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MENCIÓN INGLÉS**

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

**TRABAJO DE TITULACIÓN**

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## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Doctora

Maria Olivia Arias Córdova

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: “Student’s perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools”, realizado por: Nugra Cueva Paola Estefanía, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero del 2015

F:.....

## **DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS**

“Yo, Nugra Cueva Paola Estefanía, declaro ser autora del presente trabajo de titulación: “Student’s perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools”, de la Titulación de Licenciado en Ciencias de la Educación mención Inglés, siendo la Dra. María Arias Córdova, 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 certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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## **Dedication**

The present research project is dedicated to God, who is my daily inspiration, and to my parents who are the main motivation to fulfill my career, for their unconditional support on all my way to be here; also to those who have helped me to develop this study giving me their time and companion during this process.

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## **Abstract**

The study focuses on determining what are the factors that motivate student's participation in the activities of "speaking" in English classes, and to determine the relationship between the personality of the students and their desire to communicate in English as a foreign language.

The sample for this study was obtained from different levels at a private high school located in the city of Loja. The population consisted of a sample of 100 students, and 5 different English Teachers. The students were from 12 to 17 years old. The population was obtained through random sampling. The instruments to collect information were students' questionnaires, and observation sheets.

This study was conducted using a mixed method approach, both quantitative and qualitative processes. The qualitative method was applied to gather the information and for the narrative data in all of the process. The quantitative method was used for the numerical data.

The main results of this research show that the students' personalities, teachers' attitudes, the methods and activities used in the classrooms have an influence on the students' desire to learn English as a foreign language.

Key words: factors, EFL classrooms, oral communication, Ecuadorian high schools.

## **Resumen**

El presente estudio está enfocado a determinar cuales son los factores que motivan a los estudiantes en la participación en las actividades de “speaking” en las clases de Inglés, y también la relación existente entre la personalidad de los estudiantes y sus deseos de comunicarse en otro idioma.

La investigación se realizó tomando una muestra de cien estudiantes y cinco diferentes profesores de Inglés de un Colegio Particular, ubicado en la ciudad de Loja, Ecuador. Los estudiantes fueron de 12 a 17 años de edad. La población fue obtenida por un muestreo aleatorio. Los instrumentos empleados fueron cuestionarios y fichas de observación.

En este estudio se usó el método cuantitativo y cualitativo. El método Cualitativo fue aplicado para recopilar información y para los datos narrativos en todo el proceso. El método de Cuantitativo fue usado para los datos numéricos.

El principal resultado de ésta investigación demuestra que la personalidad de los estudiantes, las actitudes de los profesores las actividades y los métodos usados en las clases tienen influencia en el deseo de los Estudiantes para aprender Inglés.

Palabras claves: factores, aulas de Inglés, comunicación oral, colegios Ecuatorianos.

## **Introduction**

It is important to give emphasis on the fact that English is known as the first and most spoken language around the world, and that reflects on the importance that nowadays people are giving to learn it. In this time, learning English has become a necessity in order to give people opportunities like to travel, make business, study abroad, etc.

The present study is about the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom and has been conducted in order to find out serious responses to the following questions: How does motivation influence students' willingness to orally communicate?, How does proficiency level influence students' willingness to orally communicate? and how does personality influence willingness to orally communicate?

There are not many researches made on this topic, specifically about Ecuadorian high school students. It is important to develop the current research in order to determine whether they feel motivated to speak English in class or not, and what are the things that influence that motivation, also this project may define the relation between students personality and their participation in English classes.

There are previous studies that analyze similar topics to the present study. First of all, the case of the research by Mohammad (2012) based on EFL learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms. The results of this research demonstrated that the willingness to speak English is influenced by many factors, and not only to personality, as many teachers used to believe. In addition, the author found that the learners described the following facts as influencing their willingness to speak like topic familiarity, topic interest, topic preparation, sex of interlocutor, age of interlocutor, and some others described forward in the current research.



Secondly, in a study carried out by Marriam and others (2011) about the factors that affect students' English speaking skills at secondary level, in order to know the use of English as a medium of instruction. Twenty schools were randomly selected from Faisalabad district representing equally male, female, rural, and urban. Twenty students and eight teachers from each school were selected. Two questionnaires for students and teachers were applied in all of the schools. The results showed that more than a half of the teachers use English as a medium of instruction, and that this is better than Urdu. Both teachers and students were using interactive material as a way of getting an effective teaching and learning.

Finally, Mansoor and others (2013) made a case study in Iran focused on the role of teachers: self-monitoring in the learners - willingness to communicate. This research was carried out to seek on the barriers students' face while speaking and made a comparison between high schools and institutes. In this study, the Willingness to Communicate (WTC) questionnaire was used in order to collect the necessary data. The results of this research showed that the language institute students were more willingness to communicate than the students from high schools. Additionally, several reasons were found to be highly important regarding students, teachers, and course materials.

The beneficiaries of this study will be teachers, students, education establishments and people involved in the educational field related to English language. In addition, this study could be an important contribution to the authorities of education in the country, so that they can develop an English curriculum according to student's necessity and giving emphasis to speak the language.

Some limitations were encountered in the field research such as lack of coordination of the schedule provided by the high school authorities, students' collaboration, and ambiguity of responses given by students.

## **Literature Review**

Nowadays, it is not a secret that English has become the most spoken language in the world. In most regions, people dominate English as a foreign language and now Ecuador is being part of that globalization phenomenon. English can be found as part of everyday language; sometimes, the use of English is to be expected, such as in articles, magazines, newspapers, the internet and some other means of communication.

There are different facts that can help to find a deep view of what is happening in Ecuador regarding English as Foreign Language (EFL). English is included as a subject in the Ecuadorian curriculum in order to expand the student's communication abilities, and to learn this subject requires effort and the student's willingness to do it specially to speak it.

This section intends to provide a scientific overview of some of the most outstanding factors that affect students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools.

### **Motivation**

According to the article published on the website Lifehack.org, by Royale Scuderi (2011), motivation is commonly defined as a force, energy, or incentive that students need to develop an activity in the classroom; it plays an important role in a student's learning process; it also induces their behavior and their ability to achieve goals. For a student who needs to speak English, motivation starts on him/her and continues with the help of an external motivation, similarly a straightforward glance of the factors that influence the learning process in the willingness to communicate orally. Generally, motivation is divided into two types that is Intrinsic and the Extrinsic motivation.

Regarding intrinsic motivation, Williams and Burden (1997) state that it is the behavior that is determined by internal rewards, such as personal goals, interests or simply have a yen for learning that motivation comes from inside the person. Additionally, Deci and

Ryan (2000) explain that the feelings of enjoyment that a student has come from developing sense of competence over a voluntarily chosen activity. While, Dörnyei and Schmidt,(2001) state that stimulation students have is just the simple enjoyment of the aesthetics of experience and feelings of pleasure that satisfies one's curiosity about a topic area. For example, these last cited authors say that a student may look up unclear foreign words just for curiosity's sake not because of some immediate necessity, so that is the result off what they feel.

On the other hand, Penny (2012) indicates that the desire of a student to invest effort in the learning for its own sake is entrenched in the previous attitudes of the learners, which is fostered by sharing them or giving interesting information about the language. In that way, an important fact while the learning process is whether the task in hand is more attractive and of interest for the student and she determines those tasks of interest such as clear goals, varied topics and tasks, visuals, tension and challenge (games), entertainment, play- acting, information gap, personalization, and open- ended cues..

Valerio, (2012) clarifies that intrinsic motivation is part of teachers' pedagogy to develop in students the desire for new knowledge and understandings. Teachers play an essential influence on students by executing their teaching techniques they can stimulate student's willingness to participate in class, and they can examine the ways in which students can become self-motivated.

Regarding extrinsic motivation, Williams and Burden (1997) explain that the behavior is determined by an external force that is to say from outside the individual such as rewards, grades, money, fame, or any other type of incentive. According to Dörnyei and Schmidt (2001) suggest that the possibilities to obtain some type of reward such as personal, academic or professional, is a determined fact that motivates student to learn a L2. Regarding this topic, Penny (2012) shares a similar point of view defining extrinsic motivation. This author defines

it as the derivation from the influence of some external incentive. Additionally, students have a distinct form of wishing to learn for its own sake or interest, but Penny clarifies that teachers influence some sources of motivation. There are some other sources of motivation, which are out of teachers such as to please parents, take an exam or peer-groups, success and its rewards, failure and its penalties, authoritative demands, tests, and competitions.

Also, Valerio (2012) shares that extrinsic motivation comes from outside, however the author explains that giving external motivation such as offering incentives is a technique that has to be used correctly in order to link them to the development of students' competencies, or to enhance intrinsic motivation. If those incentives are used incorrectly, it will diminish the idea of its use and provoke a different effect on students by reducing their self-motivation.

Summing up, it can be concluded that the main difference between the two types of motivation is that extrinsic motivation arises from outside of the individual while intrinsic motivation arises from within, and both consequently can drive the behavior of the student. Teachers in class are the ones who promote motivation because they are going to influence directly on their external force of motivating students or on the contrary exalting their individual interests.

### **Proficiency level**

The Ministry of Education of Ecuador (2014) explains that the need to include standards in the English curriculum in the Ecuadorian high school students was aligned the Common European Framework of Reference (CEFR) (2001). The CEFR is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi, and recognizes the implementation of it in Ecuadorian education in order to obtain at least level B1 of competence in the English language.

