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

TRABAJO DE TITULACIÓN

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De mi consideración:

El presente trabajo de titulación The Students´ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. Realizado por el alumno Yanez Morales Roberto Segundo, ha sido orientado y revisado durante su ejecución por cuanto se aprueba la presentación del mismo.

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Dedication

To my dear wife Alexandra, my children: Roberto Javier, Jorge Andrés and Estefanía Alexandra, the eternal gratitude for their moral spiritual and economic support, patience, understanding and confidence in the husband and father, I dedicate this work with much love and affection which reflects years of overcoming and family sacrifice.

To God for those days of absence while accomplishing my duty as a Navy man, for the time and all oportunities dedicated to the University, for keeping my family relationship strong and loyal, and blessing my home with his spiritual mantle, having heard my prayers and have allowed this challenge to become a reality.

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CONTENTS

ABSTRACT

This field research took place in several Ecuadorian high schools. The purpose was to gather insight into students' perceptions on the factors that influence their willingness to orally communicate in the English Foreign Language (EFL) classroom. The research questions established for this project were:

How do motivation, proficiency level, and personality type, influence students' willingness to orally communicate?

In the Province of Santa Elena, three institutions, and five classes, were visited: two classes of 10th grade of basic education class, one of second year and two different third year of senior high school classes participated. The research was composed of qualitative observations of approximately 250 students. Quantitative data gathering was accomplished by randomly distributing 20 surveys in each class. The mixed method research results offered insight into the teaching-learning process of learners living and studying English. The aim of the study was to pinpoint various factors or influences that educators are likely to be interested in overcoming the limiting factors identified during this research to improve the willingness of students to practice speaking English to gain proficiency and become academically successful. KEYWORDS: surveys, motivation, proficiency level, personality type, teaching, speaking, limiting factors, oral communication, academic success.

Resumen

Esta investigación de campo se llevó a cabo en varios colegios ecuatorianos. El propósito de la investigación fue reunir una idea de las percepciones de los estudiantes sobre los factores que influyen en su voluntad de comunicarse oralmente en el aula de clases de Inglés como Lengua Extranjera (EFL). Las preguntas de investigación establecidas para este proyecto fueron: ¿Cómo la motivación, el nivel de competencia y el tipo de personalidad, influyen en los estudiantes en la voluntad para comunicarse de forma oral?

En la provincia de Santa Elena, un total de tres instituciones y cinco clases, fueron visitados: dos clases de décimo grado de educación básica, una de segundo año de bachillerato y dos clases diferentes de tercer año de bachillerato de los colegios que participaron. La investigación cualitativa se compone de observaciones a 250 estudiantes aproximadamente. La recopilación cuantitativa de datos se llevó a cabo mediante la distribución al azar 20 encuestas en cada clase. Los resultados de los métodos mixtos usados durante la investigación ofrecieron información sobre el proceso de enseñanza-aprendizaje de los estudiantes que viven y estudian Inglés en la costa oeste de Ecuador. El objetivo del estudio fue identificar varios factores o influencias que obstaculizaron a los estudiantes en diferentes maneras para comunicarse oralmente en las aulas de clases de inglés como lengua extranjera. Los educadores están susceptibles y muestran interés en la superación de los factores limitantes identificados durante esta investigación para mejorar la voluntad de los estudiantes para practicar el habla del idioma Inglés, ganar nivel de competencia y llegar a tener éxito académico.

PALABRAS CLAVE: encuestas, motivación, nivel de competencia, tipo de personalidad enseñanza, hablar, factores limitantes, comunicación oral, éxito académico.

Introduction

This field research and data analysis focused on seeking answers to enable positive educational enhancements for academic success. The Ecuadorian government has various concerns regarding basic education related to foreign language learning, especially English. This research was initiated to better understand what solutions might be both possible and beneficial.

In high schools, statistics results show there is significantly low academic performance related to the English teaching-learning process. Overcoming low academic performance related to that process requires solutions to enable students' access to available academic scholarships in Ecuador and/or in foreign countries where English is spoken.

Students are losing employment opportunities in Ecuador, mainly in tourist cities, and worldwide where English is common in general or business conversations.

Today, universities in Ecuador require strict entrance exams to evaluate his or her future academic performance. In order for students to pass the exams, he or she must be proficient in English. By being proficient in English, students are likely to successfully attend and graduate from any university. Academic success makes the students more likely to be awarded employment in government areas, worldwide, or anywhere where a mastery of English, written and/or spoken, opens many more employment opportunities.

Furthermore, Ecuador, for numerous reasons, is a popular worldwide location for English-speaking visiting tourists, full and part-time retirees, professionals, and others.That socio-cultural factor creates a major social adjustment for Spanish-speaking Ecuadorians due to the cross-cultural influences from an increase in the number of native English speakers.

This cross-cultural situation can be problematic. The solution is Ecuadorian citizens

having a command of English. Additionally, learning English assists Ecuadorians in acquiring cultural competence.

Therefore, among teenagers, it is necessary to increase English fluency inside and/or outside the classroom. They must practice to gain proficiency. It is best if students enjoy that activity. To accomplish this, teachers should employ several strategies. These various strategies will elicit students to speak English by using different methods and resources. As a result, students will increase his or her interest in learning the target foreign language.   Variety, by using different methods and resources, overcomes the boredom and mental exhaustion that are great deterrents to acquiring new languages.

Thus, the purpose of this study was to analyze and comprehend the students' perceptions of the factors that influenced their willingness to orally communicate in the EFL classroom and be academically successful (Gladwell, 2008). The reader will understand those factors through content found in the included literature review. All information is related to the following questions:

  • How does motivation influence students' willingness to orally communicate?

