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Students' perceptions on the factors that influence their  
willingness to orally communicate in the EFL classroom in  
Ecuadorian high schools.

**TRABAJO DE FIN DE TITULACIÓN**

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## APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

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De mi consideración:

El presente trabajo de fin de titulación: Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools realizado por Paucar Fuel Mariana Lucia, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, marzo de 2015

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“Yo, Paucar Fuel Mariana Lucia declaro ser autora del presente trabajo de fin de titulación *Students’ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools*, de la Titulación de ciencias de la Educación mención Inglés, siendo Camacho Minuche Gina Karina directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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## DEDICATION

I would like to dedicate this thesis to my son Jonathan and my husband Mauricio for their support and understanding when I could not be with them in many occasions when they needed me through all these years.

## ACKNOWLEDGMENT

I want to thank God for blessing me all the time, for helping me to achieve my goal. Showing me that there is a light even in the most difficult situations when I felt lost. I also want to express my gratitude to the teachers and students who agreed to participate in this study, to the teachers of the Universidad Técnica Particular de Loja who have always supported me. Especially to my thesis advisor Mgs. Gina Camacho and my teacher Vanessa Toro for their guidance and help. This thesis would not have been possible without these people who have assisted me in my work; I give my warmest thanks to them.

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## Abstract

This paper explores the students' perceptions on the factors that influence their willingness to orally communicate. Its purpose was identifying whether the motivation, proficiency level, personality type, and the method of teaching speaking, influences students' willingness to communicate orally. This study took place in Quito with a population of 5 teachers and 100 students. To carry out this research, 5 observation sheets and 100 questionnaires were necessary. The methods used to analyze the results were qualitative which include affective and psychological aspects and quantitative to score the percentages of the results. The results demonstrate that motivation, proficiency level and, personality play an important role in the acquisition of second language, being "motivation" the most important as a factor that is intrinsically related with proficiency level and personality.

The main conclusion drawn throughout this research was that teachers and students who are motivated can benefit the process of learning. Thus, it is important that teachers change and adapt their behaviors, abandon traditional methods, and look for new techniques and activities that help students to achieve a meaningful communicative competence.

Key words: motivation, proficiency level, personality, students, factors that influence, willingness, communication, speaking.

## Resumen

Este estudio explora las percepciones de los estudiantes sobre los factores que influyen en su voluntad de comunicarse oralmente. El objetivo fue identificar si la motivación, el nivel de competencia, la personalidad y los métodos de enseñar “speaking” influyen en la predisposición de los estudiantes. Esta investigación tuvo lugar en Quito, con la participación de 5 profesores y 100 estudiantes. Los instrumentos fueron 5 formularios de observación de clase y 100 cuestionarios. Los métodos utilizados para analizar los resultados fueron cualitativo y cuantitativo. Los resultados demostraron que los factores antes mencionados juegan un papel importante en la adquisición de la segunda lengua, siendo la "motivación" la más importante ya que esta intrínsecamente relacionada con el nivel de competencia y la personalidad.

La principal conclusión de esta investigación fue que los profesores y estudiantes que están motivados pueden beneficiarse del proceso de aprendizaje. Por lo tanto, es importante que los profesores cambien y adapten sus comportamientos, abandonen los métodos tradicionales, y busquen nuevas técnicas y actividades que ayuden a los estudiantes a alcanzar un apropiado nivel de comunicación.

Palabras clave: motivación, nivel de competencia, personalidad, estudiantes, percepciones, factores que influyen, disposición, comunicación.



## Introduction

Many students in their classroom can be observed with a very low predisposition to participate in classrooms. Some spend their time during the English class hour playing with a friend, doing other homework, looking outside the windows, or looking at the board with their mind absent. This does not mean that teachers do not pay attention to the students' activities during the class but simply students do not want to participate.

In the study carried out by Knell and Chi (2012) non-linguistic variables such as motivation, language attitudes, parental support, willingness to communicate, perceived communication competence, and language anxiety for children learning English as a foreign language were investigated. In this study, the authors concluded that willingness to communicate and the perceived proficiency level are correlated positively with communicative competence. Students with more opportunities for interaction are more willing to communicate, their competence increases and reduces language anxiety. Another conclusion was that, perceived communicative competence (PCC) increase students' communicative behaviors and reduces anxiety. In contrast, when students perceive anxiety they feel unwilling to communicate, decreasing their opportunities to improve the second language (L2).

Tomoko, Zenuk, and Kazuaki (2004) in their investigation examined whether willingness to communicate (WTC) results in L2 communicative behavior in intercultural contact and the variables that affect WTC in the L2. The conclusions obtained from this study show that the students that believe in their own capacities are more willing to communicate; furthermore, self-confidence is crucial for a person. The next conclusion was that students that initiate communication in the class are those who participate in different interpersonal situations. Another important conclusion was that the amount of time and the frequent communication with native speakers created a higher level of pleasure in human

relationships, the development of friendships easier, and higher levels of adaptation to the host country more than those who participate in communication less frequently. Therefore, whether the experience of interpersonal communication in foreign country is perceived as positive, the students feel motivated and are willing to learn the foreign language.

This author concluded that interaction with foreigners is positive to increase students' participation. In our country there are not many opportunities to participate in a conversation with a foreigner. Nonetheless, students have the possibility to practice their speech with their peer or friends during classes. However, they are not predisposed to do it.

This unwillingness to communicate is an issue that worries all those who are related to the teaching of English as a second language in our country, especially teachers. Around the world, many teachers are worried by the lack of students' participation in classrooms because this is affecting the students' correct development of the language. Another interesting study was conducted by Toni (2012) who investigated "The degree of correlation between motivation and speaking proficiency" the information obtained at the end of the course by the teachers was statistically analyzed and the author concluded that the level of motivation is correlated positively with the students' performance in speaking.

All the researchers agree that this unwillingness can be related to some factors like motivation, personality, and proficiency level. In order to complement this information this study was carried out to investigate the "students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom"

The specific objectives of this investigation were: to identify and analyze three factors (motivation, proficiency level, and personality) respectively influence students' willingness to communicate.

After concluding the research the objectives proposed were achieved with a score of sixty-six percent. The first objective was achieved completely; the results showed that

motivated students learn easier than those who are not; that is, motivation plays a relevant role in the acquisition of the L2. The second objective was also accomplished, the results showed that students who had a perception of their knowledge participate actively in oral activities and predispose them to learn in a more relaxed manner. The third objective could not be completed in a total way because of the lack of time which limited the possibility (one classroom observation) to determine whether the different types of personality described by the author could in effect influence students' willingness to communicate.

Regarding the obtained results in this study, this investigation aims to constitute an important support for professors, students, and people in general who are involved in the educational field. Specially, this research hopes to create awareness to those teachers who continue to employ the traditional methods where students are only receptors of language.

Finally, there were some limitations that were present in this research, the first and the most important limitation was time, with only five class observations (forty-five minutes per class) for this research, it was impossible to identify the students' personalities to verify and contrast information. The next limitation was the size of font in the questionnaires since despite the fact that students in the questionnaire were advised how to complete the questionnaires with special reference to question six about personality types, students chose more than one option being necessary provide them a new questionnaire to collect the correct information. This means that students did not see or did not read the question correctly.

For these reasons, it would be recommended that the researchers be given enough time to plan in order that investigators can achieve the study's objectives. Also, that the questionnaires should be clearly legible for the students to optimize time and avoid troubles with other teachers that cannot be disposed to lose part of their class hour time.

## **Literature Review**

The perceptions that students have about the factors that influence their willingness to communicate play a meaningful role to achieve a successful learning. However, in many private and public schools students can be observed as passive participants in speaking activities. For this reason, it is important to research the causes that affect this unwillingness to participate, in order to look for solutions that help students to improve their communicative competence. To achieve this purpose aspects such as, motivation, proficiency level, personality, the method English is taught, and some previous studies related with the factors that affect oral communication are to be considered in this literature review. All of these topics are important to grasp how they are related and contribute to second language acquisition.

### **Motivation**

According to Harmer (2007) “The desire to achieve some goal is the bedrock of motivation and, and if it is strong enough, it provokes a decision to act” this desire can be intrinsic or extrinsic. For example in the case of *intrinsic motivation*; that is to say, when it is produced inside the classroom, a direct relation with teacher’s methods, the activities in which learners participate, and the students’ own perception about their progress can be related. On the other hand, an *extrinsic motivation* could come from outside the class. Another author argues, “Motivation largely determines the level of effort which learners expend at various stages in their L2 development” (Saville, 2006). This author describes two kinds of motivation too. However, they differ with the two first ones mentioned by Harmer (2007). The first kind of motivation that Saville (2006) mentioned is *integrative motivation*. This kind is related to emotional or affective factors. For example: students are interested in a second language (L2), students want to learn a new language, communicate with native speakers of L2, or perhaps they want to communicate in the second language of their

community. The second kind of motivation that Saville (2006) mentioned is *instrumental motivation*. This kind is characterized by the practical value that learners give to it. For instance: economic, social, scientific or just because it is a requirement to pass a course. Another important aspect about motivation is the teacher's role in students' motivation. According to Harmer (2007), "One of the teachers' main aims should be to help students to sustain their motivation". This author proposes some ways to improve students' motivation such as: choosing interesting and appropriate activities that engage students and provoke their participation, the activities have to have a suitable level of challenge, the teacher's mastery of the language has to be evident for students so that they feel confident, if the teacher cares, supports, and values his/her students, their motivation to learning increases. Dörnyei and Ushioda (2013) state:

Teachers act as key social figures who significantly affect the motivational quality of the learning process in positive or negative ways.

Indeed, almost everything a teacher does in the classroom has a motivational influence on students, which makes teacher behaviour a powerful 'motivational tool' (p. 109)

Sometimes students tend to see their teacher as a role model influencing them positive or negatively. For example, maintaining a good "rapport" is easy for a motivated teacher; this could help him/her to engage students positively in on-task behaviours. Another quality is enthusiasm; an enthusiastic teacher uses linguistic and non-linguistic language expressing commitment and pleasure about the subject matter content. The next suggestion is to create a positive environment in the class where students can feel comfortable and confident, that they can share their comments without fear or embarrassment. In order to carry out these purposes, Dörnyei and Ushioda (2013) suggested that rules have to be established in the classroom and adopted by all members.

## Proficiency Level

To categorize the level of proficiency of the students The Common European framework (2001) was considered, which is distributed into 3 main levels. The range, the fluency, the interaction, and the coherence contained in each level explain what students should be able to acquire in each one.

The level *A1* has been designated for beginners. The *range* of vocabulary in this level is very basic, words and phrases are commonly linked to individual information and particular situations. The next aspect is the *accuracy* which can be observed in the basic use of grammatical structures and their limited repertory of memorized sentence pattern. Following with the description, in this level *fluency* is scarce, especially when students try to research for knowledge expressions, unfamiliar words or when they try to remedy communication. Another important aspect is *interaction*, personal information can be answered and asked by them, interaction is simple and the communication depends on the repetition, repairing, and rephrasing. To have *coherence* the basic connectors “and” and “then” to associate words and sentences are used according to the (Council of Europe, 2001).

In the next sublevel *A2* the Council of Europe (2001) argues that there is an increase of knowledge with respect to the *A1* level. Learners are able to organize memorized phrases from the sentences patterns and groups of some words in order to convey information in daily life situations. The *accuracy* in the domain of simple structures is more evident. However, some basic mistakes could be observed. With respect to their *fluency* pauses and reformulations are still obvious but can be understood by others. They are able to *interact* responding and asking basic questions but their understanding is not enough to follow the flow of the conversation. To improve their *coherence* “because” is the new connector in this sublevel, which can be used together with “and” and “but” to link group of words.

The second level is *B*, Council of Europe (2001) states that in the B1 level, students' *range* have acquired enough vocabulary to communicate in themes like family, hobbies and interests, work, travel, and current events with some doubts and circumlocutions. Their *accuracy* in this level is observed in the increase and use of routines and predictable situations. Their fluency continues; however, "pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production". However, they can continue the communication and could be understood. The *interaction* in familiar and personal themes can be initiated, maintained and closed in a face-to-face interaction. The student can even reiterate part of someone's information to confirm comprehension. With respect to *coherence* linear sequence of points is connected linking series of shorter elements.

