

12. ¿Cómo crees que podría haber mejorado tu motivación para participar en las tareas de producción oral?

13. ¿Quién crees que es el responsable de mantener la motivación original con la que iniciaste tus estudios de la licenciatura en lengua inglesa? ¿Por qué?

14.- ¿Qué has obtenido de tu participación en este estudio de investigación?

APPENDIX D

Interview transcript

Entrevistador: - Participante femenino…Inglés siete.

Entrevistador: - ¿Cómo describirías tu experiencia de aprendizaje del idioma ingles durante este cuarto año de estudio de la licenciatura en lengua inglesa en la UQROO?

Entrevistado: - Bueno mí… Durante estos años ha sido…Han sido muy… Buenos se podría decir porque he aprendido muchas cosas he tenido muy buenas experiencias y claro unas malas pero creo que en general ha sido… Buenas experiencias.

Entrevistador: - Tu experiencia en este primer año, ha cambiado tu motivación original? ¿Cómo? ¿Por qué?

Entrevistado: - Podría decirse que sí. Mi motivación original era ser sólo maestra de Inglés pero conforme me he ido avanzando en estos años, emmm mi motivación ha sido también aprender hasta ahorita, no sé tal vez algo sobre la traducción o fonología que fue una de las materias que más me gustó, entonces… Sí… Yo creo que mi motivación sí ha cambiado.

Entrevistador: - Puedes recordar algunas reacciones emocionales experimentadas durante este primer año al hablar Inglés?

Entrevistado: - Sí bueno de estas fueron más que nada miedo y nervios y podría decirse que adrenalina al presentar una presentación.

Entrevistador: - ¿Qué factores originaron esas reacciones emocionales?

Entrevistado: - Más que nada fue el ambiente en el que me encontraba por mis compañeros que … Pues según yo tiene más conocimiento que yo y en parte también fue parte del maestro que no ayudó a motivarme.

Entrevistador: - ¿Cómo te comportas cuando experimentas una reacción emocional?

Entrevistado: - Uy! … Me pongo muy no sé … Muy nerviosa y me empiezo a comer las uñas y me pongo super helada y en ocasiones no sé hasta sudo mis manitas y empiezan a sudar mucho.

Entrevistador: - ¿Estas reacciones emocionales interfieren con tus clases de inglés? ¿Cómo?

Entrevistado: - Sí interfieren bastante porque… Al momento de yo querer... Dar mi presentación hacen que me bloqueé y me ponga mucho más nerviosa y olvide lo que tenga que decir y el maestro piense que yo no sé nada.

Entrevistador: - ¿Alguna de tus reacciones emocionales tiene influencia en tu motivación? ¿Cómo?

Entrevistado: - Sí, sí tienen influencia en mi motivación ya que me desaniman a seguir y a veces pienso que no… No debo estar tal vez haciendo esta carrera y estudiando otra, entonces… Sí, sí me desmotivan demasiado estas reacciones.

Entrevistador: - ¿Por qué crees que esto ocurrió?

Entrevistado: - Porque no manejé bien mis emociones… A veces tal vez no pongo mucho interés en la materia o no me preparo bien… Pero creo que porque yo no manejo… No sé manejar mis… Mis emociones.

Entrevistador: - ¿Quién o qué fue el responsable de la forma en que reaccionaste?

Entrevistado: - El ambiente y el maestro… Y sí como que… Y sí en gran parte pues supongo que es mi culpa ya que como ya mencioné, no manejo mis emociones, soy muy temperamental a veces, entonces… Sí como mencionas, el ambiente.

Entrevistador: - ¿Qué hiciste con esas reacciones? ¿Cómo las manejas?

Entrevistado: - Con estas reacciones… Bueno las trataba de asimilar y de manejar… Tranquilizándome por ejemplo, al ponerme nerviosa trataba de pensar y de decirme a mí misa que sí podía, que sí podía lograrlo, que yo soy buena estudiante y entonces trataba de motivarme a mí misma y tal vez pedirle ayuda un compañero o un amigo para decirle que estudiemos juntos y que me motivara el igual.

Entrevistador: - ¿Consideras que el manejo de tus reacciones emocionales fue importante en tu motivación para participar en las tareas de producción oral?

Entrevistado: - Sí, sí fueron importantes… Me ayudaron a ser mejor por ejemplo… Durante este proceso me iba dando cuenta de todo las reacciones que iba teniendo y las iba tratando de manejar y entonces hubo una presentación que tuve precisamente un día antes de un journal y lo que hice fue … Dije no, bueno, voy a manejar mis nervios, voy a controlarlos… Y al contralar eso me fue mucho mejor en la presentación e inclusive la maestra se dio cuenta y me felicitó.

Entrevistador: - ¿Cómo crees que podría haber mejorado tu motivación para participar en las tareas de producción oral?

Entrevistado: - Mmmmm… hubieran mejorado bastante si, sí las hubiera podido controlar todas, si yo me hubiera percatado desde el principio de ellas y creo que hubiera salido mucho en mejor las presentaciones… Les hubiera hecho creerle también a los maestros… O hacerles ver al os maestros que yo sí soy una buena estudiante, porque siento que a veces piensan que no lo soy.

Entrevistador: - ¿Quién crees que es el responsable de mantener la motivación original con la que iniciaste tus estudios de la licenciatura en lengua inglesa? ¿Por qué?

Entrevistado: Mmmm.. En este caso siento que la responsabilidad aparte de ser mía, es del maestro, ya que influye mucho cómo él da sus clases y cómo… Y cómo el habla durante el semestre para motivarnos, entonces el maestro.

Entrevistador: - ¿Qué mantiene o mantendría tu energía motivacional en un nivel alto?

Entrevistado: - Mi energía motivacional… Motivacional, la mantendría el ambiente, un buen ambiente, un lugar en donde yo me sienta en confianza para poder hablar y que la gente no me esté criticando. Un lugar donde le maestro tampoco se burle de lo que yo haga y que me aconseje durante mi proceso de… De aprendizaje.

Entrevistador: - ¿Alguna de tus ideas previas sobre el aprendizaje del idioma inglés ha cambiado en este cuarto año?

Entrevistado: Sí, sí han cambiado. Al principio yo creía que iba aprender inglés, iba a ser maestra, sólo aprender hacer materiales tal vez para enseñar, pero no, sí ha cambiado bastante y… Y no sé, he aprendido muchas cosas y me han interesado otras como ya mencioné la fonología y fonética y tal vez traducción igual.

Entrevistador: - ¿Qué has obtenido de tu participación en este estudio de investigación?

Entrevistado: - Pues he aprendido demasiado, o sea… esta investigación me ayudó bastante, sobre todo en este transcurso de la carrera en este año, ya que estamos tratando de enfocarnos mucho en nosotros y nos enseñan a hablar entonces esta investigación me ayudó a canalizar mis sentimientos y mis emociones, me ayudo a enfrentarlas y a ver qué puedo hacer para mejorarlas y no tener ese miedo, esos nervios durante una presentación. Ahora lo que hago es tratar de ignorar a mis compañeros que son negativos para mí y enfocarme en lo que de verdad es…Por ejemplo… Lo que de verdad importa que es el maestro y mi calificación y yo ser una buena estudiante.