The Council of Europe (1991) created a European standard for the education community. The Common European Framework Reference (CEFR or CEF). The CEFR is

used in other countries, in order to measure the level of comprehension, and language expression in the oral and written approach.

The CEFR was a project generated in 1991 by the Swiss Federal Authorities with the main purpose of providing a method of learning, teaching and assessing at first it was only for European Citizenship who held an Intergovernmental Symposium on "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification" in Rüslikon, Switzerland. As a result, of the symposium, in November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. Then in 2003 the preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) was published.

From the different educational systems in Europe, the Common European Framework (CEFR) provides common basis for the explicit description of objectives, content and methods. Its main purpose is to define the common competence levels in order to promote the multilateral recognition of all the language certificates.

The Common European Framework establishes a common scale of 6 levels for the organization of language learning and recognition of the various securities issued by certified entities. The division is grouped in three blocks corresponding to a traditional division of Basic, Intermediate, and Advanced levels, and each one has a division: A1, A2, B1, B2, C1 and C2, respectively to each level.

The *basic user* refers to the capacity to understand, and communicate in simple routines tasks with simple and direct exchange of information, the *independent user* is the one that allows the interaction with a native speaker, with a degree of fluency and spontaneity it describes experiences, events and opinions. Finally, the *proficient user* can understand

everything, he /she has fluency, coherence and can express him / herself with such naturality in more complex situations, can use the social , academic and professional purposes.

Each level describes a different scale to evaluate each broad level:

- Basic level A1: The user is able to comprehend and use daily expressions that are frequently used, can ask and give basic information of familiar topics for example: address, people might know, etc. In addition, it applies the use of simple phrases in order to satisfy most close necessities. At this level, the user can interact with other people in a simple way, provided that the interlocutor speaks slowly and clearly.
- Basic level A2: The user is able to understand phrases and expressions related with experience areas, which are especially relevant and of frequent use too, such as basic information of the family or him/ herself, shopping, places of interest, different kind of activities. Knows how to communicate carrying out simple tasks that requires more than simple and direct exchange of information on issues that are familiar or routine; and knows how to describe his past encourage and living conditions in a simple manner.
- Independent level B1: The user is able to understand main points in texts in standard language provided that the topics are known such as situations at work, study, or hobby. Knows how to manage most part of the situations that can come on trips where the language is used. Also, can produce simple texts about familiar topics and can describe experiences, desires, events and ambitions explaining or giving reasons of his plans.
- Independent level: B2: The user understands complex texts that contain abstract or specific topics or even technical topics. At this level, the user can interact with native speakers more fluent and natural in order to have an effortless conversation. Can produce clear and detailed texts of different topics giving a proper point of view.

- Proficient level C1: The user is able to understand a variety of texts, with some level of demand, as well as recognize implicit meaning in them. Knows how to express himself fluent and spontaneous, the way they act is more natural, they use a more flexible and effective language in social, academic or professional situations. Can produce well-structured and detailed issues of some complexity, showing a correct use of the mechanisms of organization, coordination and cohesion of the text.
- Proficient level C2: The user is able to understand with facility all what he hears or read, knows how to restructure all the information and arguments that come from different sites such as speaking or writing language and he can present them in a coherent way. Can also express him very fluently and precise that allows understanding the different meanings of expressions even in complex situations.

The establishment of a set of common reference points in no way limits how different sectors in different pedagogic cultures may choose to organize or describe their system of levels and modules. It is also to be expected that the precise formulation of the set of common reference points, the wording of the descriptors, will develop over time as the

The different levels and categories used to evaluate the proficiency levels are summarized from an ‘illustrative descriptors’ which are developed and validated for the CEF. These formulations are been mathematically scaled by analyzing the way in which they have been interpreted. That is to say as the CEF says (p. 25):

- *“Communicative activities:* ‘Can Do’ descriptors are provided for reception, interaction and production.
- *Strategies:* ‘Can Do’ descriptors are provided for some of the strategies employed in performing communicative activities. Strategies are seen as a hinge between the learner’s resources (competences) and what he/she can do with them (communicative activities). The principles of a) planning action, b) balancing

resources and compensating for deficiencies during execution and c) monitoring results and undertaking repair as necessary...

- *Communicative language competences*: Scaled descriptors are provided for aspects of linguistic competence and pragmatic competence, and for sociolinguistic competence. Certain aspects of competence do not seem to be amenable to definition at all levels; distinctions have been made where they have been shown to be meaningful.

An analysis of the functions, notions, grammar and vocabulary necessary to the communicative tasks described on the scales could be part of the process of developing new sets of language specifications. General competences implied by such a module (e.g. Knowledge of the World, Cognitive skills) could be listed in similar fashion.”

Furthermore, the Common European Framework in reference to the different languages limits the capacities that the student must control on each level in understanding, speaking, and writing, and in each one of those skills, there are subcategories that help the classification of learning levels. The category *understanding* is divided into listening and Reading; the category of *speaking*, is divided into spoken interaction and spoken production; and the category *writing* only has the writing skill in each of them we can analyze according to the global levels A1 A2; B1 B2; C1 C2.

Focusing on speaking category according to the CEF, this one describes the skills of each user and qualifies them into each level. The skills are analyzed over the interaction the user has and over the production the user can make.

For example, the speaking interaction contrasts from basic user (level A1), intermediate user (level B1) and independent user (level C2). The first one (level A1) shows that the user would be able to interact in a simple way and simple situations only. The level B1 is the one in which the user is able to participate on unprepared conversations, the learner can express



him/herself on topics that are familiar, and finally the level C1 shows that the user is able to speak fluently and participate in more complex situations.

The speaking aspect has deep categorization with qualitative aspects of the spoken language which are analytic scales focused on different aspects of the performance such as Range, Accuracy, Fluency, Pronunciation. These have been described as diagnosis-oriented since one of their purposes is to profile current position, profile target needs in relevant categories and provide a diagnosis of what needs to be covered to get there.

In our country Ecuador, the Ministry of Educación has established the “English Teacher Standards” , based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL). “The English Language Learning Standards” (ELLS) are based on the Common European Framework of Reference for Languages (CEFR), as they provide the basis to establish methods , content, objectives at measuring proficiency levels on students that are in the process to move toward English language.

The project “Ecuadorian in-service English Teacher Standards” has five domains:

1. Language: for this domain it is important to consider that Ecuador is a multicultural country and some students may descend from indigenous cultures, this may have consequences at language acquisition process.
2. Culture: related to the first domain that Ecuador is multicultural, teachers must know about the different cultures and analyze how it would affect the English learning process.
3. Curriculum Development: at this domain there are aspects related to planning, implementing and managing standards, and the use of resources.
4. Assessment: includes language proficiency and classroom-based assessment and issues for learners.

5. Professionalism and Ethical Commitment: the last domain as the name says refers to how teachers develop their techniques, research results and their professionalism and ethical commitment when teaching English.

Based on the CEFR, the benchmarks for Ecuador's ELLS are only A1, A2, and B1:

- Level A1: At the end of 9th year Basic General Education
- Level A2: At the end of 1st year of High School
- Level B1: At the end of 3rd year of High School

Considering the components of language for "The English Language Learning Standards" the Ministry of Education make the following categorization:

#### 1. Listening

- Listening A1: is able to recognize words, expressions and sentences in simple spoken texts; follow speeches that are slowly articulated.
- Listening A2: is able to note words and expressions, identify, and understand, tone of voice, stress and relevant information.
- Listening B1: identifies general messages, understand clear speeches in different aspects such as familiar matters.

#### 2. Reading

- Reading A1: understands and identifies simple information in texts such as words, single phrases.
- Reading A2: understands and identifies longer information in texts that contain a high frequency vocabulary and international vocabulary.
- Reading B1: understands and identifies complex information in texts with a good level of comprehension, using appropriate interpretation strategies to deal with the corresponding text types.

### 3. Speaking Production

- Speaking Production A1: produces slow and plan sentences before saying them. Still students repeat and repair the sentences that are going to be spoken.
- Speaking Production A2: uses more phrases and sentences to communicate in a simple way in simple topics.
- Speaking Production B1: uses straightforward description of a subject or different matters, rather than presenting it as a linear sequence of points

### 4. Speaking Interaction

- Speaking Interaction A1: interacts and participates in informal discussions, can ask and answer simple questions, language production is slow.
- Speaking Interaction A2: can speak at short social conversations, understand and is able to maintain a conversation.
- Speaking Interaction B1: is able to enter into unprepared conversations on familiar topics, can exchange, check and confirm information and explain things.

### 5. Writing

- Writing A1: produces informational texts with simple sentences that have more details and shows more variety in lexical range and sentence structure.
- Writing A2: produces longer texts more complex, with sentences and structures that have more variety on lexical range.
- Writing B1: Produces longer, more detail and complex text, such essays and advertisements, is able to express information in text having a reasonable precision.

## **Personality**

According to Burger (2010), personality is concerned with the differences among people, it can be defined as consistent behavior patterns and intrapersonal processes originating within the individual, that is to say, a set of characteristics like thoughts, feelings,

and behavior that makes every individual unique person.

Additionally, Gordon (1955) explains, “Personality is far too complex a thing to be trussed up in a conceptual straightjacket”, “Personality is everything that makes you an individual.” “It is the integration and interaction of your genetic inheritance, your experience, and your ways of relating the two”.