In the next sublevel B2 Council of Europe (2001) claims that the *range* of language helps students to communicate without much hesitation, express their point of view or make descriptions about general topics using complex sentences easier and take less time finding the correct words. Students' *accuracy* is more evident, they are able to realize most of his/her mistakes and have a high degree of grammatical control that enable them to form sentences that are easy to understand. Another important aspect is *fluency*, the time of reaction to link words and phrases is relatively short with unnoticeably long pauses despite the fact that they could research for patterns and expressions. The next aspect is *interaction*, they can initiate or end a conversation when they need and also can take turn when appropriate, yet to do so in an elegant way may not always be possible. However, if the environment is familiar he/she can participate in the discussion confirming comprehension, inviting others in, etc. The number of cohesive devices can be limited to link their affirmations into a consistent speech and sometimes students could feel nervous in long participation.

The following level is C1 in which the Council of Europe (2001) mentions that, the *range* of vocabulary that the students have acquired enable them to communicate clearly and appropriate in different topics like academic, professional, leisure or general without worrying of limiting their communication. *Accuracy* at this point is more evident, students are grammatically competent, able to realize and correct their own mistakes with strong facility when they occur. Their *fluency* has increased to the point that learners can communicate almost in a natural way with so facility and spontaneity. Conceptually a difficult subject could cause inconvenience with the natural flow of the dialogue. The students' *interaction* is also evident, they are able to select the correct words or phrases according to the context in order to give their comments or keep the flow of the conversation to contribute with the discussion. The *coherence* among the ideas is developed in a clear way permitting the compression of the message through the correct use of organizational patterns, connectors and cohesive devices.

The highest level C2 that the Council of Europe (2001) has mentioned describes that the idiomatic expressions and colloquialism have been practically mastered by the students; also, their facility reformulating ideas in differing linguistic forms permits a good comprehension eliminating ambiguity (*range*). In this level the *accuracy* that students show is almost perfect, they can maintain consistent grammatical control of complex language, even while attention is otherwise engaged. With respect to their *fluency* students can talk spontaneously almost as native speakers, they do not feel intimidated and the possible errors are almost imperceptible by the interlocutor. Their *interaction* shows a strong mastery language and also they can use non-verbal and national cues without effort. They can also add comments in a natural way into discussion as well as alluded or linking information. The correct use of connectors and organizational patterns and other cohesive devices help them to create a coherent and cohesive discourse.



## Personality

The next theme to consider in the acquisition of L2 is personality. According to Keirsey and Bates (1984) there are 16 types of personalities each one of them with specific characteristics that make a person special. However, we can observe some similarities too.

The first personality to be analyzed is *envisioner mentor – ENFJ*. According to Keirsey and Bates (1984) these types of people possess a likeable personality. This characteristic makes others to follow them easily, they are remarkable leaders, cooperators with others in resources and in person, even sometimes they take the responsibility of others as their own, “placing people as high being of highest importance and priority”. May unconsciously dominate their friends. They are very indulgent to others, seldom critical, and always reliable. In their communication, they think that they are understood, and as a result their communication is accepted. Nevertheless, when ENFJ realize that their points of view are not the same to the others they feel astonished, confused and sometimes injured. These people have an extraordinary facility with language, especially with oratory. They prefer the face-to-face communication and avoid written communication. Have a deep perception and tend to follow their hunches. That is, they possess a dominant judgment and are extroverted as mentioned above. They are also persistent in their efforts, neat, tidy, and excellent companions.

The next type of personality to be analyzed is *foreseer developer- INFJ* these people in contrast with Envisioner Mentor are introverted and possess a dominant perception. “INFJs focus on possibilities, think in terms of values and come easily to decisions”. They are people that always like contributing to others and feel pleased to do it. They can deal with difficult issues and people although they are themselves complicated. They are poets of all types and possess the ability to understand physical phenomenon in different times of human events. They feel pleased with the academic activities, are cooperative, serious

workers, and great students. They can influence in the decisions despite not being visible leaders. Praises can work well with them to get good answers. Do not like to share their reactions with others, and are reserved except with those they consider trustworthy. Others could injure them with facility; unpleasant conditions for work or frequent criticism affecting their self-confidence too. In fact they can be affected seriously at the point that they could feel very sad and decay physically (Keirsey and Bates, 1984).

In the following personality type Keirsey and Bates (1984) state that *discoverer advocate- ENFP* are extroverted and possess a dominant perception. ENFP' Life is an exciting drama for them full of good and bad possibilities. The deep emotional events are considered essential. The harmony is something they enjoy. They are very insightful with the environment around them. These observations are direct and never by accident or coincidence, but their conclusions could not be according to their perceptions despite of their right intuition. They can be affected by muscle tension because of their hypersensitivity and hyperalertness. The activities that require process to construct something are pleasing for them. They are generally energetic and the people around them can feel irradiated of this energy. Also, with their enthusiasm and creativity they are able to do whatever that catches their attention.

*Harmonizer clarifier- INFP* on the other hand, according to Keirsey and Bates (1984) this kind of people is introverted and possess a dominant judgment. This type of people are considered as idealistic, quiet, uncommunicative, and also could be judged as a shy people, they are not apathetic but by contrast are fervent. They defend the people or just cause and are the guardians of the justice. They like to maintain their promises. "Their cause must be understood to understand INFPs". When they believe in their causes they are predisposed to make unusual sacrifices. For them the logic is not as important as the valuing process. They may have difficulties when they need to think in terms of a conditional

framework. They are conscious that the things can be real and unreal, but are intolerant with the hypothetical facts. In their place of work, they are able to adjust to new conditions, open to new ideas and information, are conscious about the people and their feelings. They are little reserved, but are able to relate well with others. Complicated situations do not decontrol them; however, the routine could make them feel impatient. As mates, they prefer to live in peace and can be so tolerant to avoid dispute.

The next personality type is *strategist mobilizer – ENTJ*. They are extroverted and possess a dominant judgment like discoverer advocate and envisioner mentor.

“Commandant” is the best word that describes this type of people. They can acquire a sense of leadership from when they are children. Their main need is to lead. Possess an extroverted thinking and tend to think objectively; when this is the case, “they use classification, generalization, summarization, adduction of evidence, and demonstration with ease.” ENTJs can follow fixed processes but they could abandon them if the objective does not meet their expectations. They repudiate inefficiencies and are intolerant if errors occur again and again. The jobs that require responsibility are the most attractive for them, they enjoy being executives. They are disposed to sacrifice other activities in their life to devote full time in their jobs, and are able to decrease incompetence, ineptitude, and aimless confusion (Keirsey and Bates, 1984).

The next personality type to analyze is *conceptualizer director – INTJ*. This personality type according to Keirsey and Bates (1984) is introverted with a dominant perception. The self-confident that they possess are the strongest of all types. The introspective reality in which they live made them think empirical logic, focusing on possibilities. The people and events serve some positive use from their perception. They can take decisions naturally and are quiet when the decision is made. The past is not as important as the future for them. The word that describes the essence of INTJs is "builder a

builder of systems and the applier of theoretical models". They are not caught up by the announcements or others. "They are the supreme pragmatist" the reality for them is "arbitrary and made up". They are spontaneous. In the implantation of systems they are quite strict. Challenges are exciting for them specially those that require imagination. They could treat others rudely and can be seen as insensitive because they treat others as they treat themselves. They are exigent and hard to please. Jobs that require recreational situations are not comfortable for them, they do not enjoy interaction with others except with a few chosen people. Nevertheless, they are better in working situations.

*Explorer inventor - ENTP:* This type of people are captivating talkers, animated, tolerant, good analyzers mainly in functional analysis, dealing creatively with social, physic, and mechanical relations. They are tolerant and happy with difficult situations. This type of people are reliable in the value of their activities, they display an ability to overlook "the standard, the typical, and the authoritative". They count with their sagacity to resolve problems. A rough draft and their capacity to improvise is enough for them to feel sure and ready for the action. They can be successful in jobs that are not monotonous; otherwise, they could become restless. They laugh often, and their good humor and optimism are contagious. They are "the natural engineers of human relationships and human systems". They possess a clear extroverted personality as well as a dominant perception (Keirsey and Bates, 1984).

The following personality type to be analyzed is *designer theorizer - INTP:* according to Keirsey and Bates (1984) "They exhibit the greatest precision in thoughts and language of all the types" (dominant judgment). "Architect" is the word that best describe them. They are the architects of ideas, systems and buildings. Their ability of concentration is the best of any type. They are "intellectual snobs". If they are with other people less intelligent than them, they could become irritated. Incoherence and intolerance are other things that they hate. The final objective of the INTP's is "It is essential that the universe is understood and

that whatever is stated about the universe is stated correctly, with coherence and without redundancy." They enjoy working alone without disturbance in a peaceful environment. They are not good when try to manifest their emotions orally. They tend to communicate in a complex fashion, and direct to the point, perhaps to avoid being understood by others. They are shy with strange people. The desires and yearning of others are insignificant for them.

According to Keirsey and Bates (1984) *implementor supervisor - ESTJ* is the contrary of the Designer theorizer. That is to say, they are extroverted; however, they possess a dominant judgment like designer theorizer. *ESTJs* are deeply related with the external environment, know their community and support it. "Responsible" is the word that best describes them. "They are realistic, mater-of-fact, and curious about new devices and processes than about new principles and theories". Well done actions please them, when people do not pay enough attention to this process, this kind of people could lose their patience, as well as, they could be rude whether people do not follow appropriately the rules. Generally they are loyal to their institutions, work, and community; they can be impatient when they have to listen to contrary opinions. However, they can follow routines at their jobs or at home without problems. The rituals and traditions are used to near human relations. The reliability and consistency are some of the others characteristics of this type. They are relatively easy to get to know because "what they seem to be is what they are".

Following with the personality type's analysis, *planner inspector - ISTJ* belongs to the group of introverted people. This type of people are characterized at home or work by being calm, serious-mind, persistent, reliable, and determined in practical affairs. The best adjective that could describe these people is "trustworthy". "When they give their word they give their honor", they could not dishonor even to their enemies. The effort that they put in their work can pass unseen since they do their tasks without seeking rewards or

compliments. They do not like to take risks and are much admired. Another characteristic is that they communicate stability and confidence and are good inspectors. People see them as very serious people and do not see their vulnerability to comments. They like to participate in festivities. However, they are not ostentatious; they displease the exuberant things, clothes, foods, drinks, etc. By contrast, their clothes are practical and their home and work are clean and functional (Keirsey and Bates, 1984).

According to the same authors Keirsey and Bates (1984) *facilitator caretaker/ ESFJ* are the friendliest of all types. They are extroverted people like the envisioner mentor. "Harmony is a key to this type". They are people that "need to be needed, loved and appreciated". The traditions are developed and supported by them. They enjoy the traditions connected with serving of good food and beverages and the company of others. They are very sociable and the contact with the people activates them. Nevertheless, when they are isolated they can become unquiet; the routine is not a problem for them. The services that they give to others need to be appreciated for themselves and others. Indifferences can hurt them; sometimes the sadness and depression can make them suicidal. Sometimes, their negativity and pessimism can be contagious and can cause tension. It is important that their fear to the anticipating disasters about the worst need to be controlled by them.

The following personality type is *protector supporter - ISFJ*. They enjoy helping others; "the primary desire is to be of service and to administer to individual needs". They believe that "work is good, play must be earned". They value the customs and the preservation of resources. They prefer places to work where the rules do not change constantly. They can manage servility better than other types and they feel pleased helping the downtrodden. The routines are executed with facility and they are very responsible. Detest the waste or misuse of resources and are aware of the value of the things. They prefer to do things by themselves to avoid situations of authority where people can be degraded.

As a consequence, they are frequently overworked. They prefer calm down friends than noisy ones (Keirsey and Bates, 1984).

The next personality type is *promoter executor – ESTP*. The word that best describes them is “ingenious”. They are people of action, their life is never boring, and they take the risk as a part of their lives. They can make the ordinary routines seem exciting. “ESTPs are socially sophisticated, suave and urbane and are master manipulators of the external environment”. They are mysterious at observing people’s motivations and can perceive nonverbal cues that any other type could perceive. They enjoy working at the extreme of disaster, usually does not matter to them to be given explanations for their actions and justifying their behaviour with the final purpose (Keirsey and Bates, 1984)

The next type of people *motivator presenter - ESFP* is extroverted too. Generalizing all their attributes, they are the nicest people of all the types. One word that best describe them is “performer”. They are optimistic, funny, with a good sense of taste, and are the most generous people (without expecting any retribution). Their passion for life is contagious and they are almost always happy. They enjoy the good things in life. On the other hand, they can be impulsive and are the least tolerant of all the types; this can be avoided by disregarding the situation as soon as possible. Tasks where they have to work alone should be avoided instead, group-tasks should be assigned because they like the contact with people. They consider personal experiences as a guide for them and possess an excellent common sense. Scholastic pursuit are not important for them, they only acquire knowledge by the utility it could provide them (Keirsey and Bates, 1984).

