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Recapitulation

Speaking Participation Volition (SPV) refers to the intention or willpower of students in participating in oral communication activities. It includes creating a classroom environment that encourages and facilitates meaningful speaking opportunities for students to practice and improve their English speaking skills. By actively participating in speaking activities such as conversations, presentations, debates, and role-playing, students may improve their fluency, accuracy, and confidence in expressing themselves in English. Additionally, voluntary participation allows EFL teachers to identify and correct student errors promptly. Besides, teachers with constructive intervention could help students to improve their pronunciation, grammar, vocabulary, and communication skills in general. Constant and specific feedback contributes to faster and more effective progress in learning English. However, despite the importance of reaching a high level of oral competence, low participation of students in speaking volition activities carried out in EFL classrooms has been reflected, due to certain factors that emerge once students are willing to participate actively.

Elements involved in SPV

From a theoretical point of view, Brown (1994) and Burns and Joyce (1997) define *speaking* as an interactive process of making meaning that includes producing, receiving, and processing information. That is why "speaking is considered one of the most important skills of all the four language skills" (Ur, 1996). Apart from that, *Participation* can be understood as an active student engagement process that involves class preparation, attendance, contribution to discussions, group skills, and communication skills (Dancer & Kamvounias, 2005). Hence, teachers may include class participation in their courses as an essential teaching strategy.

In this way, by combining the last two concepts, *speaking participation* is considered as the active involvement of students in oral communication activities, and it can become transformative to do it in a volitional manner. The term volition was first proposed by Corno & Kanfer (1993) focusing on the way individuals set up their own resources that help to allocate time and mental energy to certain tasks (p.303). However, this concept is considered in this paper as the intention or willpower of a person to engage in speaking activities or to communicate effectively with others. It is the conscious decision or choice to participate in a conversation or to express oneself verbally.

Standing point

By having an environment of constant reflection at the end of English class sessions, certain graduate teachers in foreign languages from different universities in Antioquia-Colombia have observed a common point; when they implement oral activities in class a lack of students' SPV is clearly evidenced, mostly in middle school. Given the above, a researcher from the Specialization in Didactics of English contributes with a research exercise to describe what are the factors that influence Speaking Participation Volition in EFL classrooms through a qualitative approach; at the time, causes and inten-

tions of the lack of SPV are identified as well as students' perception towards non-volitional participation and volition participation in ELF classrooms. Therefore, this approach is framed in the interpretative paradigm, guided by a Case of Study, which can refer to a person, a family, a group, an organization, or an institution (Stake, 1994).

Impact on education

Describing the factors that influence SPV in EFL classrooms enables teachers to constructively intervene and support students in developing their oral competence. Firstly, In terms of assessment as "an on-going process bound up with the learning process" (Shohamy & Imbar, 2006: 4) allows for improving the tests' design applied in EFL classes, and secondly, the promotion of critical literacy provides an essential orientation in education that breaks age or educational level boundaries (Mora, R. A., Cañas, C., Gutiérrez-Arismendy, G., Ramírez, N. A., Gaviria, C. A., & Golovátina-Mora, P., 2021). This empowers students to form their own opinions and perspectives and, encourages them to challenge assumptions, consider alternative viewpoints, and develop their own ideas.

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