Barens and Nardi (1999) explain that personality depends on each type pattern and its organization, that is to say, each of the sixteen themes and patterns reflect internal processes as well as interaction with the environment. These authors also say, “One way of finding out who we are, is by actively seeking feedback”, in this sense, we can find authors describe sixteen types of personality mentioned by them:

*Executor – ESTP: Extraverted Sensing Thinking Perceiving (Extroverted Sensing with Introverted Thinking)*

People with this type of personality are outgoing, and are called the “doers” because the ESTPs are very active living in the here-and-now, are action – oriented, and also look at the facts of situation quickly, always keep on moving, then decide what should be done, and execute the action to move to the next situation. As this type of people are interacting with people, are usually winning them by being couple of steps ahead of them. The ESTPs decides what is right and what is wrong, and under any circumstances, they will not do something that they feel to be wrong; their decisions are based on facts and logic, (Barens and Nardi, 1999).

The ESTPs learners are extraverted, fast-moving, fast-talking very good at improvising things, making things without a plan, since they are fun people, even though sometimes can be hurtful to others because they may not care about the effect their words have on others.

Also, this type of people are impatient with theory, and do not apply it in their quest “to get things done”, and can get bored with that because they like to have material which can be used to get thing done, in that way ESTPs do not trust their instincts, may be intelligent.

School will be a difficult chore for them, and people will become stifled and unhappy dealing with routine chores.

It can be concluded that ESTPs are people that learn by living the moment looking always for the best things in life and they want to share it with their friends. This people are open mind to different kind of situations in order to fulfill their goals, very active they prefer to solve their problems instead of discussing them, (Barens and Nardi, 1999).

*Analyzer Operator – ISTP: Introverted Sensing Thinking Perceiving (Introverted Thinking with Extraverted Sensing*

People with this type of personality are actively solving problems, and have a domineer drive to understand the way things work. ISTPs are good at logical analysis they like to reason, are not interested in theories unless they can apply it into practice or taking things apart, and see how they work. The ISTPs are loyal to their beliefs and believe people should be treated with equity and fairness; this type of people respects their own rules and do not care much on the “system” rules.

Over –stressed people may show impulsive, may be motionless due to inattention to their own feelings even they try to ignore them, however are happiest when they are centered in action-oriented tasks, which require logical analysis and technical skill, and can be technical leaders.

People who belong to this group do not have much trouble with school, because this type of people are introverts who can think logically, very patient, optimistic, uncomplicated in their desires generous, trusting and receptive people who want no part in confining commitments.

According to what is described above, this type of personality is excellent when analyzing situations and going to the main point of the problem in order to find very quickly a solution. They are also very calmed, focused on the efficient structure of the development, are open to

learn new information what makes them very apt to engineering carriers, and to risk activities like bungee jumping, motorcycles, skydiver, hockey etc.

*Motivator Presenter – ESFP: Extraverted Sensing Feeling Perceiving (Extraverted Sensing with Introverted Feeling)*

The ESFPs are very strong at inter-personal skills, always trying to be peacemaker, the most relevant characteristics are that this type of people are generous, warm, spontaneous, optimistic, practical, flexible, adaptable, kind-hearted. The ESFPs hate structure and routine; prefer to improvise in any situation presented, because as they are practical they learn with “hands on”, do not like books and theories avoid theoretical thinking most of ESFPs have problems with school.

These people are good at interacting with others also taking people with them to have fun –rides, this people are fabulous lovers of life and are not afraid at taking risks.

This kind of people life the moment, and find great pleasure with people and comfort in material things, but rarely they permit that conventions interfere their life and try to find creative ways to satisfy the human necessities.

*Composer Producer – ISFP: Introverted Sensing Feeling Perceiving (Introverted Feeling with Extraverted Sensing)*

The ISFPs are aesthetic appreciative for art and they are over the way things look, taste, sound, feel and smell, and have an appreciation for the beauties of nature. Also, the ISFPs are very independent and prefer to choose a job or carriers that allow them to work toward the realization of their value and personal goals, having in their own space.

The ISFPs tend to be quiet and reserved, and difficult to get to know well, therefore are very kind, gentle and sensitive; always are interested in contributing to people's sense of well-being and happiness, have a strong set of values, and will put a great deal of effort and energy

into tasks which they believe in. The ISFPs do not like to be led and not to be leader either, are very practical that is why they are called the “doers”.

As a conclusion these kind of people are creative, very active at solving problems, building relationships, attracting the loyalties of others, and being their own true self. As the ISFPs have their own philosophy of “live and let the rest live”, they enjoy taking time to work on thing by themselves step by step, even though they are quiet also they are very gentle and consider people around their life’s.

*Implementor Supervisor – ESTJ: Extraverted Sensing Thinking judging (Extraverted Thinking with Introverted Sensing)*

The ESTJs are people that honor traditions and laws, and have clear their beliefs and standards, and do not stand people that does not value this system. People with this personality are very straightforward and honest, self – confident and aggressive, enjoy interacting with people and like to have fun, also are very sociable and can promote personal and social security, called the “Supervisors”.

The ESTJs usually like to see quick results for their efforts, because they value a lot of competence and efficiency and step into leadership roles, very demanding and critical. These types of people are rigid and overly detailed-oriented, having a philosophy of life, having steps to success.

Under stress, the ESTJs feel isolated from others, feeling they are misunderstood, are very expressive, sometimes they cannot communicate their feelings with words, so that sometimes they hurt people’s feelings unknowingly.

The ESTJs are realistic, with a natural mind to apply into businesses or mechanic. Even though they are not interested in those topics where they do not see any use, they can work on what they propose. Commonly they have a good attitude, like to organize and manage

activities, because they are good managers, especially about feelings and different people's point of view that usually can forget.

*Planner Inspector – ISTJ: Introverted Sensing Thinking Judging (Introverted Sensing with Extraverted Thinking)*

The ISTJs are quiet and reserved, usually interested in security and peaceful living. In their approach, they are organized and methodical, so that they generally can succeed at any task they take.

People with this type of personality are not naturally in tune with their own feelings and the feeling of others that is the reason why they may have difficulty noticing emotional needs immediately. Another characteristic of this personality is the perfectionism, people have a tendency to take other people's effort for granted, as they take their own efforts for granted, even though they are analytical, and will not make any assumptions, instead they prefer to analyze their surroundings, check their facts and arrive at practical courses of action.

Under stress, ISTJs may fall into "catastrophe mode", where people see nothing, and become pessimistic because they focus on the possibilities of what could go wrong.

ISTJs have a tremendous amount of potential. Capable, Logical, reasonable, and defective individual with a deeply driven desire to promote security and peaceful living.

*Facilitator Caretaker – ESFJ: Extraverted Sensing Feeling Judging (Extraverted Feeling with Introverted Sensing)*

The ESFJs are very warm, sensitive, sympathetic, cooperative, tactful, practical, organized, enthusiastic and energetic people. This people are good at interacting with other people since they love to understand their point of view, as they make people feel good, because the ESFJs have the desire to be liked and pleasant which makes them supportive of others. However, these people want to be appreciated for who they are and what they give, and for it is hard to accept a difficult truth about someone else who they care about, the ESFJs



usually provide others what they need. For example, they are preoccupied about; health and welfare and provide social institutions established as companies, churches, social clubs, and schools, usually are disappointed by entrepreneurial projects.

The ESFJs usually are good at managing people, getting their personal satisfaction from happiness of others, need approval from others to feel good about themselves, and usually need others attention if not they feel hurt by indifference.

This kind of people are conscious about gender roles, and males are very masculine the same as female is very feminine, this let them to incorporate many traits associated with women in our society. The ESFJs are interested in social events, as they like to interact with people they are able to maintain relationships with their neighbors, friends, and their community, as this people usually like to have news about them, hearing people out, and admire their success.

*Protector Supporter – ISFJ: Introverted Sensing Feeling Judging (Introverted Sensing with Extraverted Feeling)*

The ISFJs are people who are truly warm and kind-hearted. These people value harmony and cooperation security and kindness, and respect traditions and law, and are likely to be very sensitive to other people's feeling, are extremely aware of their own internal feelings, they do not show or express their feelings. As the ISFJs are very kind with people, are concerned about the security of other people and helping others make them happy.

These types of people constantly are storing away information taken from people and situations; the ISFJ people have an exceptional memory about things that are important to their value systems, which think those systems exist because they work. These people feel comfortable working alone and frequently uncomfortable being authoritative, In addition, when they are in an authority position they usually do everything by themselves even things that other people would avoid.

Despite the ISFJs are kind with people and speak about their daily life, they are not sociable, because these people tend to be talkative only with their close friends, at relating with other people the ISFJs do not know they are timid, they value the family history, and do not like situations where the norms are constantly changing.

*Strategist Mobilizer – ENTJ: Extraverted Intuitive thinking Judging (Extraverted Thinking with Introverted Intuition)*

The ENTJs are leaders, always have a drive for leadership, are most like to be perfectionists, and try not make mistakes, and to be efficient most of the time. Since this people are forceful, intimidating and overbearing, have little patience with people who see things different from their point of view, but respect people who are able to stand up to the ENTJs, very persuasive to get what they want.

In addition, these types of people are not into people's feelings, instead are usually giving orders and directions without sound of reason, and without consideration for people involved. Even though the ENTJs love to interact with people because they are extroverted people that primarily are stimulated externally as, they have self- confidence and excellent verbal communication skills.