The following personality type to analyze is *analyzer operator – ISTP*. “The ISTP’s life is artful action and action is end in itself”. According to Keirsey and Bates (1984) they are loyal, fearless, risking, egalitarian, and introverted. They do not see necessary the hierarchies, and can became insubordinate when have to follow them. For them hierarchy

and author are needless. They are active people, and without action they became bored. They are skillful with any kind of tools. They are not very communicative, and for them the best means of communication is the action. However, this silence could be misunderstood by teachers and doctors as a "learning disability". The clerical, interpretive and "science" curricula are the less important activities in their life. The blackmails, rewards, or punishments do not work with them to encourage them do their school work. To help them a tool-centered curriculum could aid in their motivation to learn.

According to Keirsey and Bates (1984) *composer producers* - *ISFPs* are the most misunderstood of all the types, perhaps, because their personality is not easy to be observed. They express through action instead of expressing themselves directly. The center of their life is governed by their impulses. The "fine arts" is something that they pay special attention. They are attuned with the forms, colors, and senses. Their senses are more integrated than the others. Others can see them as reserved and private people and their low interest in speaking, writing or conversation can affect their language and also their interpersonal relations. However, if they have the option to choose their activities and if they are rewarded for doing tasks, they are productive and happy.

### ***Teaching speaking***

According to Scrivener (1998), teachers need to take into account some important aspects if they want students to talk, for example: the relevance of the subject, the students' knowledge about the topic, if the new information provided enhance the old information, the students' motivation to talk about, and the students' willingness to speak. The principle objective is to help students to develop speaking abilities through practice to improve their fluency instead of getting correct sentences. For this purpose it is important to engage as many students as possible into speaking activities. Some activities that can work well are those where students work in pairs, and in small groups. The author suggests some ideas



that can help to improve speaking activities: Activities could be more meaningful if the teacher plans his/her class with a warm up activity before to move on to the topic. Also, pictures, drawings, passages or even teacher's personal anecdotes can be used. At the end, as a closure activity the teacher could reinforce students' knowledge; give students time before the speaking activity to check the vocabulary, order their ideas or to take notes to prepare them for an authentic speaking activity; students feel relaxed when they are asked to play a different character, this can help their speaking; give students challenges, interesting and realistic topics not too general but specific ones. "Pyramid discussion' is a simple organizational technique that works particularly well with simple problem-based discussions" this technique is useful for students because they can prepare their arguments in advance with the group before to report to the whole class.

### **Strategies to develop speaking abilities**

Herrell and Jordan (2012) stated that "*Scripting* is a strategy that prepares English language learners with sample language interactions or situational dialogues appropriately for upcoming events." This strategy is very useful because students feel relaxed and their confidence to communicate increases since they have the opportunity to practice scripts in advance to be prepared when the opportunity arrives. The teacher should detect or create opportunities in which students feel engaged and use the scripts according to the context in which they are, the scripts have to provide students with a variety of alternatives to guarantee that the dialogue flows naturally. The patterns can also be used by the students in their own peculiar situation. Some examples of the situation in which this technique can be used according to the authors are: "greeting classroom visitors, visits to principal, field trips, parent nights at school, any situation where certain behavior or language is expected" to carry out this activity has to be followed by the next steps: "Identify an opportunity for

verbal interaction; explain and model the script; practice in pairs; assess students progress and understanding”.

Another relevant technique that can be used is *communication games*. Herrell and Jordan (2012) suggest that "*Communication games* are activities set up in the classroom to create opportunities and purposes for verbal communication practice”. This technique provides opportunities to the students to practice speaking in a low-stress environment and guarantees the success since “the situations are explained in advance, the vocabulary is practiced and the context is build into the exercises”.

The communication games main objective is “to convey information or cause something to occur as a result of the activity”. Giving directions or asking questions are some of the functions that can be practiced through games. Solve problems games also help to develop communication but it requires that students work together. Some examples of communication games are “barrier games, information sharing, inquiry and elimination, rank ordering.” The following steps can be considered before starting games: “Identify a language need, model the game, organize the pairs or groups, guide the practice, and talk about the experience”.

The information below provides us important aspects that teachers should consider in their classes about the factors that influence students’ communication. Now some studies related with the topics below and the students’ perceptions about their willingness to communicate in speaking classes are going to be analyzed in order to complement the previously mentioned information, providing relevant results in this field.

The study carried out by Padial and Tapia (2007) reported some suggestions about how learners can reduce the deficit of participation of L2. In this study surveys for teachers and students were used to collect information. The survey consisted of 18 questions for students and 10 for teachers. Following a parallel format with the same objectives and items

for both. Nonetheless, the terminology and the perspective of questions were different for both teachers and students. The survey lasted 10 to 15 minutes and was administered during regular English classes. During data collection researchers helped those students who needed extra explanations. In this research, a 5 point scale was used to score the results, and was analyzed by means of SPSS (Statistical Package for Social Sciences). An additional filling card was also useful in order to analyze some classes.

As a result of these analysis the author concluded that teachers play a meaningful role in the acquisition of L2, if the teacher has a good rapport with his/her students, this encourages them to participate actively, as well as, if students have the opportunity to choose their peers; they will feel more relaxed to express their ideas, if students are conscious about the importance that the subject can generate in their future or if the value that they give to the subject is high.

In high school, motivation is slightly higher because students are surrounded by different resources and advertisements reflecting that learning autonomy is more developed during this period since students tend to use different resources autonomously. All these help them to be unconstrained to use L2 in classes.

On the other hand, the factors that avoid students' participation in speaking activities were: the fear to fail, shyness, and the fear to be embarrassed. Another conclusion was, students that knew more grammar, were fluent or had good pronunciation were also unwilling to speak. Finally, authors concluded that students need to be monitored by the teacher as long as he/she does not reduce the students' learning autonomy.

Another study related to the topic was the one done by Toni (2012) who investigated "the degree of correlation between motivation and speaking proficiency." The instrument used to measure the subjects' motivation level was, Mihaljevic Djigunovic(1998) model which is based on Gardner's Attitudinal Motivational Test Battery (AMTB). This test was

administered in students' mother tongue the first week of the semester to measure different types of motivation and two demotivators. The first demotivator measured some possible causes that made students to feel demotivated (teacher- seating), the second demotivator measured the possible difficulties in learning. In this study one researcher was present during the test to monitor the process and to answer questions that could arise about the test. The information obtained at the end of the course by the teachers was then statistically analyzed. The author' conclusion was that the level of motivation is correlated positively with the students' performance in speaking.

Tomoko, Zenuk, and Kazuaki (2004) in their investigation examined "whether Japanese learners' WTC [willingness to communicate] results in L2 communicative behavior in intercultural contact situations both inside and outside the classroom, and the variables that affect WTC in the L2 and communicative behavior in this context." In the first investigation the instruments that were used were a set of questionnaires with attitudinal/motivational measures and WTC scales. In this investigation two groups participated and were tested after three months from the course's start. Although, the second group was tested after one year with respect to the first. The students were asked to take the test at home before returning it to their teacher. The instructions and the distribution were carried out by the homeroom teacher.

For the second investigation, two set of questionnaires were used. The first questionnaire similar to the first investigation was administered prior to departure. Students were asked to complete it at their homes and return it in fifteen days. The second questionnaire contained questions on frequency and amount of communication with native speakers. This was administered at the end of the third week course in The United States by a Japanese coordinator of the program. To score the results priority was given to descriptive

statistics and correlations among the variables as well as a special attention towards correlations between variables assessed prior to departure and those during the stay.

The conclusions obtained from this study show that the students that believe in their own capacities are more willing to communicate; furthermore, self-confidence is crucial for a person. The next conclusion was that students that initiate communication in class are those who participate in different interpersonal situations. Another important conclusion was that the amount of time and the frequent communication with native speakers gives students a higher level of pleasure in human relationships, they make friends easier, and feel adapted to the host country more than those who participate in communication less frequently. Therefore, whether the experience of interpersonal communication in foreign country is perceived as positive, the students feel motivated and willing to learn the foreign language.

Another relevant study by Knell and Chi (2012) was carried out “to investigate non-linguistic variables such as motivation, language attitudes, parental support, willingness to communicate, perceived communication competence, and language anxiety...” First, an affective attitudes questionnaire was given to the students; subsequently, a reading comprehension test. Nonetheless, in order to avoid some influence in the student’s perception of their output on the test the questionnaire was administered prior to it. The instructions for both tests were given in both languages Chinese and English. Furthermore, the word English replaced the word French in the original test as well as the full questions into Mandarin. Nevertheless, Chinese was the language to administer the questionnaire. In addition, to determine possible differences between groups, triangulation- multivariate analysis variance (MANOVA) was formulated.

The authors’ concluded that willingness to communicate and the perceived communicative competence are correlated positively with communicative competence. The

next conclusion was that students who have more opportunities to interact with native speakers are more disposed to communicate, their competence increases, and their language anxiety wanes. Another conclusion was: perceived communicative competence (PCC) increase students' communicative behaviors and reduces anxiety. In contrast, when students perceive anxiety they feel unwilling to communicate decreasing their opportunities to improve the L2.

Another study related to the topic was the one done by Vaseghi (2012) who investigated "...learners' perceptions of their willingness to initiate communication across four types of context and three types of receiver." The class was taught in English and the activities contained tasks from topics of two novels that students were required to read, and also from non-text materials that were meaningful in the students' daily life. During class students' could discuss some pages from the novel or journal articles and complete a task.

Linguistic difficulties and interesting topical issues were other activities that students should complete in groups of 2 or 3 during class too. Then the results were discussed with other groups in a whole class discussion. The number of tasks was considered for assessment. During the discussion class the teacher was a facilitator. In this class learners also answered a self-assessment (SA) questionnaire which contained 20 items among distracters, context-type scores, and receiver-type scores. This questionnaire identified students' weaknesses and strengths as well as their own willingness to communicate. WTC was calculated by the researcher using some norms and adding average scores (stranger, acquaintance, and friend) and dividing it by 3. General scores and sub-scores will fall in the range of 0 to 100.

The author's conclusions were that group discussion and meetings as context-types and "friend" as a receiver-type help students' willingness to communicate. Thus, the familiarity between them is an effective factor to initiate communication. In other words,

when activities are familiar for students their willingness to communicate increase. Author also found that students feel insecure if their teacher could not maintain communication with students and does not possess a good domain of the target language.

## Method

### *Setting and participants*

The present research was conducted in a high school in the city of Quito thanks to the approval of its director and the participation of their students and teachers. To carry out this study it was required the participation of 100 hundred students from 8<sup>th</sup>, and 9<sup>th</sup> of basic and from 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> of high school in order to collect the perceptions of the students from different ages (from 11 to 17 approximately) and have a complete idea of the students in general. Also, the participation of 5 teachers was required (1 per each grade observed).

### *Procedure*

The study started with the bibliographic research (mainly in books) on the Internet and the city libraries in order to gather the scientific basis focused on the students' perceptions on factors that influence their willingness to communicate. Especially in themes like motivation, proficiency level, personality, and methods of teaching speaking. After this, the research of 5 studies about these themes was also required in order to complement the bibliographic data.

The research continued with the distribution of requests in different high schools in order to get the director's approval on one of these. After getting the approval of the director, it was necessary to hold a meeting with all English teachers to explain to them the reasons of the investigator presence and the objectives of the study. After this, a schedule was provided by the teachers specifying the class hour in which the investigator have to be present. During the class an observational sheet was filled out to get some important

information about students and teacher that cannot be gathered on the students' questionnaire.

The students' questionnaire contained seven questions, two of which contained sub-questions. The first four questions had the intention of gathering information about how motivation influences students' willingness to orally communicate. The fifth one had the intention of gathering information about how proficiency level influences students' willingness to orally communicate. Finally, the last two questions had the intention to investigate how personality influences students' willingness to orally communicate. The students that completed the questionnaires were chosen randomly.

The next stage was to classify and tabulate the information obtained in the field of research using graphs to show the information calculated in terms of percentage. All the questions in the questionnaire followed the same process: identify the answer and make a general sum of the yes and no responses to obtain the percentage and then describe and analyze in the section of the analysis and interpretations of the results.

The methods used to collect the data of the field of study were quantitative to calculate the answers in percentages and qualitative to obtain the perceptions about the class, students, and teachers. The instruments used for this research were the students' questionnaire and the observation sheet as mentioned above.



## Discussion

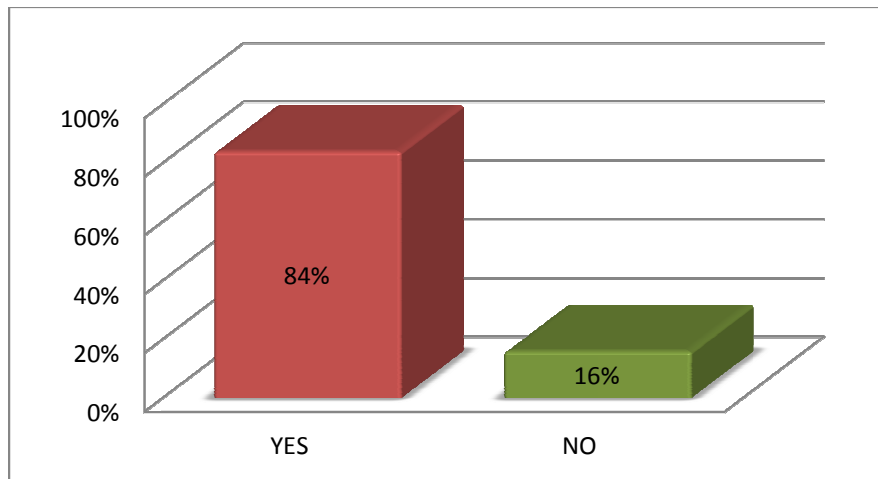
### Description, Analysis, and Interpretation of Results.

In this section, quantitative and qualitative results collected in the field research are going to be analyzed. The quantitative and qualitative analysis summarized in the graphs below indicate how motivation, proficiency level and personality influence student's willingness to orally communicate. In addition, this analysis includes information about the factors that students consider more relevant to orally communicate.

#### **How does motivation influence student's willingness to orally communicate?**

*Do you feel motivated to speak English in class?*

Graph 1



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

Graph 1 shows the results obtained from the sample in relation to this question. Eighty-four percent of them indicate that they totally agreed, some of the most relevant students' answers were that they feel motivated because they want to learn more, they think English is interesting, and also because they think that English is valuable for their future. Whereas, sixteen percent disagreed. The most predominant answer was that they do not feel

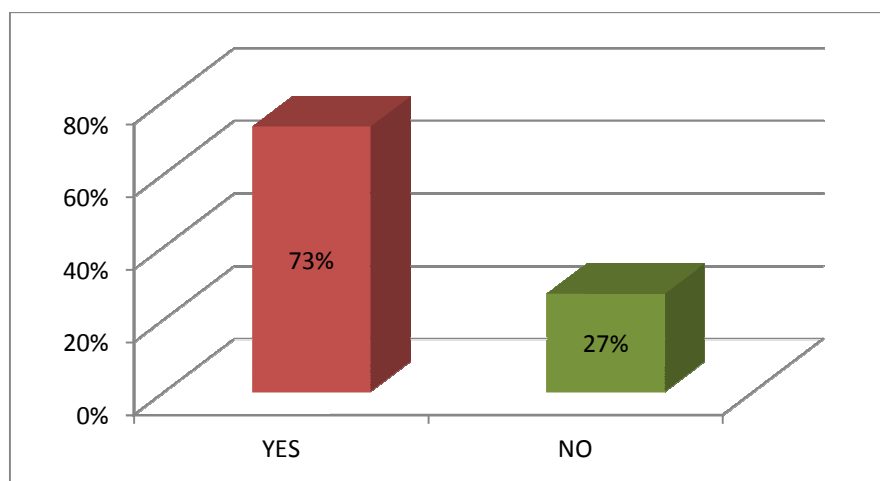
motivated to talk in class because they do not understand this language. These results reveal that the majority of students feel motivated to participate in classroom. Nonetheless, a big amount of the students in two classrooms did not show to be motivated to talk in class according to the class observations which contradicts with the low percentage of the negative results.

Saville (2006) describes two kinds of motivation integrative and instrumental. According to this author, the first one, *integrative motivation* is related to emotional or affective factors. For example: students answered that they want to learn more and think that English is an interesting language, these answers reflect clear examples of this kind of motivation. The second one, *instrumental motivation*, is characterized by the practical value that learners give to it; students answered that English is valuable for their future. This means, that some students have an instrumental motivation.

Harmer (2007) stated that, “The desire to achieve some goal is the bedrock of motivation and, and if it is strong enough, it provokes a decision to act.” Some of the students did not show to be motivated or decided to act or participate while others were integrative and instrumental motivated according to their answers, as mentioned above. In addition, it is important to point out that teachers should motivate his/her students in order to help them to achieve their goals regardless their kind of motivation.

*Do you feel motivated to speak English with your classmates?*

Graph 2



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

This graph represents the data collected in relation with the second question. According to the data collected and analyzed from the questionnaires, seventy-three percent of the students feel motivated to talk English with their classmates because they can understand each other, practice speaking in a low stress environment, and learn better among them. Also, because they can help each other to correct mistakes without fear to be judged or embarrassed. On the other hand, twenty-seven percent of students do not like to talk English with their classmates. Their main reason was that they are shy and feel afraid to speak. Another important aspect that they mentioned in their responses was that they are not understood when they speak. Thus, they prefer not to speak.

These results show that teachers should implement more peer-activities among students because this helps to improve students' speaking, as the graph two shows. In the classroom observations only two of the teachers considered peer-work activities although with very little time to do it (2-3 min).

In the survey carried out by Knell and Chi (2012) they concluded that students with more opportunities for interaction are more willing to communicate, increasing their competence, and reducing their language anxiety.

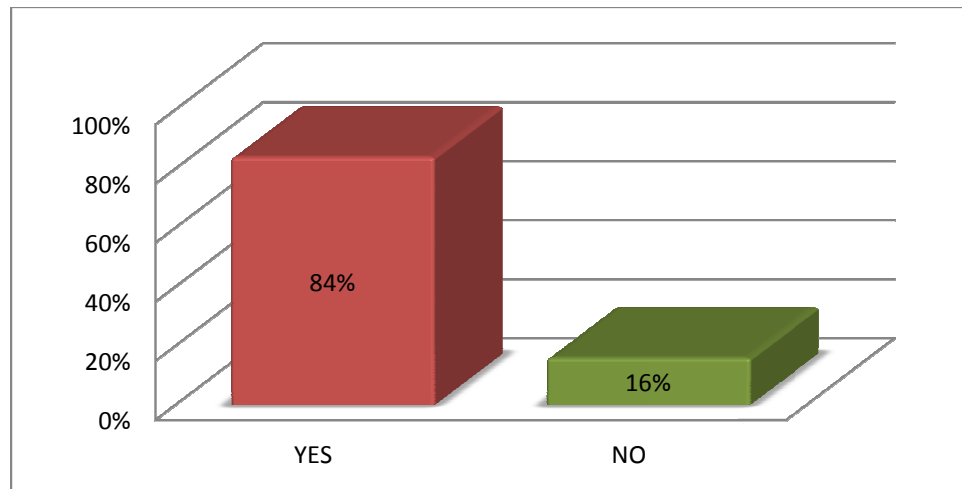
Vaseghi (2012) also concluded that students that participated in group discussion, meetings, and with friends were more willing to communicate.

Another important author that also agrees with this results is Scrivener (1998). He argued that the teachers' principal objective must be to help students to develop speaking abilities through practice in order to improve their fluency, instead of getting correct sentences. To accomplish with this purpose the author mentioned that it is important to enroll as many students as possible into speaking activities. He also recommended some activities that can work well with students. For example: those where students work in pairs, threes, small groups, and all-class activities.

As it can be observed, all these authors concluded that peer and group activities are meaningful to help students improve their speaking. In our country it is possible that teachers avoid this kind of activities because of the number of students or the space in classes, especially in public schools where the number of students can exceed the thirty students. Nonetheless, it will depend on the teachers' creativity and ability to implement these kinds of activities in their classes.

***Do you voluntarily participate in speaking activities during the English class?***

Graph 3



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

Graph three shows the obtained results in relation to whether the participation of the students in speaking classes is voluntary or not. Most of the students agreed (eighty-four percent) that their participation is voluntary and the sixteen-percent of them disagreed. According to the majority of the students' answers, they like to participate because they like English, they want to learn more, the teacher can help them to quell their doubts when they make mistakes, when they know the theme, and to know their weaknesses and strengths. Furthermore, another important answer was that they participate because the participation is graded. On the other hand, many of the students agreed that their participation was not voluntary because they do not like to participate but the teacher asks them to participate, they are afraid of being wrong and being embarrassed, they are shy, they do not understand, they do not know what to say, and there are not activities which can be practiced by them.

Through the three class observations, it was noticed that students were motivated to participate, which encouraged them to participate voluntarily. The phrase more used by

these teachers was “you have to talk, no matter if you make mistakes”. The results in graph three correlate directly with the students’ positive attitude to participate in classes.

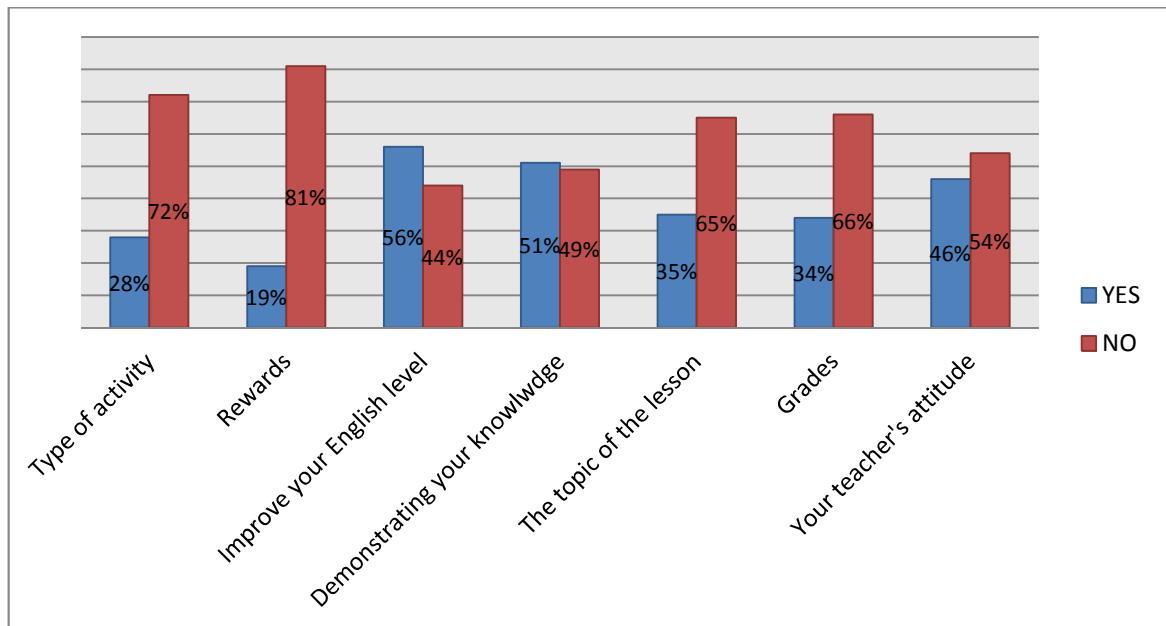
Harmer (2007) states, “The desire to achieve some goal is the bedrock of motivation and, and if it is strong enough, it provokes a decision to act.” In this case the students’ desire to participate voluntarily was their desire to learn, encouraged by their teachers. Another relevant factor that made students participate was the topic. In classrooms where the topic was familiar for them they participated more. Grading, was another factor that made them to participate; however, it was not a voluntary participation.

In other important research Padial and Tapia (2007) concluded that “rapport” that teacher and students maintain encourage students to participate actively. These authors also found that the fear to fail, shyness, and embarrassment were the constraints that avoid participation. This study also revealed that these factors were some of the objections that minimize students’ participation. For these reasons it is important that teachers motivate their student in class in order to encourage them to participate voluntarily.

***Which of the following aspects motivate you to participate in speaking activities?***

This question includes seven factors with the purpose of identify the most important of them to analyze what makes students to participate in the class’ activities.