Furthermore, these type of people are talented for coordinating multiple projects, overwhelmed by managing all the details of time and resources, and organizing and managing the situation and executing their strategies. From all the types of personalities, in this one is very clear to see where an organization goes and wants others to know about it. Usually this people look to achieve more goals with clear objectives at short a long period, and effort to make the organization to be more efficient.

*Conceptualizer Director – INTJ: Introverted intuitive Thinking Judging (Introverted Intuition with Extraverted Thinking)*

The INTJs maximize achievements, live in the world of ideas and strategic planning, observing the world and generating ideas and possibilities, because their mind is constantly gathering information as for them it is easy to understand new ideas quickly. However, what matters for them is not only understand the concept but to apply that concept in the useful way. In contrast to INTP, they do not follow an idea as far as they can, instead they come to conclusions about ideas, as they are organized they also require some action, they translate their ideas into plans. The INTJ have great respect of knowledge and intelligence, they spend time inside their own minds and may have little interest on other people's thoughts or feelings

Their minds are introspective, pragmatic, and they are able to develop as leaders or planners, are most always highly competent people. However, their good pacification and leadership capacities rather prefer to stay in the background until others demonstrate ineptitude to lead. Then, once in a position of power, they are highly efficient and eager to adopt useful ideas, they are driven to synthesize their concepts into solid plans of action. Consequently, they are quick to express judgments, but in some cases may cause the INTJ to diminish others input too quickly, and to become generally arrogant and elitist.

For that reason, it is difficult that other people understand them, as they may seem to be unfriendly and reserved, and do not express their affections to others, however do have affection and support to others they just avoid expressing them. As these people are pragmatic, they will invest a lot of time and effort to apply effective ideas, like to solve problems or create new organized solutions.

*Explorer Inventor – ENTP: Extraverted Intuitive Thinking Perceiving (Extraverted Intuition with Introverted Thinking)*

Generally, the ENTPs are the “Lawyer”, because people base a situation on laws and rules that is to say this people understand a situation and objectively and logically act upon it and build prototypes and get projects launched.

The ENTPs are very logical, creative, clever, curious, and theoretical, with a purpose that is isolated from their feelings and other people, this part of them is neglected, and may not value other people's input or may become aggressive. Are curious, introspective, pragmatic, informative and expressive, that allows them to look always for new projects to work, by designing, and improving process and products, which is their constant objective as well as they, want to have friends interested in his ideas or activities. This type of people enjoy discussing and do not care about the argument if it is funny, and they enjoy more to discuss against the argument.

People with this kind of personality are usually relaxed, and conversational, they can interact easily with people and can explain their complex social exchange. The ENTPs share their perceptions about life's possibilities, trying to be diplomatic and surprised when their strategizing of relationships becomes problematic.

*Designer Theorizer – INTP: Introverted Thinking Perceiving (Introverted Thinking with Extraverted Intuition)*

As the name says these ones live in the world of theoretical possibilities, have the ability to analyze difficult problems, identify patterns, and find logical explanations, this natural drive to turn theories into concrete understanding may turn into a feeling of personal responsibility to solve theoretical problems.

The INTPs are very objectively critical in their analysis, try to see new patterns and elegant connections, and become excited over abstractions and theories, and love to discuss these topics with others, and spend time inside their minds musing over theories. The INTPs prefer to build theoretical solutions, and leave the implementations of the system to others.

People with this type of personality do not like to lead or control people; they are very tolerant and flexible, and self-confident and extroverted around people they know but when they are around people, they do not know they are shy. These people place importance on

expressing their developed theories in understandable ways, making discoveries and crossing the artificial boundaries of thought that reflects on the process of thinking itself.

From all type of personalities these ones are the most logical and precise verbally, as people can have a clear conversation and tend to detect errors on other people. The INTPs prefer to work alone and can block other people when interested in the analysis.

*Envisioner Mentor – ENFJ: Introverted Intuitive Feeling Judging (Introverted Intuition with Extraverted Feeling)*

The ENFJs like to communicate, share values, artistic and creative, care about people, tend to be fussy and especially with their home environments, their main interest in life is giving love, support and good time to other people, and that make them succeed at relationships. These type of people get their best satisfaction from serving others, however, they expect the best from people surrounding too.

The ENFJs enjoy being the center of attention, they like to lead others for example by teaching, they inform students that each of them has the potential to be successful, and motivate others to meet positive expectations of the Professor. These people like to deal with other people, but do not like dealing impersonal reasoning, and will not be happy in situations where they have to deal with logic and facts without any connection to a human element. However, are likely to be manipulative and controlling with others.

As the ENFJs, these people are very humankind, have a strong need for intimate relationships, and give their effort to maintain that relationship, constantly are imitating believes, characteristics and emotions from those who they have contact with to generate compendious. The ENFJs consider the person as his main priority and the frequent communication they have affirm a personal concern and a desire to help others.

In summary, the ENFJ is described as warm, outgoing, value relationships and interpersonal communication, easy to live with exceptional language skills to be expressive with their ideas and feelings, this people can even become orator.

*Foreseer Developer – INFJ: Introverted intuitive Feeling Judging (Introverted Intuition with Extraverted Feeling)*

The INFJ is gentle, caring, artistic, and creative who live in a world of hidden meanings and possibilities; also, they are complex individuals who are difficult to understand even though they are warm and very sensitive conflict. INFJs are concerned for people's feelings, and try to be gentle to avoid hurting anyone. These kind of people are protective of their inner lives and share only what they choose to share, but may tend to internalize conflicts into their bodies and consequently under stress that provoke health problems.

These people place great importance on having things organized, not orderly and systematic, always looking for the best system to for get things done, using their instincts and intuitions, but not at the level which can be verbalized. However, are not as organized as other Judging types, sometimes; may show signs of disarray. The INFJs believe they are always right, living an idealistic life often presents them with a great deal of stress and a need to withdraw.

People may have difficulty at knowing it, because these people tend to be reserved and private, save their emotions and thoughts for them, may be because their ability to absorb emotions from others may hurt easily. At work, this type of people prefer to work alone or to work with people close to them, value the personal harmony, and having time for themselves, and tend to work at organizations where they are concerned about others. The INFJs are rarely at complete peace with themselves there is always something else they should be doing to improve themselves and the world around them.

*Discoverer Advocate – ENFP: Extraverted intuitive Feeling Perceiving (Extraverted*

### *Intuition with Introverted Feeling)*

People with this type of personality are enthusiastic which lend them to inspire and facilitate others, passionate and excited about things. They always seeing the possibilities of what could be, may become bored with what actually is. The ENFP match well with individuals who are comfortable with change, new experiences and exploring perceptions.

These people are talent for seeing what is not being said and voicing unspoken meanings. They are always consistent in their value system, but when this people are confined to strict schedules or mundane tasks they are unhappy, consequently, they suffer from muscle tension because are usually alert scanning their environments.

The ENFPs basically, are happy people, very active, with a strong need to be independent, and have control over them, even though they do not believe in controlling others, and resist being controlled or labeled. Also, work better on situations where they have a lot of flexibility.

On the other hand, the ENFPs seek to have ideal relationships, living out stories, and constantly are looking to learn anything related to the progress, are able to read the emotions from other people, consequently other individual often find people with attractive characteristics and that want to be in company of an ENFPs too.

### *Harmonizer Clarifier – INFP: Introverted Intuitive Feeling Perceiving (Introverted Feeling with Extraverted Intuition)*

People with this type of personality are highly intuitive about people, and use their discoveries to search for value in life consequently are always looking the truth and meaning underlying things, uncovering mysteries. Nonetheless, the goal is always the same for the INFPs that is to say this people are driven to help other people and make the world a better place.

The INFPs have a way of knowing what is believable, knowing what is behind what is said. Also, these people are interested in understanding people; however, they are reserved expressing emotions, and talent for facilitative listening, tend to be private individuals. This people focus on how the conflict makes them feel, because do not want to feel badly. The INFPs are flexible but with a high standard and tend to be perfectionists, consequently may have problems working on a project in a group, need to have “control” and learn at same time and also need to balance their high ideals with the requirements of everyday living. This people are not patience with daily routine.

An INFP is concerned to give peace and calm to the others, they want to solve the problems, they tend to errors, because they follow their feelings more than the logic analysis. This people want to make their parents and siblings happy and when they try to do that, may fall into hiding their differences, and that would cause problems for them, even though they main purpose is to look for the unity of mind, body and spirit.

### **Teaching speaking**

Getting students to speak English wether in class or outside seems to be a work that requieres teachers to apply the appropriate teaching strategies. Scrivener (2008) says in his book *“The teacher development series: Learning teaching”*: to get a student to speak requieres the subject to be interesting and the students to know about the subject or dispose the necessary information to argue about. If they have something to say, they are going to feel motivated to speak.

The author also manifests it is not neccesary to achieve all students participate individually in class, because the time of participation of each student will be too short, a better way would be to organize the class into pairs or more groups, to develop group activities.



Harmer (2007) agrees with Scrivener (2008) over the point that if students want to speak fluently in English, they need to know how to pronounce phonemes, use appropriate stress and intonation patterns, but the author complements the idea with the notion that a student needs to be able to pronounce phonemes correctly in order to speak a fluent English in connect speeches, use english in a different genres and situations. In addition more than that students need to be able to use *conversational and conversational repair* strategies.

Dividing into three conversational strategies, Hamer (2007) explains the following:

#### *Conversational rules and structure*

Conversational openings (How are you?, That's a nice dog! At last some sunshine!), interrupting (Sorry to interrupt, but...), topic shift (Oh, by the way, that reminds me...) and closings (It's been nice talking to you... Well, I don't want to keep you from your work... we must get together sometime).