Graph 4



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The first factor considered for this question was “type of activity”. Twenty-eight percent of the students agreed that this factor is what motivates them to participate. While the seventy-two percent that represent the majority of the students disagreed. In the observations, the types of activities carried out in class by the teachers were in some cases not attractive for their students. In some cases, teachers just followed the book activities or explained grammar structures. Nonetheless, one of the five teachers had prepared the class very well. The teacher elaborated different supplementary materials such as posters, drawing and a recording which were used in different activities to motivate students’ participation.

Harmer (2007) argued that teachers should choose interesting and appropriate activities that engage students and incite their participation. This affirmation was confirmed

with the active students' participation in the class where the teacher prepared supplementary materials.

The second factor considered for this question was "rewards". In this question the majority of the students that represent the eighty-one percent disagreed with this factor while nineteen percent agreed. According to students' answers rewards are not a factor that enhance their motivation to participate. In some pages below the students' answers showed that "grade" was considered as incentive that motivated students to participate. In the classroom observations there were not any kind of material-incentives used by teachers. However, there were verbal incentives like: "well done", "congratulation", "good job", and "very good".

The third factor considered for this question was "improve your English level". The fifty-six percent of the students agreed that they want to learn more. That is, they want to improve their knowledge because they think that English is valuable for their future according to their responses. On the other hand, forty-four percent disagree, for them improve their level is not a motivational factor that encourages their speaking in class.

The fourth factor considered for this question was "demonstrating your knowledge". Show their knowledge is an important aspect for students. According to their responses fifty-one percent agreed that this is an important factor to participate. However, the forty-nine percent of them answered that show their knowledge is not a good reason to participate in classrooms activities. One of the students answers was that she does not like to talk in class activities because she does not want that they classmates think that she is smug. This means that, the classmates' points of view can influence in the peers' participation too.

The fifth factor considered for this question was "the topic of the lesson". The graph shows that the sixty-five percent disagreed, this represents almost the three-quarters



of the whole students. In contrast, only the thirty-five percent agreed that the topic represents a factor to participate in class. This graphic shows interesting results contrary to the answers that students manifested in the graph three, where they answered that the topic was one of the factors that made them participate voluntarily. In the classrooms observations students participated more with certain topics like daily life routine (simple present) or simple present questions. Perhaps these activities had a positive effect because the topic was familiar for them.

The sixth factor considered for this question was “grades”. Graph nine shows that thirty-four percent of the students agreed. For them “grades” are important because they think that if they participate more they may get a better grade. This was observed in one of the classes in which students participated because their participation was graded. On the other hand, sixty-six percent of the students answered that grades are not a good factor to motivate their participation. During the class observation, it was noticed that students were distracted in other activities while the teacher graded their peers. Showing that grading is not an important motivational factor except when the task is graded.

The last factor considered for this question was “your teachers’ attitude”, the following results were obtained. Forty-six percent of the students agreed and fifty-four percent disagreed. During the class observations, it was noticed that teachers that showed a positive and enthusiastic attitude make students to participate more in their classes; opposite to the ones that maintained the traditional method where the teacher talks and explains and students just listen to what is said.

Dörnyei and Ushioda (2013) state that “...teacher’ behaviour is a powerful motivational tool”; sometimes students tend to see their teacher as a role model influencing them positive or negatively. For example, maintaining a good “rapport” is easy for a motivated teacher, this could help him/her to engage students positively at any activity. In

the study carried out by Padial and Tapia (2007) they also concluded that teachers play a meaningful role in the acquisition of L2. They argued that if the teacher has a good rapport with his/her students this encouraged them to actively participate.

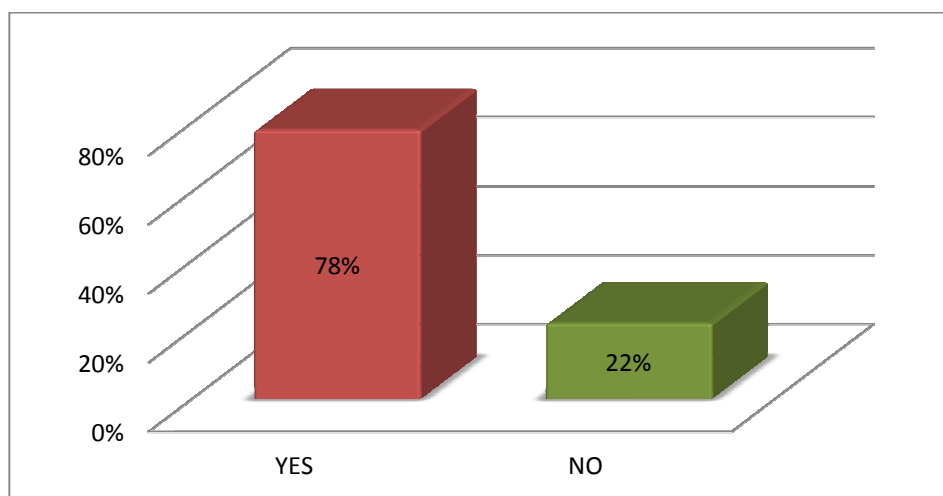
According to these results, students chose the following factors as the most relevant to motivate their participation in classes: improve their level, demonstrate their knowledge, and the teachers' attitude. On the other hand, the factors that less motivate them were: type of activity, rewards, and grading.

Generalizing, these results show that whether a student is intrinsically or extrinsically motivated he/she has more opportunities to learn easily. After all, if you like something you feel happy learning more and more.

**How does proficiency level influence student's willingness to orally communicate?**

*Do you think that your English proficiency level influences your participation in speaking activities?*

Graph 5



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The results in this graph show that the seventy-eight percent of the students agreed with this question which represents the three-quarters of the total score. According to these results the majority of the students think that the level of English is very important for their participation in classes. Some of the students' answers were: proficiency level encourages you to learn to improve yourself, if you proficiency level is high you can participate and practice, it helps you to participate and get good grades. On the other hand, twenty-two percent of the students disagreed, for them, this factor is not so important, the most common answer among them was: you can participate, it does not matter if you make mistakes.

In the observations, the largest percentage of the students that participated were those that showed more knowledge while others sat quietly in their seats. Toni (2012) and Kenell and Chi (2012) in their researches investigated "the degree of correlation between motivation and speaking proficiency" the first author found that the level of motivation is correlated positively with the students' performance in speaking. The second authors also

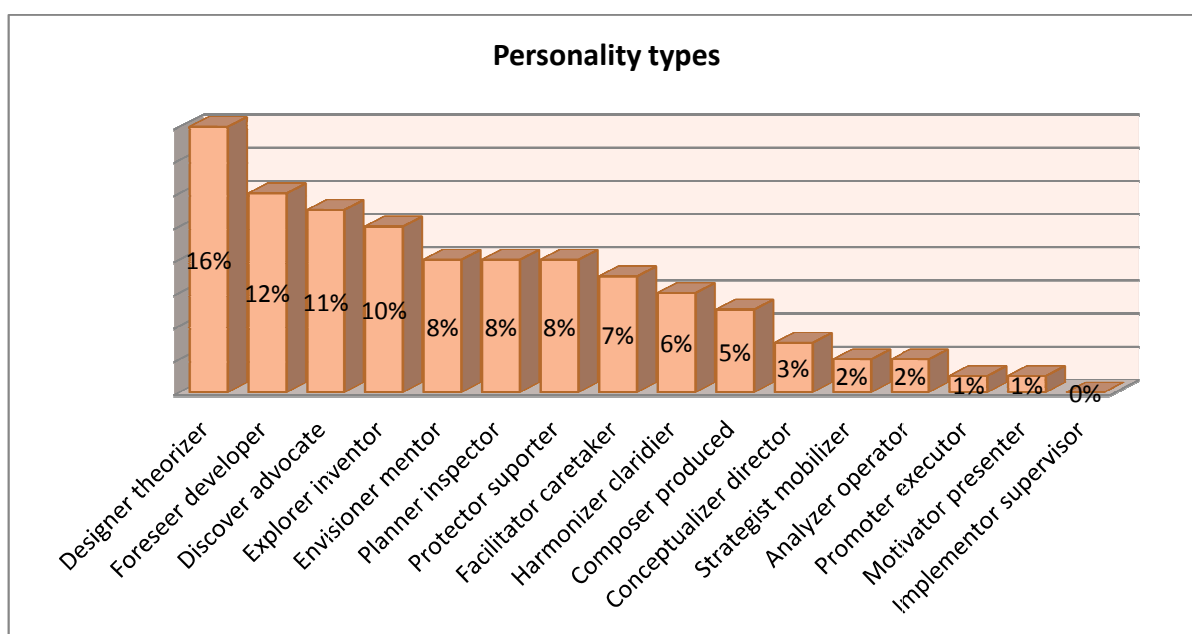
corroborated this result. They found that willingness and the perceived proficiency level are correlated positively with communicative competence.

Through this study, it was concluded that the proficiency level affects students' communicative competence. Learners who participated in classes had a high perception of their knowledge which encouraged them to actively participate in oral activities.

### **How does personality influence students' willingness to orally communicate?**

*What type of personality do you have? Mark just one option.*

Graph 6



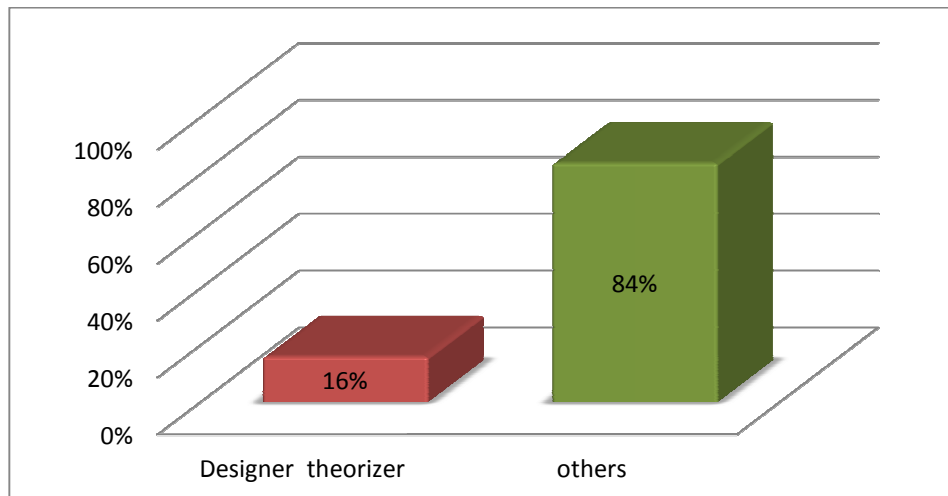
Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

According to Keirsey and Bates (1984) there are sixteen types of personality, each one of them with specific characteristics that make each type of person special. Graph six describes the general percentage of students identifying each type of personality according to the students' answers in the questionnaires. Sixteen percent are designer theorizer; twelve percent of the students are foreseeer developer; eleven percent are discover advocate;

ten percent are explorer inventor; eight percent envisioner mentor, planer inspector, and protector supporter; seven percent facilitator caretaker; six percent harmonizer clarified; five percent composer producer; three percent conceptualizer director; two percent strategist mobilizer and analyzer operator respectively; one percent are promoter executor and motivator presenter respectively; zero percent implementor supervisor. The highest percentage is represented by the designer theorizer (sixteen percent) followed by the foreseer developer (twelve percent), discover advocate (eleven percent), and the explorer inventors (ten percent). On the other hand, the lower percentage was represented by implementor supervisor with (zero percent) followed by the promoter executor (one percent), motivator presenter (one percent), strategist mobilizer (two percent), analyzer operator (two percent), and conceptualizer director (three percent). Now a description, of each one of them is going to be done. Unfortunately, this could not be confirmed in the observation because of the lack of time. Forty-five minutes per class to analyze the personality of a group of people is not enough, and even more complicated if it is considered that in the classes were more than thirty-five students.

Graph 7: Designer theorizer



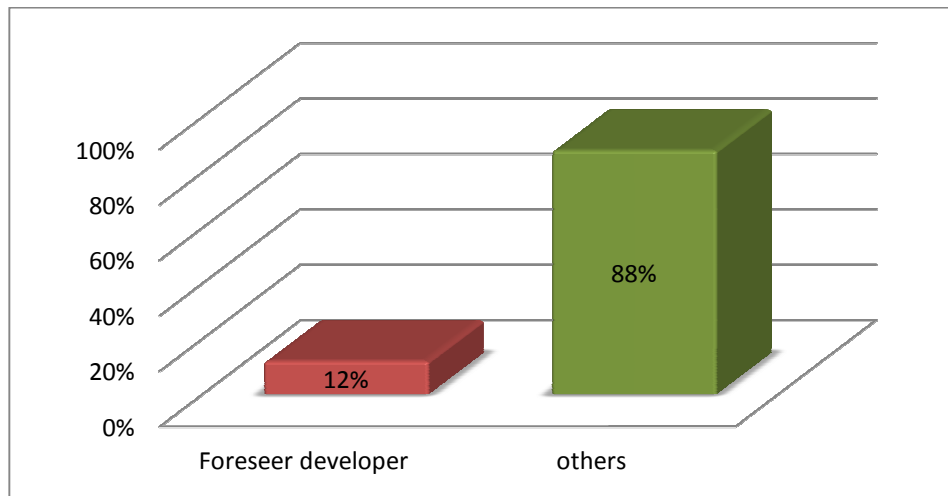
Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The results showed that the sixteen percent of the students that participated in this research were *designer theorizer*, they represent the highest percent of all types. While the eighty-four percent represents the different personality types. They have the ability of concentration. However, they are not good when trying to manifest their emotions orally (Keirseey and Bates, 1984).

The main problem that students with this personality have to face would be their shyness and their problem manifesting their emotions. Nonetheless, teachers can take advantage of their greatest precision in thoughts and language and of course their ability of concentration to improve their learning.

Graph 8: Foreseer developer

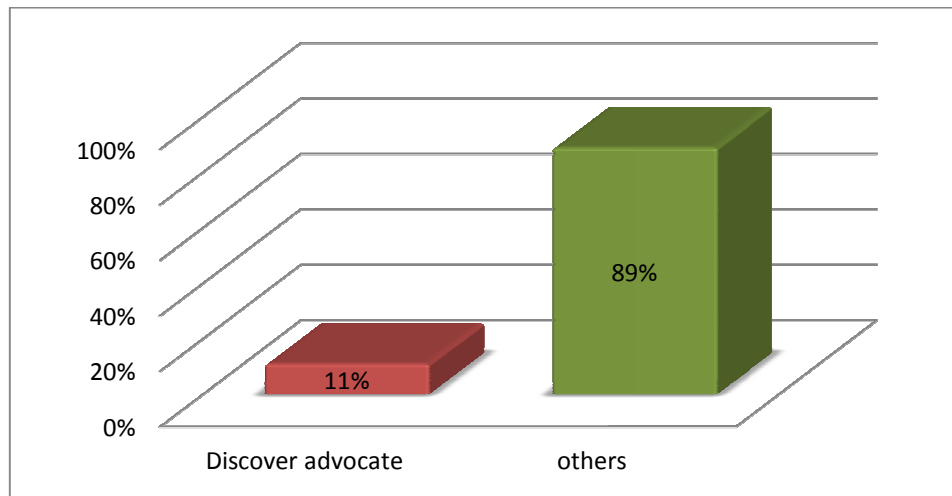


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

Another personality type that reached one of the highest percentages was *foreseer developer*. The results showed that twelve percent of the learners that participated in this research were *foreseer developer* while the eighty-eight percent represents the different personality types. According to Keirsey and Bates (1984) this kind of people feels pleasure with academic activities. However, despite the fact that they are “great students” teachers have to take into account that they are reserved people. The activities that can work well with them could be peer- work or group-work where they choose their partners, because they feel confident with close people.

Graph 9: Discover advocate



Author: Paucar Mariana

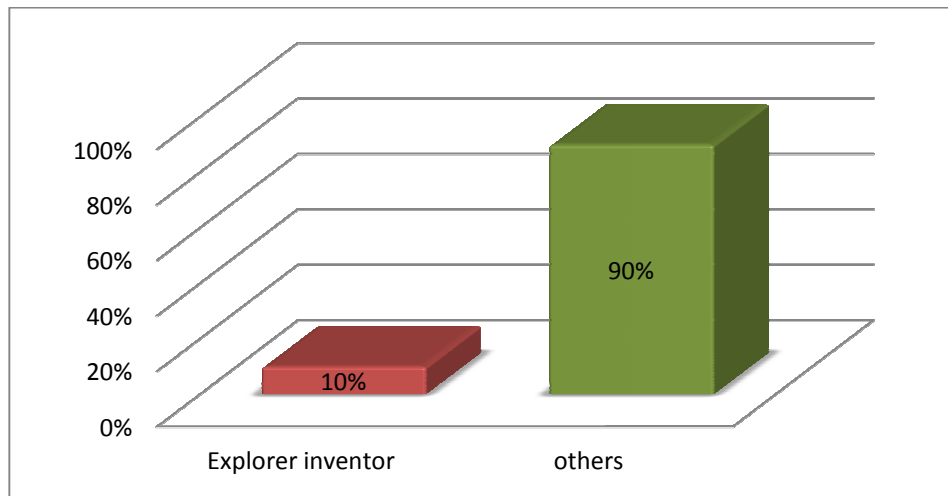
Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The next type of personality reached the third place of the highest percentages. This means that eleven percent of the learners that participated in this research were *discover advocate* while the eighty-nine percent represents the different personality types. Students with this personality, enjoy activities that require a process to construct something. Also, with their enthusiasm and creativity they are able to do whatever that draws their attention (Keirsey and Bates, 1984).

With these students, it is important that the teacher prepares activities that catch their attention, others apart from the book, which can be easily found on the Internet or that can be teacher' own creation. In addition, they can work well in group activities.



Graph 10: Explorer Inventor



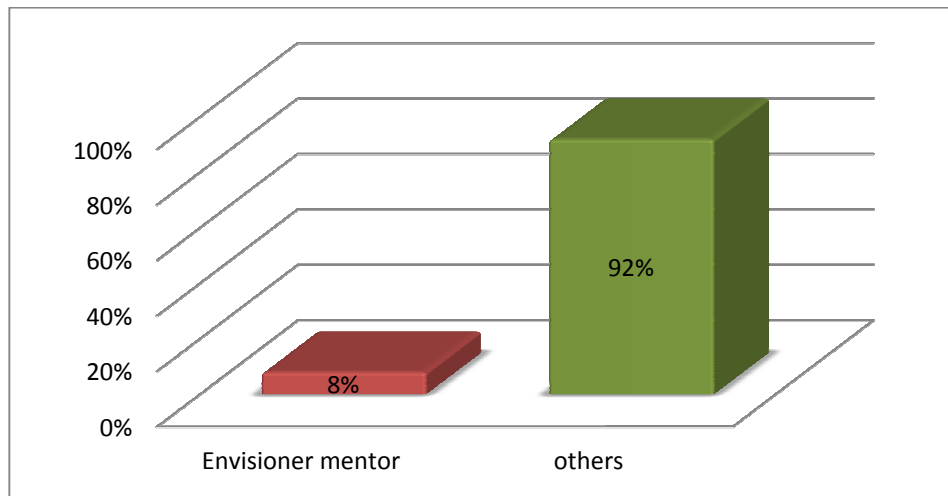
Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

Graph ten shows that *explorer inventor* reached the ten percentage of the general score. This means that ten percent of the learners that participated in this research were explorer inventor, while the ninety percent represents the different personality types. According to Keirsey and Bates (1984) students with this personality count on their sagacity to resolve problems. They can be successful in jobs that are not monotonous. Otherwise, they could become restless.

These students like the others students that got a high score (designer theorizer, foreseer developer, and discover advocate) are correlated by the activity type. They prefer activities that are interesting, that engage their attention, and elicit their participation. Activities that are ambiguous reduce their participation, potentially causing boredom.

Graph 11: Envisioner mentor

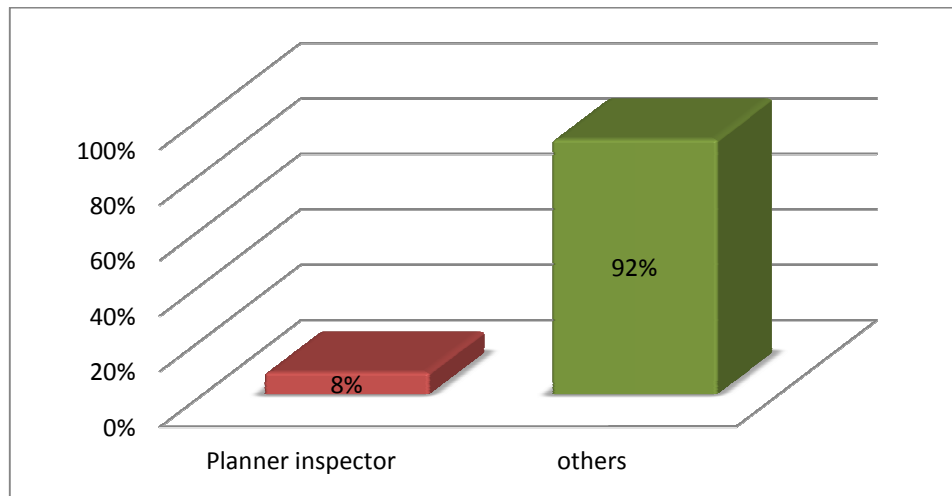


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph eleven shows the total score that *envisioner mentors* reached. That is to say, they obtained eight percent of the total score. This means that eight percent of the learners that participated in this research were envisioner mentors. While the ninety-two percent represents the different personality types. According to Keirsey and Bates (1984) these people have likeable personality, are very indulgent to others, has an extraordinary facility with language, and prefer the face-to-face communication.

Graph 12: Planner inspector

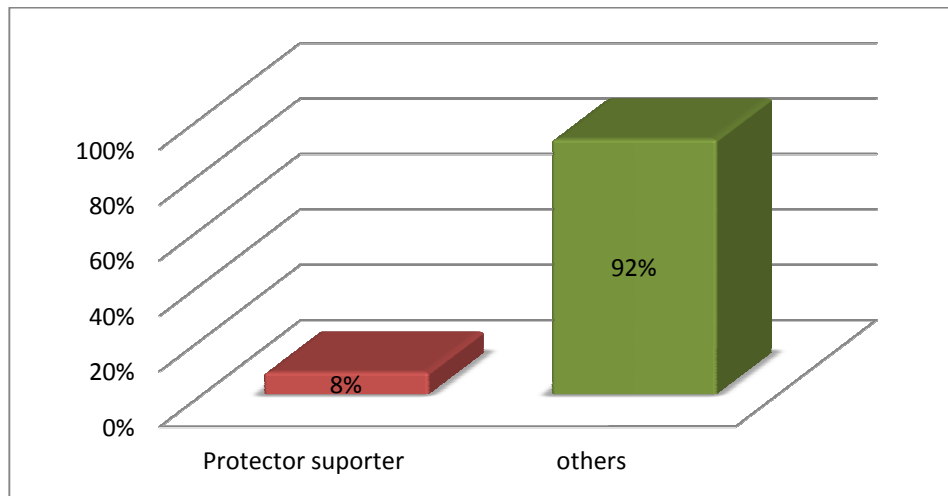


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

*Planner inspector* obtained eight percent as well as *envisioner mentor* according to students' questionnaires. This means that eight percent of the learners that participated in this research were planner inspector. While the ninety-two percent represents the different personality types. Planner inspector belongs to the group of introverted people. This type of people is characterized at home or at work by being calm, serious-minded, persistent, and reliable. They like to participate in festivities. However, they are not ostentatious (Keirsey and Bates, 1984).

Graph 13: Protector supporter

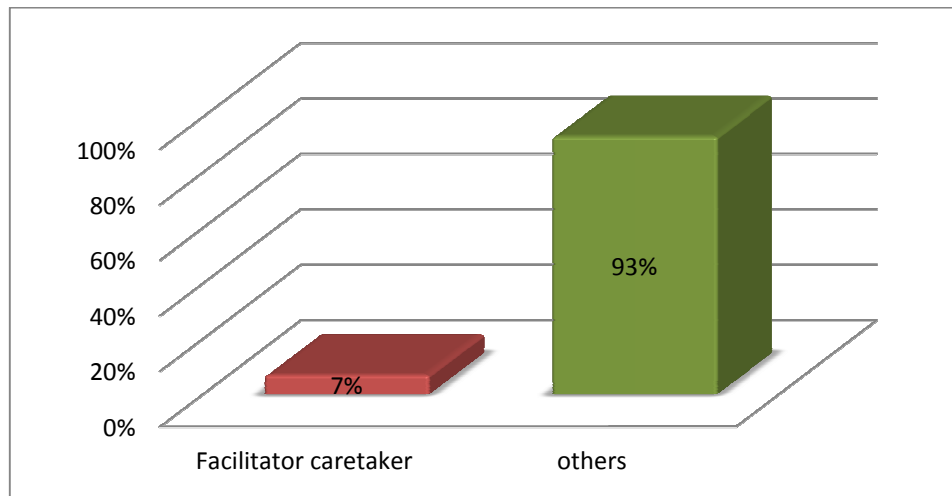


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph shows that the obtained result in relation to *protector supporter* – *ISFJ* was eight percent just as the previous two types. This means that other eight percent of the learners that participated in this research were protector supporter. While the ninety-two percent represents the different personality types. According to Keirsey and Bates (1984) they are people that enjoy helping others. They detest the waste or misuse of resources and are aware of the value of the things. They prefer calm friends over noisy ones.