#### *Survival and repair strategies*

As the topic says the student needs to be able to repair the strategies when listening in interactive situations, that is to say when face to face conversations go to turn a little confused for students they need to be able to add some abilities in order to paraphrase, or to use an all-purpose phrase to get round the problem of not knowing a word and an important one is to be able to appeal for help in cases the students can not follow the conversation.

#### *Real talk*

Getting students to involve in face-to-face conversation that could be with with competent English language speakers in or outside the classroom, would help a lot to the English practice, because they will be forced to use more than the common phrases or questions found on coursebooks, at real conversations they are exposed to improve their English.

As their English is improving students must need to interact more and develop their conversational skills in real life.

There are some activities that Harmer (2007) and Scrivener (2008) describe to help English Teaching process, for example, Scrivener says that there are some points teachers would consider in order to give students a better understanding on the process of learning English is, the first one is to frame an activity based on a text that everyone likes and read, before getting the student to speak is important to give a short quiet moment in order to look up vocabulary or just think through their thoughts.

Teachers must deal with different kinds of personalities on their students, and an activity that could work is to give them role-cards, or giving them a specific topic to discuss. Also, Harmer adds another activity such *acting from a script*. Teachers have to be in the position as if they were the theatre director, giving students time to rehearse, practice they act before getting the final performance, or just acting out dialogues also in this activity teacher must give students time to practice before they perform it in that way the student would have an individual participation at the speaking time and of course learn and produce the language.

Harmer explains another activity that must be included in the classroom such as *communication games* which the main objective is to make students speak fluently, within two proposes:

1. Information- gap games, where one student has to talk to a partner giving instructions, descriptions or orders.
2. Television and radio games, where students can get good fluent activities, since importing games of this type into the classroom, there is a wide door of possible communication activities.

One more activity proposed by Harmer is *discussion*, the aim of this is to give a range of formal to informal group interaction events, this can be seen in: *buzz groups*, *instant*

*comment, formal debates, unplanned discussion and reaching a consensus*, likewise these current events give the opportunity to improve fluency, improvisation and expand their reasoning in a different language.

Students interaction in classes is very varied depending on the activity that makes each student feel comfortable, arranging the seats can help a lot to this process, making pairs activities or just an individual reflection, teachers should create a good atmosphere in class before they start with the activities and to get this the most confident students will help being them the first ones participating on activities.

All the activities mentioned before allow student to get involved more on speaking activities that is to say that teachers are going to have less contribution in class “Probably the less they speak, the more space it will allow students” Scrivener J. (2008)

In brief the author gives to steps to a correct communicative procedure:

1. Teacher introduces and sets up activity (teacher centre-stage)
2. Students do activity (teacher out of sight, uninvolved)

There have been some previous studies based on the willingness of students to speak English, there are some variations on these studies according to where they focus the willingness of students at the time to speak, some of them searched from different points of view an instance of the side of motivation, willingness, communicative competences and not only from students side but from teachers side at the time to make students able to speak.

The researches were developed in different countries where English is learned as a foreign language, in this way, it is possible to identify the most critical factors that English as a foreign language give to students in different countries, no matter the mother tongue they speak respectively.

In that way, it is necessary to date some of the most relevant previous studies that will help to the development of this research work are related to specially with the facts that are affecting the ESL student.

The first study conducted by Mohammad (2012) with the topic “EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study”. This study has been developed in Iran in order to analyse Iranian EFL learners’ perception of factors that influence their willingness to speak English in language classrooms. It was applied to small group of seven language learners from a private language institute. As a matter of fact she states that the goal of the given fact of language teaching is to encourage learners to communicate effectively to find out the reasons reluctant students do not speak in classrooms.

To get to the results Semi-structured interviews were conducted to the students, with a selected range of questions prepared to evaluate the qualitative aspects, one important datum when applying this interview is to consider that each student has different behaviors, so their preferences where not uniform. Once the data is gathered, the next step was to analyze it and get the results.

With this technique, Mohammad (2012) found that the factors the learners described as influencing their willingness to speak are the following ones: Topic familiarity, Topic interest, Topic preparation, Sex of interlocutor, Age of interlocutor, Familiarity with interlocutor, Degree of interlocutor participation, Personality (Shyness), Teacher’ role, Class atmosphere, Self-confidence, Perceived speaking ability, Grading of speech, Correctness of speech.

One fact is that the learners agree is that good classroom atmosphere, where they feel comfortable and secure, enables them to speak with more confidence, different from if it is a negative atmosphere learners would hinder their participation.

Definitely, the results obtained by Mohammad (2012) demonstrated that the willingness to speak is influenced by many factors, and not only by shyness and by personality types as many teachers used to attribute why their students do not want to speak in class. Teachers need to be aware of the factors that could discourage communication among learners and try to remove them. On the other hand, teachers must focus on the ones that encourage their students and promote those factors to facilitate the communication.

Secondly, a study directed by Marriam and others (2011) searched for the “Factor Effecting Students’ English Speaking Skills”. This study investigates the factors affecting students’ English speaking skills at secondary level. This research contrasts to the previous study described above, because this is a descriptive research developed in Faisalabad district, Pakistán, Punjab.

Twenty schools were selected for the investigation, the sample was taken equally representing males, females, also rural, and urban schools. Twenty students and eight teachers were selected in each school as a sample to apply the questionnaires. To collect the data there were trained ten data collectors each of them had two schools in charge to apply the questionnaire.

In this case, the results obtained were in two groups, that is to say, one from teacher’s questionnaires and one from student’s questionnaires. At the end, the analysis of the results obtained were compared to get a better conclusion on what was affecting student’s skills to speak.

Summing up, once the results were gotten between students and teachers it was concluded that both students and teachers shared some equal points of view significantly they use English as a medium of instruction, both use an interactive technique for teaching-learning process and they also have the view that English is better medium of instruction than Urdu. Based on this results and conclusions the researcher gives some recommendations such

as that teachers should emphasize English language as a medium of instruction in the class, also they should promote interactive techniques, teacher should cultivate English communication culture within schools, and students should speak in English with their classmates and finally teachers should be on refresher courses .

Another study carried out by Mansoor and others (2013) focuses on the role of teachers: self-monitoring in the learners - willingness to communicate, in order to look for the barriers students' face while speaking, and made a comparison between high schools and institutes.

This study allows answering the hypothesis that begins from the answer if there is any relationship between teacher's self-monitoring and student's willingness to communicate. Furthermore, the hypothesis dealt with the no relationship between teacher's self-monitoring and student's willingness to communicate.

The sample selected in this research were 32 Iranian upper-intermediate EFL students, males and females, and 32 high school grade 3 to pre –university. The method applied for this study was to use the Willingness to Communicate questionnaire (WTC), designed by Mac Intyre et al. (2001). The questionnaire was divided into two parts, each one of 27 items, in order to test communication inside and outside the classroom contexts, and to measure student's motivation as well. While the process of getting data, all the students complained about not being provided with enough time to express himself/or herself or just to talk.

Therefore, this research showed that there is a difference between the willingness to communicate of the language institute participants and high school participants, and the difference between the mean scores of the two groups, giving as a result a better performance of the language institute participants. With overall, besides high school students have been learning English for about 5 years, they still have problems at the time to speak or interact with a foreign language. The research led to some suggestions that could be into account such

as replaying the research with a larger sample from the same background, and having native speakers as the participants.

Moreover, the researcher recommends carrying out the point whether teacher self-monitoring should influence on students' motivation, and in that way, compare the results across levels of proficiency.

Dourakhshan (2013) developed one last study in Iran. In this study, the author determines that there is a direct relation between the willingness to communicate in the mother tongue and the willingness to communicate in a foreign language. The research is "The Relationship between willingness to communicate (WTC) in Persian and WTC in English, Perceived Communication Competence in Persian and Perceived Communication Competence in English".

To collect quantitative information, it was used a questionnaire that was a non-linguistic questionnaire including two separate parts: willingness to communicate and perceived communication competence. Still, in this study we can see a cross-sectional grouping, which means it involves observation of all of a population, or a representative subset at one specific point in time. There were selected 100 students from intermediate level from 16 to 47 years old with an intermediate level of proficiency.

Consequently, by the increasing of perceived communication competence in Persian, the perceived communication competence in English increases too and vice-versa. The results of this investigation are very interesting to correlate with the results that there would be obtained at the current Project, it could be supposed to that the same would happen having Spanish as a mother tongue.

Finally, a study accomplished by Zainol and others (2012), researched about "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students". The research addressed three hypotheses such as: *There is not a*

*statistically significant difference in Libyan secondary school students' attitudes towards learning English language by gender. The second one is: There is not a statistically significant difference in Libyan secondary school students' attitudes towards learning English language by the field of study; and the last one There is not a statistically significant difference in Libyan secondary school students' attitudes towards learning English language by the year of stud.*

Once the hypothesis and objectives are established, then the sample is taken and the participants of this research were 180 students that are integrated of 94 male and 86 female, they were randomly chosen from different secondary schools in the division of Al Mergeb, Zliten in the west of Libya. More specific the participants were 58 students in the first year, 68 students in the second year, and the third year students were 54.

The method applied to develop the research was quantitative design, descriptive and inferential as well. The instrument to measure was a questionnaire designed to apply in the research, at the moment of applying it to students, they were asked to answer all the items honestly, in order to get the real information.

The results obtained in each item were the following:

*Students' Attitudes towards Learning English Language*, the result reveals a negative attitude from the participants toward learning English.

*The Behavioral Aspect of Attitude towards English Language*, the result indicates that participants have negative behavioral attitude and feel not relaxed whenever they have to speak in English class.

*The Cognitive Aspect of Attitude towards English Language*, the result show that the majority of the participants have a negative cognitive attitude and agreed that they could not summarize the important points in the English subject content by themselves.



*The Emotional Aspect of Attitude towards English Language*, the findings show that most of the participants prefer to study in the mother tongue rather than foreign language, consequently this implicates that teachers should encourage them to participate in dialogues and activities in order to acquire the language effectively.

Zainol and others (2012) state that according to the results obtained the negative attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject; instead, a positive attitude must be the key for language learning, and every attitude should be respected by the teachers.

With respect to the activities in the class, those should involve affective aims according to the students' needs and their individual differences, because it is very important to study students' personalities.

As recommendations, the EFL teachers should encourage various approaches to improve student's attitudes and motivations, and teach English focusing on the communicative approach. They are recommended to consider that the EFL learners have different perceptions about learning other languages due to their differences regarding gender, specialization, year of study, etc, also the EFL learners collaborate and discuss their experiences and other issues regarding language learning.

## **Method**

### **Setting and Participants**

The present research was developed in the city of Loja at the South of Ecuador. There are schools where English as a foreign language is mandatory, also there are some English institutes in order to reinforce students with the English learning process.

The sample for this study was obtained from students of a private high school. The population consisted of a sample of 100 students between the ages of 12 to 17 years. The students were selected from 5 different courses of this high school. Those courses were ninth, tenth, first, second, and third year senior high school where the subject of English is taught. In each course, 20 students were selected randomly.

### **Procedures**

This research was conducted by using a mixed method approach involving both quantitative and qualitative procedures. The first step was to gather the theoretical information required to have the necessary basis for the different aspects involved in this project such as motivation, proficiency level according to the European framework reference, types of personality, and aspects of teaching speaking. The collection of the information was taken from books specifically, and in the case of Common European Framework the data was taken from the official website and Ministry of Education in Ecuador. In addition, more information was taken from previous studies regarding this topic in order to provide a better analysis to get better understanding of the final results.

After the literature review was completed, the research continued with the field investigation by collecting first-handed information. The objective of this research was to determine the facts that affects Ecuadorian high schools willingness to orally communicate in English classes. To this end, the sample taken was one hundred students.

To start with the data collection first, it was required to write a letter to authorities of the high school.

The instruments used to collect the information were a questionnaire and an observation sheet. The questionnaire was adapted to the objective of the study. It was applied to 20 students from each selected course. This questionnaire consisted of 7 questions from which 5 were open-ended questions and 2 of objective type, that suits the purpose of the study, and help to examine the factors that may influence student's willingness to communicate because they provide rich descriptions in each question asked.

The instruments were applied during the English class in each course, in order to observe the class and take out information for the data analysis. Before giving the questionnaire to each student, it was necessary to explain them what is the questionnaire for, and to explain how it works, giving them the respective explanation of each question, in order to get the more real information.

For the qualitative analysis, motivation and teaching speaking aspects were the main guide to be considered, gathering the information from observing the classes, teachers, students, and writing down in the observation sheet the most important and relevant details.

The analysis of the quantitative data was conducted by interpreting the results. The data was analyzed and tabulated using Excel tables in which the corresponding frequencies and percentages were calculated. First the questionnaires were separated by courses and then all of them together, in order to interpret in a better way the results and give a better analysis having from reference the differences shown from each course.

The information obtained from the open-ended questions where interpreted and qualified into standard variables, so that it was possible to count them and have a total number of answers. In this part, the appreciation of the author was important to identify the most

relevant, comparing and contrasting with the information received from class observations, in order to get optimum results.

## Discussion

### Description, Analysis, and Interpretation of Results

This section intends to analyze, interpret and describe the results obtained from the questionnaires and observations of students and teachers in a private high school in the city of Loja. The analysis, description, and interpretation of the results, have the purpose to answer the following questions: How does motivation influence student's willingness to orally communicate? How does proficiency level influence student's willingness to orally communicate?, and How does personality influence student's willingness to orally communicate?.

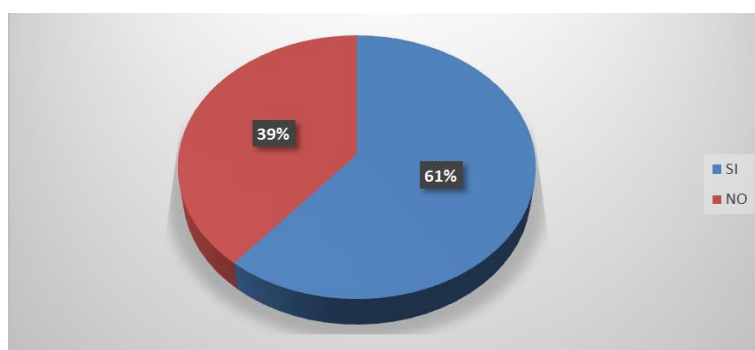
This section explains the results obtained giving a qualitative analysis that refers to a method applied to gather the information for the narrative data in all the process, for example human behavior, thoughts, that help to investigate the why and how a decision is made. On the other hand, the quantitative analysis refers to a method based on numerical data, that is to say, the data obtained is analyzed in a numerical way especially in the field of statistics.

### Qualitative and Quantitative Analysis

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

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

**Graph 1**



Author: Paola Nugra

Source: Questionnaires - Annex 1

Regarding this question, Graph #1 highlights that 61% from the hundred survey students feel motivated to speak English in class. According to the students' responses, most of the students have intrinsic motivation, and feel motivated because they like the language and want to learn it. In addition, they have extrinsic motivation too because of the fact that the class is only in English language avoid using Spanish.

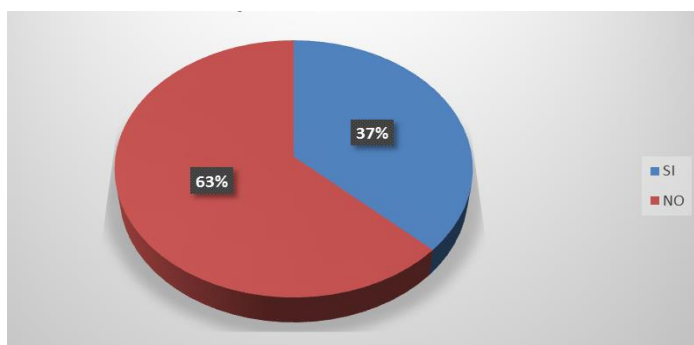
On the contrary, 39% of the students responded "No". It was found that students did not like the English class because the teacher made the class bored and also students consider that English pronunciation is very difficult to learn. According to the students point of view, the class did not give them the support and confidence to orally communicate.

Regarding motivation, Penny (2012) describes that extrinsic motivation derives from the influence of some kind of external incentive, and some of these sources are not always accessible to the influence of teachers. On the contrary, she states that intrinsic motivation derives from the internal desires, attitudes, the wish to learn starts for students' own sake or interests in different type of tasks.

According to the observations done in the classrooms, the classes were very dynamic, with games and with good environment where the student felt comfortable and had confidence to participate actively in class. Even though, some students were motivated, they did not participate in oral activities and were not interested in learning English. Only few students participated along the lesson, the rest of students were bored and the teacher did not give good explanations in order to engage students in oral activities.

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

**Graph 2**



Author: Paola Nugra

Source: Questionnaires - Annex 1.

Graph # 2 shows that 63% of the students answered that they did not feel motivated to speak in English with their classmates. The main reasons were the lack of interest to learn the language as they did not consider it as important as it is, and the bad disposition to talk to their peers. Consequently, they preferred to communicate in the mother tongue than practicing English in class because they felt shy.

On the other hand, only 37% answered they felt comfortable to speak in class because they liked the language and they thought it was a good technique to practice speaking. In the same way, students manifested that the class was good to be confident to speak because they were not afraid to make mistakes when speaking with their classmates.

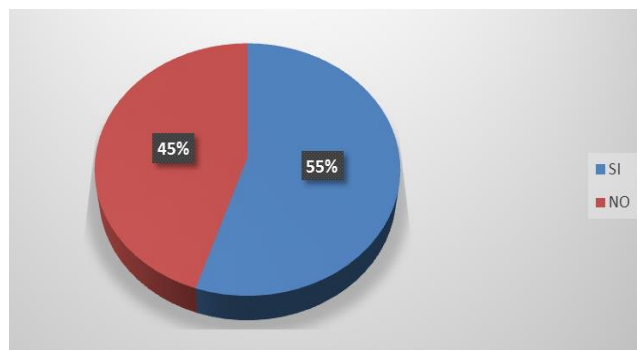
In the language learning context, Dörnyei and Schmidt (2001) manifest that the internal motivation (intrinsic) comes from the students who delight in the sound, melody and rhythm of a piece of prose or poetry of the foreign language. On the other hand, when the motivation comes from a contingency in the environment and the learner's behavior is in effect regulated by some external source (extrinsic).

According to the observations, the majority of students did not like to communicate with their classmates in the target language, they preferred to do it in the mother tongue and

most of the time, to mix both English and Spanish. The environment of the class did not give students the necessary confidence to orally communicate in English with their peers. Furthermore, it was found that to develop students' speaking ability, the teacher should know well the group personality in order to select the best activity because they prefer to participate individually.