Graph 14: Facilitator caretaker

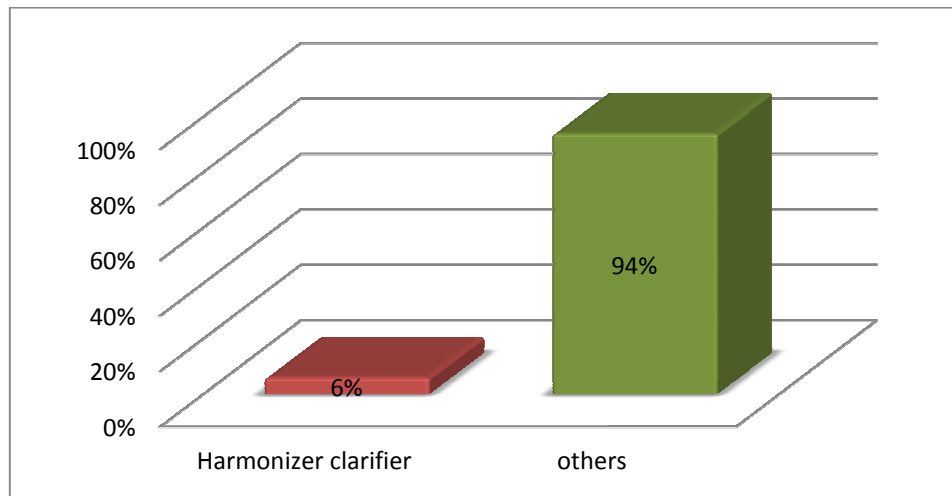


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph below shows that *facilitator caretaker/ ESFJ* obtained seven percentage of the total score. This means that only seven percent of the learners that participated in this research were facilitator caretaker. While the ninety-three percent represents the different personality types. According to Keirsey and Bates (1984) they are extroverted, sociable, and the friendliest of all types. They are people that “need to be needed, loved and appreciated”; when they are isolated they can become unquiet.

Graph 15: Harmonizer clarifier

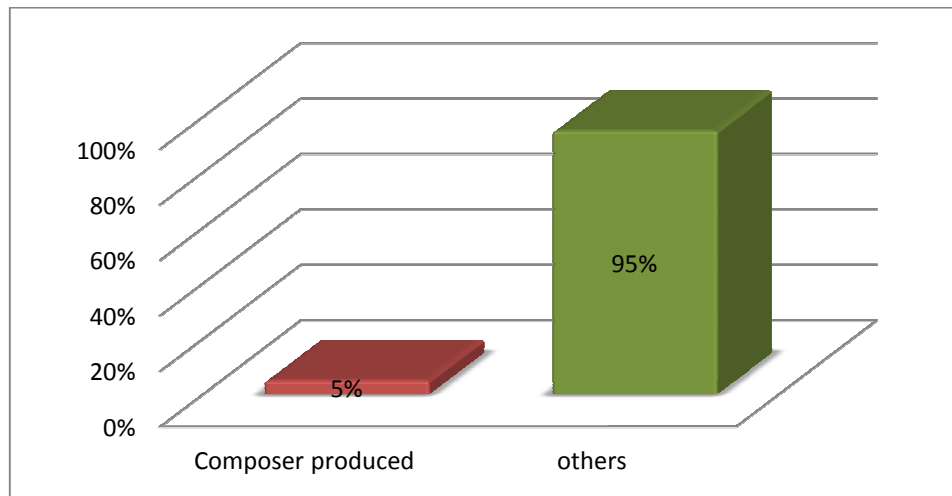


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph shows the general percentage that obtained *harmonizer clarifier- INFP*. That is, the six percent of the total score were harmonizer clarifier while the ninety-four percent represents the different personality types. According to Keirsey and Bates (1984) they are introverted, idealistic, quiet, uncommunicative, and also could be judged as shy people. However, they are able to relate well with others.

Graph 16: Composer producer

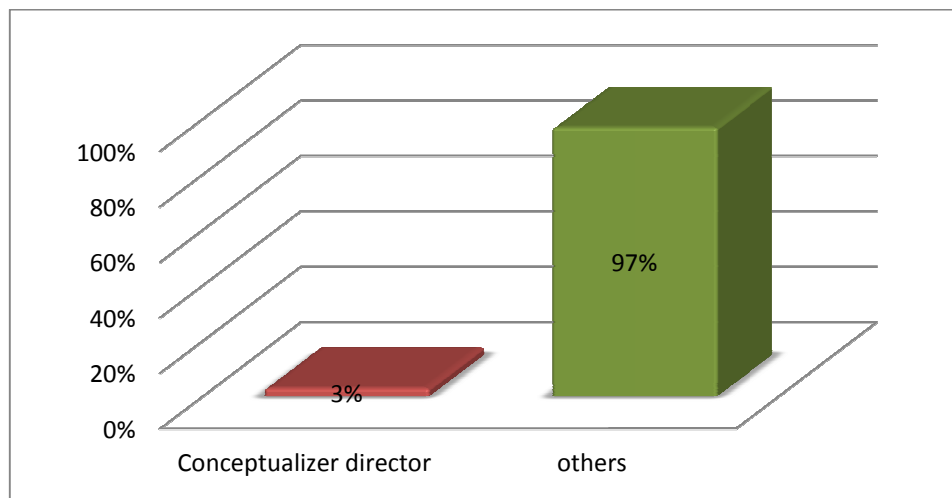


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph below shows the total percentage of the students that has the *composer produced* personality. According to the obtained results five percent of the sample were composer producer while the ninety-five percent represents the different personality types. This kind of people expresses their personality through action rather than directly through speech. Others can see them as reserved and private people and their low interest in speaking, writing or conversation can affect their language and also their interpersonal relations. However, if they have the option of choose their activities and are rewarded for doing tasks, this makes them productive and happy (Keirseey and Bates, 1984).

Graph 17: Conceptualizer director



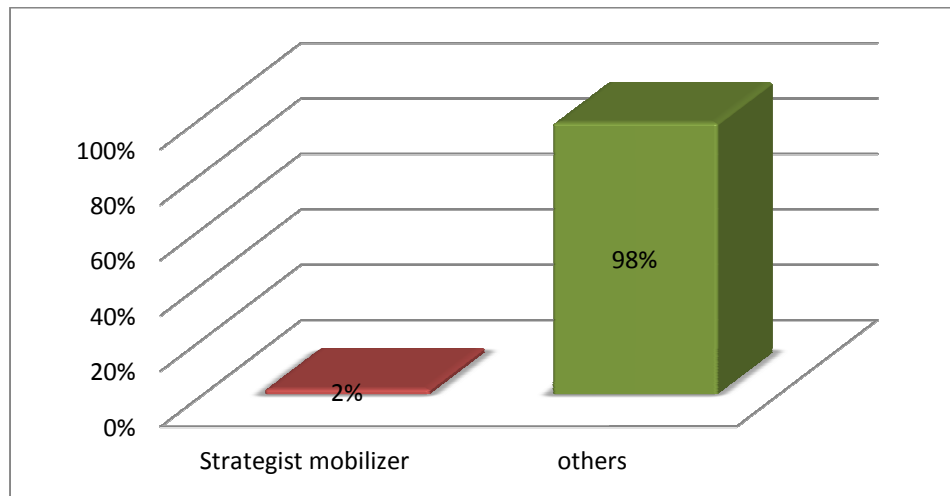
Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

Conceptualizer director according to the results showed in the graph obtained three percent of the total score while the ninety-seven percent represents the different personality types. The self-confidence that they possess is the strongest of all types. Challenges are exciting for them especially those that require imagination. They are exigent and hard to please. They do not enjoy interacting with others except with a chosen few. Nevertheless, they are better in working situations (Keirsey and Bates, 1984).



Graph 18: strategist mobilizer

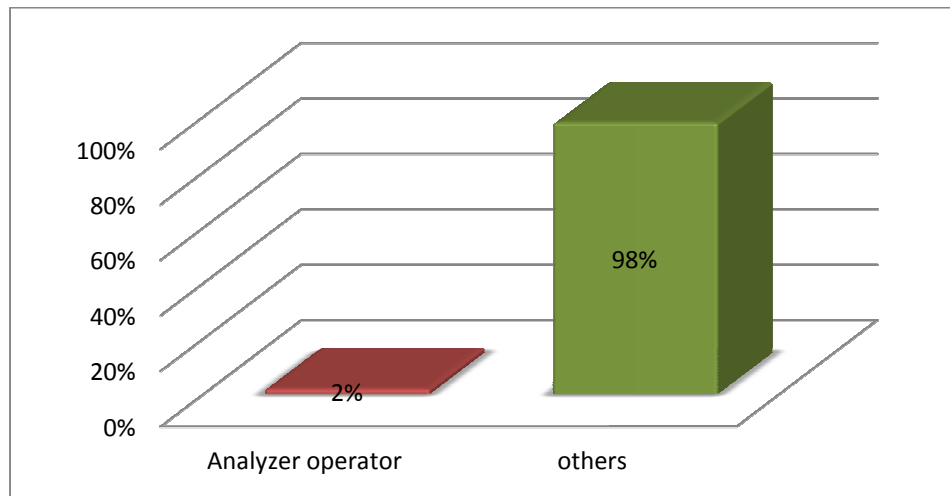


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph above shows the results that *strategist mobilizer* obtained in this research. Two percent of the total score were strategist mobilizer while the ninety-eight percent represents the different personality types. They have an extroverted thinking and tend to think objectively. They can follow fixed processes but they could abandon them if the objective does not meet their expectations. The jobs that require responsibility are the most attractive for them. (Keirsey and Bates, 1984).

Graph 19: Analyzer operator

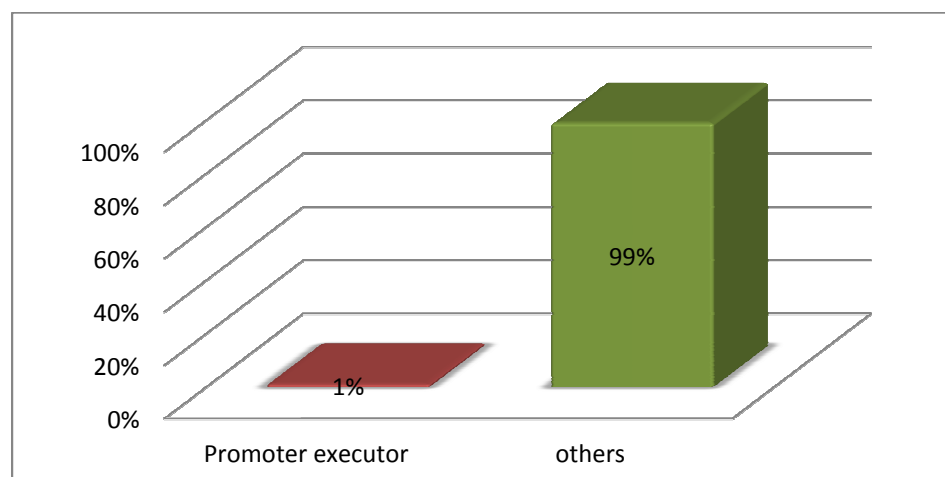


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

This type *analyzer operator* obtained two percent of the total score while the ninety-eight percent represents the different personality types. According to Keirsey and Bates (1984) they are loyal, fearless, risking, and introverted persons. They are skillful with any kind of tools. However, the clerical, interpretative and "science" curricula are the less important activities in their life.