### **Is your participation in speaking activities in classroom voluntarily?**

**Graph 3**



Author: Paola Nugra  
Source: Questionnaires - Annex 1.

Graph # 3 indicates that 55% of the students were freely willing to participate in speaking activities in class because they felt it is necessary to improve their English level as they practice it. In addition, students wanted to participate in order to get better grades or a reward. The rest of the group (45% ) were passively participating in the classroom because they only participate with pressure of the teacher when he/she ask students something and make them to speak in the target language; even though, the teacher tried to motivate them to voluntarily get the interest to participate and practice the language.

Regarding to this question that refers weather the students work over their motivation voluntarily or by external influence, the answers showed a very close difference in the percentages obtained. A half of the class felt motivated to voluntarily participate in speaking



activities in the class because of personal facts and the rest of the group were forced and pressured to participate.

In reference to voluntarily participation, Penny (2012) describes some extrinsic motivation facts such as success and its rewards, failure and its penalties, authoritative demands, tests, competition. And for the ones who are intrinsic motivated, she details the following clear goals: varied topics and tasks, visuals, tension and challenge, games, entertainment, play- acting, information gap, personalization and open- ended cues.

During the class observations, the students participation was only when the teacher asked something. Teachers had a hard work to make students feel comfortable and confident to actively participate and speak English in the classroom, that is why they had to force them in some way to practice the language. Students who did not know the language very well were ashamed to feel embarrassed in front of the class if they speak and make mistakes.

**What motivates you to participate in “speaking” activities that are developed in classroom?**

**Graph 4**



Author: Paola Nugra  
Source: Questionnaires - Annex 1.

This question is objective, and gives students multiple options in order to select the fact that motivates them to participate in speaking activities. Graph # 4 reveals that 20,44% of students felt motivated to participate in order to improve their English level, whereas 8,49%

wanted to demonstrate their knowledge. As a second fact, 19,50% of students felt motivated because they wanted or needed to get good grades in order to pass the course , in contrast, 8,49% of students were engaged to participate because they wanted to receive a reward. Another important fact to mention is the type of activity. Regarding to this 15,41% of the sample considered this as a significant fact that stimulates them to participate. Teachers must be very careful when choosing the appropriate activity to the group in order to encourage them to speak the target language. With a less percentage, 15,09% of students believe that studying a good, interesting and enthusiastic topic takes their complete attention in the class. This fact has a close relation with the type of activity for the reason that the activity chosen will depend on the topic chosen for the class. In the same line 12,26% of students maintained that the teachers attitude determines their participation in class.

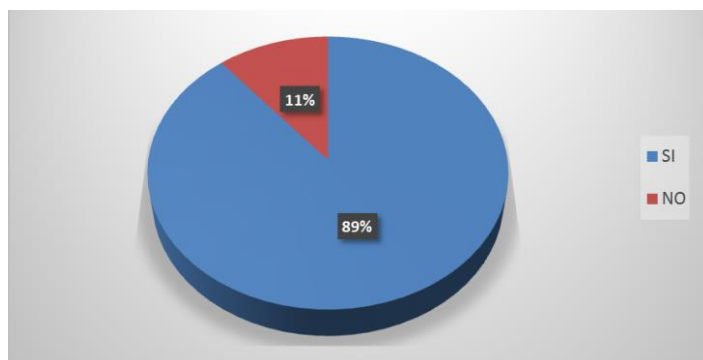
Scrivener (2008) gives some ideas to get students motivated when speaking activities are carried on. The author recommends that at the moment of teaching the teacher should consider the following tips to teach speaking: frame the activity well, give students brief role-cards, let them think over their thoughts and standing arrangements.

According to what was observed during the class, students were motivated more by extra points, or any incentive that can make them to improve their grades. In the classroom there was a little of individual competence between students that was reflected on their own willingness to improve their level in order to become better than the other ones.

In addition, it was found that not all of the courses were the same, students from each group had different attitudes during the class. As they were from different ages, some groups liked to learn by games, other preferred to work individually, and some others liked to work on group or pair activities. The teacher may be very clever to find out and develop a different activity to get through the class according to the topics chosen, and rewarding them specially with grades.

**Do you consider that your English level influence in your participation in “speaking” activities?**

**Graph 5**



Author: Paola Nugra  
Source: Questionnaires - Annex 1.

In Graph # 5, a high average of students answer was positive, 89% affirmed that the English level has influence on their participation in English speaking activities. Students considered that a good level of English demonstrates knowledge of the language, and that helps in their oral production. Therefore, students manifested that having a good knowledge of the language generates confidence to speak it. Students also said that low knowledge would difficult their oral production.

On the other hand, only 11% of students believed that the English level does not matter in their oral production. Students considered that participating in speaking activities is a way to practice it without caring about the mistakes they made because they expected that the teachers correct and support them. A minor group agreed that if they do not participate in class is because they do not have any interest to do it, and not because of language knowledge.

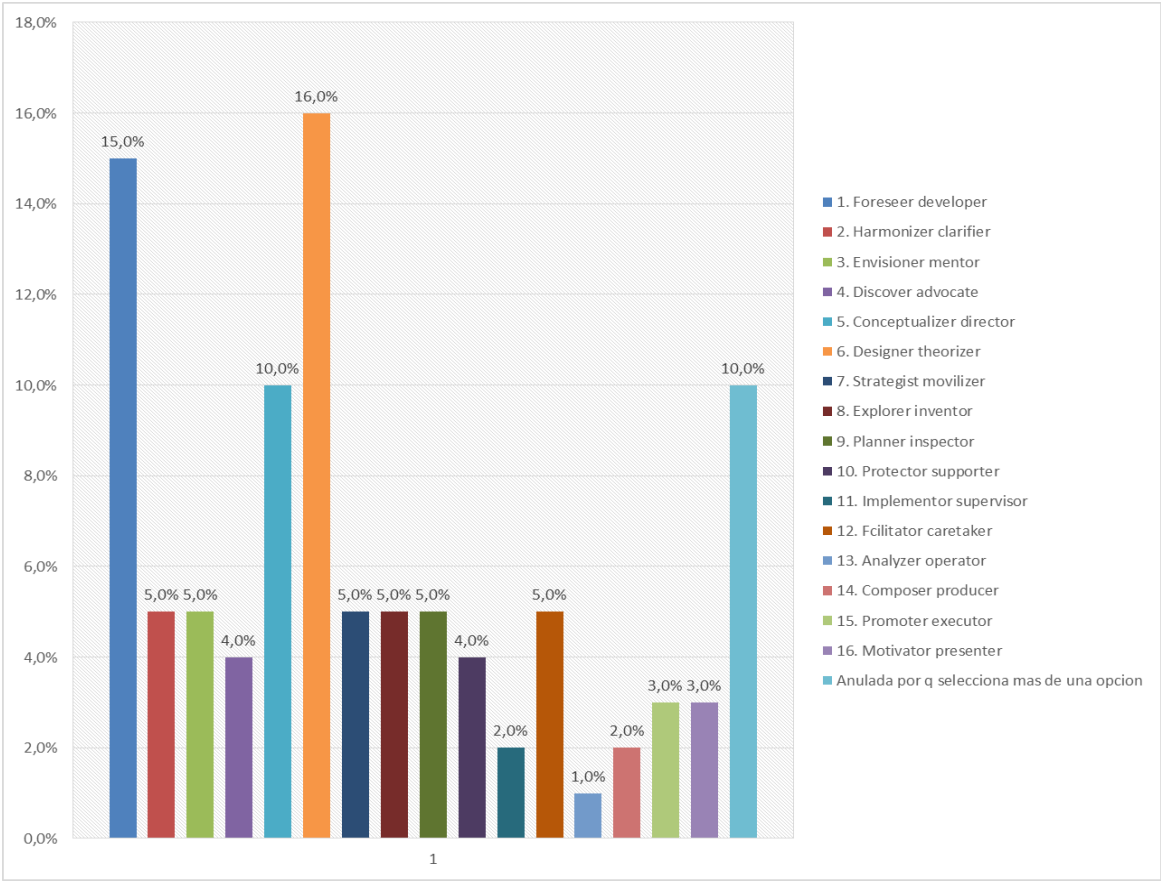
Regarding this question, the validated CEFR illustrative descriptors have been mathematically scaled to the levels established, by analyzing the way in which they have been interpreted in the assessment of large numbers of learners. It classifies the language

knowledge in three blocks of levels Basic (A1 and A2) Intermediate (B1 and B2), and Advanced (C1 and C2). This levels help to organize students into their corresponding class for a better learning and teaching process. Even though their knowledge and oral production must be developed according to their level abilities.

Regarding to the class observation, it is important to highlight that these school students from first to third year of senior high school are distributed for English classes according to their English level. Consequently, having students from the same English level together gives a better class climate and gives them the confidence they need in order to be able to ask. Students with low level have difficulty to comprehend the language and to orally produce it.

**What type of personality do you consider you have?**

**Graph 6**



Author: Paola Nugra  
Source: Questionnaires - Annex 1.

Graph # 6 shows that 16% of the sample considered they have the type of personality Designer Theorized or INTP Introverted Thinking Perceiving. According to Barens and Nardi (1999), this type of personality lives in the world of theoretical possibilities, have the ability to analyze difficult problems, identify patterns, and find logical explanations. This type of people are talented to design, and think about the thinking process. Then with a less percentage, 15% students manifested they have Foreseer Developer type of personality, they are very practical when solving problems. The INFJ is gentle, caring, artistic, and creative who live in a world of hidden meanings and possibilities.

As the third most selected type of personality, a group of students that corresponds to the 10%, considered themselves as Conceptualizer Director, as their mind is always gathering information because they understand new ideas easily.

Barens and Nardi (1999) state that “personality cannot be measured, they can only be mapped and to describe personality, first people have to describe themselves”. But, they also refer to best-fit type which mentions to find what type of pattern fit each person, and that would be through self- discovery, self- reflection, interaction and others – sharing and feedback, and openness to new information, in that way they get to detailed the sixteen types of personality.

As shown in the graph above, there are six groups with the same percentage (5%). Each group defined themselves with the type of personality as Harmonizer Clarifier, Explorer Inventor, Planner Inspector, Facilitator Caretaker, Strategist Mobilizer, Envisioner Mentor.

People in the group of Harmonizer Clarifier are intuitive about people, and always are looking for the truth and meaning underlying things; another group was determined the type of personality as Envisioner Mentor, Barens and Nardi (1999) manifest this kind of personality describes people who like to communicate, and give love, support and good time to other people.

The same authors explain that, the group who belongs to Explorer Inventor type of personality are logical, creative, clever, curious, and theoretical with a purpose that is isolated from their feelings and other people.

There was another group that were selected as Planner Inspector type of personality. According to this result, Barens and Nardi define this type of people as quiet and reserved, usually interested in security and peaceful living. The next type of personality which encompasses the same number of students (5%) was Facilitator Caretaker. According to the author mentioned before, these people are very warm, sensitive, sympathetic, cooperative, tactful, practical, organized, enthusiastic and energetic people. Furthermore, the next group with the same percentage was Strategist Mobiliser who are describe as innate leaders. These type of people are mentoring and empowering most of the time, as they are also talented for coordinating multiple projects. Often overwhelmed by managing all the details of time and resources.

The last type of personality selected with the same 5% was the Envisioned Mentor. Students considered they have this type of personality which refers to those who are creative for planning and enjoy their creative process. These people are talented for seeing potential in others and are intuitive intellect.

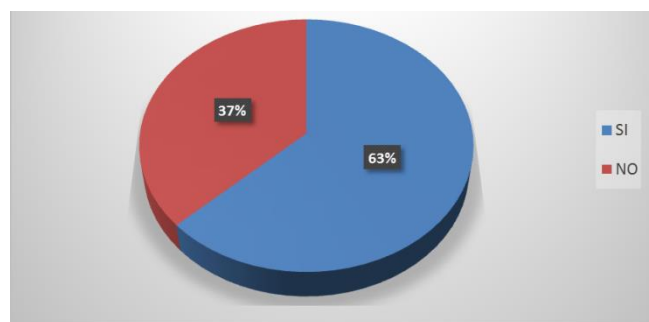
Finally, the last groups with very little percentages from 4% and under were determined as Discover Advocate, Protector Supporter, Implementor Supervisor, Analyzer Operator, Composer Producer, Promoter Executor, Motivator Presenter type of personality as detailed in the graph above.

Regarding to the direct observation, in a group of 20 students it is possible to observe different attitudes in each student, however, it is not possible to determine in one class the type of personality each student has. Even though, it could be determined that there are

students who are very shy and do not interact with their peers or participate in class, and some others are very actively to participate in the class and have good relationships with their classmates. Students found a little hard to determine which type of personality better defines them in order to give an appropriate response, they had analyzed themselves for a little while.

**Do you consider your type of personality influence in your participation in “speaking” activities?**

**Graph 7**



Author: Paola Nugra  
Source: Questionnaires - Annex 1.

Graph #7 shows that 63% of students ponder the personality type influence over the participation of speaking English, the other 37% considered the opposite. According to the answers, the majority of students are influenced by their personality to act and develop their selves during the class. Students who are extroverted and self-confident tend to actively participate in speaking activities; they are very cooperative with the teacher. On the other hand, those students who are shy and introverted tend to be passive during the class, they believe their personality do not interfere in their willingness to participate in class but what limit them to participate is their English level.

Regarding personality, Burger (2010) defines it as consistent behavior patterns and intrapersonal processes originating within the individual, that is to say, a set of characteristics like thoughts, feelings, behavior that makes every individual a unique person.

According to the direct observation, there was no doubt that personality influence students willingness to participate in class. Some students who showed to be extroverted were actively participating in class. Despite of some students did not had a good language knowledge they were not ashamed to participate or make mistakes in front of the class. While there were other students with good English level who were very shy and preferred not to participate in class at all. However, the teacher was able to pressure shy students to participate in oral production activities.



## **Conclusions**

The results showed that most of the students felt motivated to speak in class, but teachers were not working enough to motivate students to speak English; they focused more on encouraging them to learn the subject and even on practicing pronunciation but they left the importance to give them the confidence to speak in a foreign language. Students had good grades even though they did not like to participate in oral activities.

This study revealed that there was a lack of intrinsic motivation and there was a huge influence on extrinsic motivation. Teachers were focusing on being the ones who incentive students by the fact of giving them rewards or extra points to improve their grades.

The analysis of the results revealed that students felt identified with the types of personality as extroverted and confident people such as Designer Theorizer, Foreseer Developer, and Conceptualizer Director which are personalities that do not coincide with the results obtained in their willingness to participate in speaking activities. Most of the students did not participate voluntarily in the classroom activities, in that way, it could be determined that students were not able to identify their correct type of personality just with a brief description.

This study demonstrated that the proficiency level is an important fact to be considered in the teaching-learning process in high schools in order to improve speaking ability. Students considered that a good level of English help them in their oral production because this generates confidence to speak the target language. On the contrary a minor group of students felt that low knowledge would difficult their oral production.

This research has confirmed that students willingness to orally communicate in English lesson is certainly the type of personality they have. According to the students point of view, they considered necessary that teachers should identify their types of personality, in

order to develop good activities that could motivate them to improve their oral participation in English classes.

Finally, the research affirmed that students who have low language knowledge preferred to use their mother tongue instead of practicing the foreign language they are learning. This is due to the fact that students did not feel motivated and were not interested in participating on speaking activities.

## **Recommendations**

It is suggested that teachers should divide students according to their age and proficiency level, in that way teachers can develop their classes in a better way in order to help students to get a better understanding of the language and consequently will produce on them a willing to participate in oral activities.

It is advisable that in order to improve the students' proficiency level, teachers should consider the different types of their personality because it will provide consistent behavior patterns and intrapersonal processes originating within the individual a set of characteristics like thoughts, feelings, and behavior. It will help the teachers to use the correct dynamic methods, strategies, and techniques during the teaching-learning process.

It could be recommended that parents and teachers should help students to develop their motivation. They should incentive students to have personal goals, waking up their interest to learn the target language and showing them the benefits of it.

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## Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
La Universidad Católica de Loja  
MODALIDAD ABIERTA Y A DISTANCIA  
TITULACIÓN DE INGLÉS  
CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de cómo influye la motivación, nivel de conocimiento y la personalidad en el uso del idioma Inglés en las actividades de “speaking” en el salón de clases.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

### Datos Informativos:

Nombre de la institución:	
Tipo de institución:	Pública ( ) Privada ( )
Año de educación básica:	8vo ( )      9no ( )      10mo ( )
Año de bachillerato:	1er año ( )      2do año ( )      3er año ( )
Ciudad:	

**Instrucción:** Marque con una X según su criterio e indique la razón de su respuesta.

1. ¿Te sientes motivado a hablar Inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado a hablar Inglés con tus compañeros en la clase?

SI	NO
¿Por qué?	

3. ¿Tu participación en las actividades de “speaking” en el salón de clase es voluntaria?

SI	NO
¿Por qué?	

4. ¿Qué te motiva a participar en las actividades de “speaking” que se realizan en la clase?

Tipo de actividad	( )
Incentivos	( )
Mejorar tu nivel	( )
Mostrar tu conocimiento	( )
El tema	( )
Calificación	( )
Actitud del profesor	( )

5. ¿Consideras que tu nivel de Inglés influye en tu participación en las actividades de “speaking”?

SI	NO
¿Por qué?	

6. ¿Qué tipo de personalidad consideras que tienes? Marque una sola opción.

1	<b>Foreseer developer:</b> superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	<b>Harmonizer clarifier:</b> descubren misterios y tienen una forma de conocer lo que es creíble.	( )
3	<b>Envisioner mentor:</b> comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	( )
4	<b>Discoverer advocate:</b> exploran percepciones y responden a ellas mediante un proceso creativo.	( )
5	<b>Conceptualizer director:</b> visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	( )
6	<b>Designer theorizer:</b> son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )
7	<b>Strategist mobilizer:</b> son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	( )
8	<b>Explorer inventor:</b> son creativos e ingeniosos, intentan ser diplomáticos.	( )
9	<b>Planner inspector:</b> idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	( )
10	<b>Protector supporter:</b> notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	( )

11	<b>Implementor supervisor:</b> tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	( )
12	<b>Facilitator caretaker:</b> aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )
13	<b>Analyzer operator:</b> resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14	<b>Composer producer:</b> toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	( )
15	<b>Promoter executor:</b> tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16	<b>Motivator presenter:</b> tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	( )

7. ¿Consideras que tu tipo de personalidad influye en tu participación en las actividades de “speaking”?

SI	NO
¿Por qué?	





UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

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?