Graph 20: Promoter executor

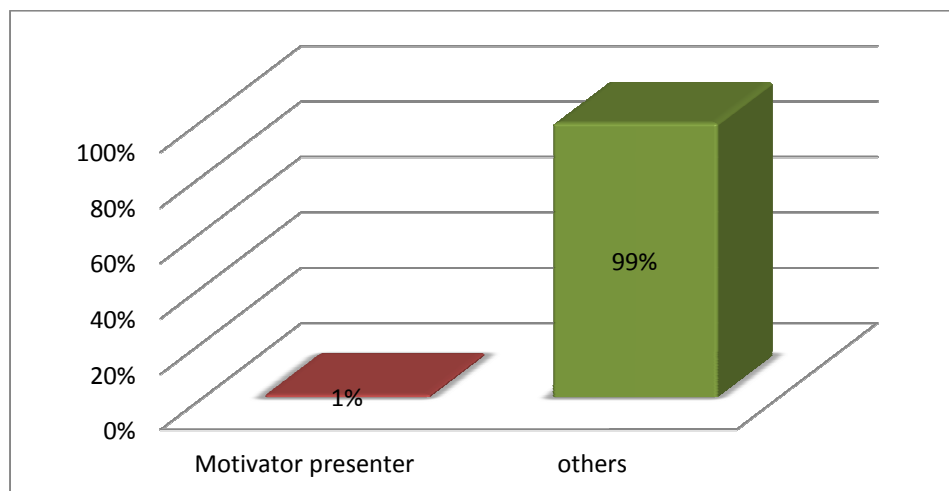


Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

This graph shows that only one percent of the learners that participated in this research were promoter executor while the ninety-nine percent of learners represents the different personality types. According to Keirsey and Bates (1984) promoter executor are people of action, their life is never boring. They can make the ordinary routines seem exciting and enjoy working at the extreme of disaster.

Graph 21: Motivator presenter



Author: Paucar Mariana

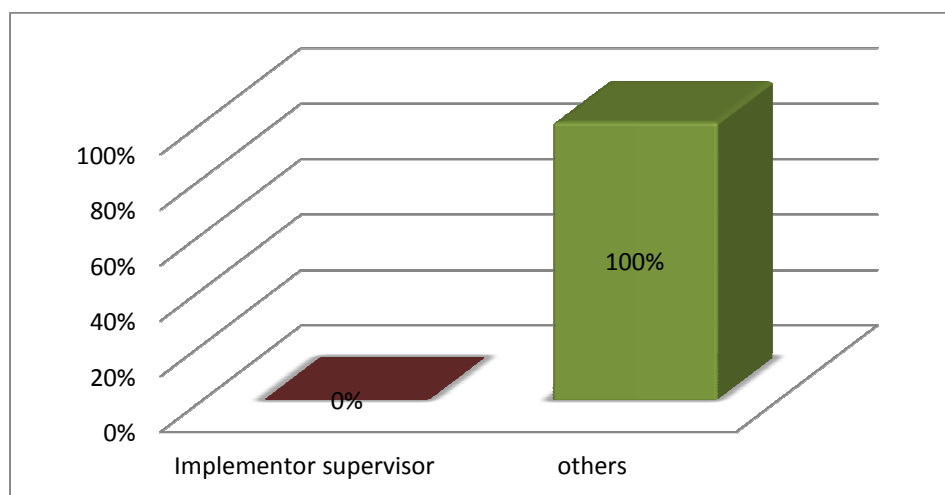
Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph shows that only one percent of the participants had this personality type while the ninety-nine percent of learners represents the different personality types.

They are the most generous and nicest people of all the types. Nonetheless, they can be impulsive and are the least tolerant of all the types. Tasks where they have to work alone should be avoided because they prefer the contact with people. Scholastic pursuit is not

important for them, they only acquire knowledge by the utility it could provide them (Keirsey and Bates, 1984).

Graph 22: Implementor supervisor



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

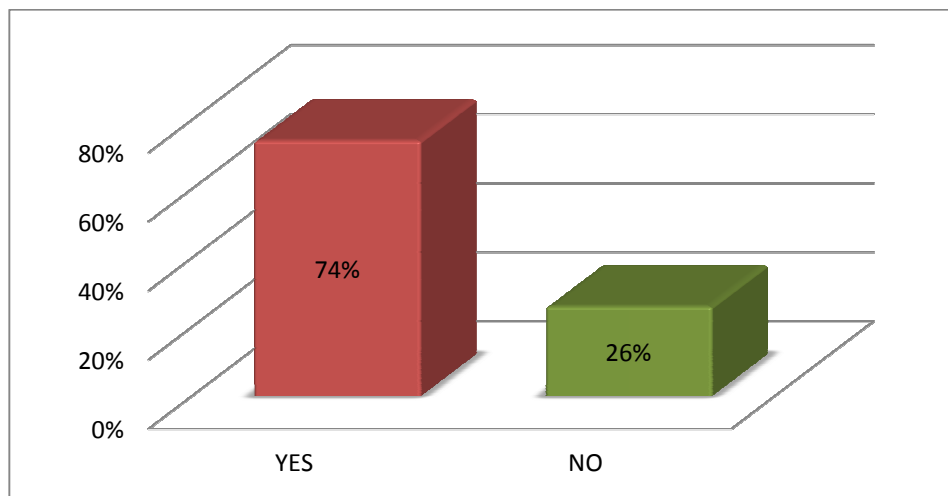
Among the group of personalities that got the lowest percentage *implementor supervisor* obtained zero percent. According to this result nobody of the students that participated in this research had this personality type.

Through the class observations it was impossible to identify the type of personality of the students because with only one class observation per grade to analyze more than thirty-five students hasty results could show incorrect perceptions affecting this research. Taking into account that many issues could affect students in that moment: students were tired, sick, decentralized, or could have other kind of problems or ideas in their brains which cannot be observed by the researcher and that could show other results. Thus, it can only be said that the students that participated more in classes were those who showed to be more extroverted. That is, those who did not show fear or shyness to participate.

In the study carried out by Tomoko, Zenuk, and Kasuaki (2004) they concluded that students that initiate communication in class were those who participated in different interpersonal situations.

***The students' type of personality influences their participation in the speaking activities.***

Graph 23



Author: Paucar Mariana

Source: students from 8th and 9th of basic and 1st, 2nd, and 3rd of high school

The graph twenty-eight describes how personality influences students' participation in class. According to the obtained results, seventy-four percent of the students agree. They think that personality can affect their participation, some of the most common answers among them were: yes, because "I am more outgoing", "I speak more and learn more"; "if you are shy you do not practice"; "I ask when I do not know something without fear"; "when you have a good personality, you do not feel afraid to talk"; "the personality you have helps you to learn more".

In the class observations, students that participated more were those who appeared to be more extroverted. That is, students who did not show fear even when they made mistakes.

According to Keirsey and Bates (1984) there are some types of people that tend to be talkative and extroverted with an extraordinary facility for language, for example: envisioner mentor, explorer inventor, and motivator presenter to mention some of them. For them communication is easier. On the other hand, twenty-six percent of the students disagreed; they think that personality does not affect their participation, some of the most common answers among them were: personality does not affect participation because when “I know something I share it”. “No, because only those who want to talk do”. “No, I am quiet but it is because I pay attention to learn”.

Keirsey and Bates (1984) stated that some types of people that tend to be uncommunicative are shy or prefer to communicate in a different way, for example: foreseer developer, harmonizer clarifier, designer theorizer, and others.

Through the class observations many students preferred to keep silent. Some were afraid to make mistakes and others seemed shy. Unfortunately the amount of time was not enough to clarify some doubts with respect to students' personality.

## **Conclusions**

- Many students in English classes feel unwilling to participate in speaking activities because teachers do not motivate them before, during, or after the class appropriately. They do not consider some simple but important activities to break the ice in the class like “warm up” or “closure” activities.
- Motivated students learn easier than those who are not, the amount of motivation that students receive in class by the teacher and classmates or outside by their parents or others is very important to encourage their participation in classes independently of their final purpose which can be educational, economic, or affective.
- Students who participate in classes have a high perception of their knowledge which encourage them to take part actively in oral activities and predispose them to learn in a more relaxed way than those who perceive their proficiency level as deficient or poor.
- Motivated teachers influence students’ participation; when they show or convey motivation, enthusiasm, and happiness, students feel encouraged to actively participate in classroom activities. Helping them to improve their language communication in a friendly atmosphere.
- Teachers who do not consider personality types and learning styles of their students tend to limit the amount of acquisition of language of their students since they cannot be treated as a whole because they are different and learn in a different way.
- Students that consider that their extroverted personality helps them to learn, are more willing to take part in class and do not feel afraid of making mistakes; they have an advantage over those who consider that their introverted personality inhibit them to participate due to the nature of his/her personality.

## Recommendations

- Teachers should implement in their lesson plans activities that motivate students to participate before and during the class, these activities can be easily found on the Internet or can be created by themselves.
- The activities that students are required to do in class should contain an appropriate level of challenge in accordance to students proficiency level in order to maintain learners' interests and avoid them being discouraged.
- Teachers should take into account the personalities of their learners when choosing or designing activities that satisfy each of their individual needs and help them to learn.



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## Annexes



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### OPEN AND DISTANCE MODALITY

#### ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion on how motivation, proficiency level, and personality influence on the use of the English language in speaking activities.*

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

**Informative data:** Please fill in the information below

Name of institution :			
Type of institution:	Public ( )		Private ( )
Year:	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
City:			

**Instructions:** mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you feel motivated to speak English in class?

YES

NO

Why?

2. Do you feel motivated to speak English with your classmates?

YES

NO

Why?

3. Do you voluntarily participate in speaking activities during the English class?

YES

NO

Why?

4. Which of the following aspects do motivate you to participate in speaking activities?

Type of activity	( )
Rewards	( )
Improving your English level	( )
Demonstrating your knowledge	( )
The topic of the lesson	( )
Grades	( )
Your teachers' attitude	( )

5. Do you think that your English proficiency level influences your participation in speaking activities?

YES

NO

Why?

6. What type of personality do you have? Mark just one option.

1	<b>Foreseer developer:</b> they overcome their differences and get along with others. They are also practical when solving problems.	( )
2	<b>Harmonizer clarifier:</b> They discover mysteries and have ways to know what is plausible.	( )
3	<b>Envisioner mentor:</b> they are communicative people and share values. They are also intuitive and enjoy creative processes.	( )
4	<b>Discoverer advocate:</b> they explore perceptions and respond to them through a creative process.	( )
5	<b>Conceptualizer director:</b> they imagine reasons behind things that happen. They are also independent and it is difficult for them to interact with others.	( )
6	<b>Designer theorizer:</b> they are talented at designing and redesigning. They activate their imagination, discover, and reflect on the thought process.	( )
7	<b>Strategist mobilizer:</b> they are leaders and organize resources to achieve progress. They properly manage time and resources.	( )

8	<b>Explorer inventor:</b> they are creative and clever. They try to be diplomatic.	( )
9	<b>Planner inspector:</b> they make plans and take the responsibility. They cultivate good qualities and do the right things.	( )
10	<b>Protector supporter:</b> they realize what is necessary and valuable. They are very good at listening to people and remembering things. They feel anxious when people ignore the rules or do not have good relationships with others.	( )
11	<b>Implementor supervisor:</b> they are talented at bringing in chaotic situations. They self-educate and have a working attitude.	( )
12	<b>Facilitator caretaker:</b> they accept and help others, recognize the success of others and remember what is important.	( )
13	<b>Analyzer operator:</b> they actively solve problems and need to be independent. They act intuitively	( )
14	<b>Composer producer:</b> they take advantage of opportunities. They are creative problem solvers and have their own personal style.	( )
15	<b>Promoter executor:</b> they are talented at negotiating they like to act as counselors and take care of their family and friends. They feel disappointed in disrespectful people.	( )
16	<b>Motivator presenter:</b> they are talented at presenting things in a useful way. They Respect freedom and take risks. Sometimes, they misinterpret the intentions of others.	( )

7. Do you think that your personality influence your participation in speaking activities?

YES

NO

Why?



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLÉS**

**Observation sheet**

<b>INSTITUTION:</b>	
<b>DATE:</b>	
<b>GRADE:</b>	

1. The students actively participate in speaking activities in the English classroom.

YES

NO

Why?

2. The students like to talk in English with their classmates.

YES

NO

Why?

3. The students are self-motivated to participate in speaking activities.

YES

NO

Why?

4. ¿Which of the following aspects motivate the students to participate in speaking activities?

Grades	( )
Rewards	( )
Improve their English	( )
To impress the class with their knowledge	( )
The topic	( )
Type of activity	( )
Teacher's attitude	( )

¿Why?

5. Which types of speaking activities do teachers use in the classroom?

- 
- 
- 
- 
- 
- 
- 

6. The students' knowledge of the language influences on their participation in speaking activities.

YES  
Why?

NO

7. The students' type of personality influences their participation in the speaking activities.

YES  
Why?

NO