  • How does proficiency level influence students' willingness to orally communicate?

  • How does personality influence students' willingness to orally communicate?

During field research visits to high schools, three school principals authorized observations of five classrooms. School principals also authorized surveys to be distributed and completed in each of the high schools; surveys produced research data.

Information was identified on a wide range of cross-cultural, target-language independent factors that influence students' willingness to speak in any EFL classroom. For example, in a previous study by Qashoa (2006), the author recognized factors affecting the

United Arab Emirates (UAE) students' motivation toward learning English as a foreign language. Qashoa stressed his exploration regarding integrative and instrumental motivations for learning English.

The second study from authors Toni and Rostami (2012), focused on the question about whether motivation continues to play a significant role in developing learners speaking proficiency. Toni and Rostami were seeking answers about any relationship between the Iranian EFL/EIL learners' level of motivation and their speaking performance in English.

Additionally, a third study undertaken by Kusrini (2012), explored the different techniques that teachers used when teaching oral English usage. Kusrini's objective was to comprehend the effectiveness of Kusrini's "Think-Pair-Share" ("T-P-S") for teaching English speaking. Kusrini's research findings implied that the use of "T-P-S" could motivate students speaking with more competency than those taught using only discussion techniques.
Kusrini's theory was that when learning to converse in a second language, the common problem faced by students was how to explore their ideas related to how manage his or her acquisition of a new language. Through the "T-P-S" technique, Kusrini says that student teams will first think about the topic. Second, the student team can explore their ideas by asking for other team members' opinions. Finally, student team members can share with students'and/or teachers' groups, outside their own team, with confidence, because they have already engaged in discussions with their student team.

Kusrini (2012) also said that by implementing the "T-P-S" technique, the student team would have enough time to speak both in pairs and within the group. By implementing the "T-P-S" technique, students would be motivated to learn English, especially when participating in speaking activities. Implementing this technique also improved and increased

cooperation. The use of the "T-P-S" technique was strongly suggested. This suggestion was made because the students not only acquire a greater fluency; they also enlarged their vocabulary. Student individuals and teams were motivated to participate in speaking activities through this technique. This technique encouraged the students to set aside time to practice the target language, and to reflect on their accomplishments with increased self-confidence. The student teams, and individual students, using Kusrini's technique were more engaged, more challenged to deliver their ideas, and practiced more comprehensively.

Identifying and reporting students' perceptions on the factors that influenced their willingness to speak in the EFL (English Foreign Language) classroom will benefit students. Some findings may need further analysis, but teachers need information from previous research plus new data to meet students' need for a high proficiency in reading, speaking, and writing, as well as a cultural understanding regarding Anglo-Saxon languages.

In modern society, cultural understanding regarding English is essential for adequate professional development. The English language has global use in scientific fields, economic arenas, technological development, academic environments, etc. An in-depth understanding will open doors to vast interconnections within the developed world where it is necessary to use English as a second language. Since English reaches almost every country in the world, is important to acquire skill in using that language.

The development of cultural competence by Ecuadorian students is imperative in modern society. The speaking and/or writing of English are not only technical tools, but the mastery of English develops an understanding of the cultural differences between the two heritages. All Ecuadorian professional persons need a mastery of English and a deep insight into differences between the two heritages. This proficiency in English is a professional tool;

cultural competence makes diplomatic relations clear and successful. Those proficiencies, in language and cultural understanding, assure a high performance in all fields. Additionally, those two proficiencies play a leading role in Ecuadorian professionals being regarded as well rounded, highly educated, and successful Gladwell (2008).

The necessity for proficiency in language and diplomatic relations is emphasized by this quote by Rodriguez (2001): " Illiteracy of the next millennium will be to not know how to handle a computer and not know another language."

The importance of English for professionals, lies primarily in the ability to access updated information, especially online, as the majority of online information is in English. Not having to rely on a third party translation typically makes communication clearer, as English fluency by the online reader is more direct and fluid.

This original thesis research clarifies the necessity for high school students (1) to improve foreign language proficiency, (2) identify what factors adversely affect their learning English as a second language, and (3) to recognize how students fluent in English will positively influence the future for Ecuadorian society.

Ongoing research, regarding this topic, will continue to improve the wide range of factors considered within this study. Each new research report will build on these initial findings. As historical data is collected, using existing teaching/learning techniques as well as developing new ones, modifications will be made. At the same time, as positive changes are implemented within the educational system in Ecuador, the trend toward continued successes when teaching foreign languages will increase Gladwell (2008).

This thesis research experienced administrative challenges. One example of a challenge was the time assigned by the schools for administering the surveys. The time

originally assigned was outside of normal school and researchers´ schedules. Therefore, the researcher had to manipulate existing schedules to allow for the surveys to be completed.

This change required the original time programmed, into the school schedule, to be modified. It would have been most efficient to complete the class observation, and the surveys, the same day. However, because most of students were busy with assignments for other classes, there was no time allocated for students to take his or her surveys on the same day neither the next day and so on in spite of that the researcher needed them to get the survey´s answers after class observations.

The aim of this research is to provide results, which will guide teachers, or administrative authorities, in charge of education, to preserve this information as a reference tool. The results of this research may improve the learners competence from using new English learning activities specifically designed as a result of this research. Ideally, historical records will confirm that using this information as a reference tool to accomplish the goals of teachers and their students, will produce significant academic improvements in student's learning and retention responses by using the redesigned curriculums and syllabi that were developed using this reference tool.

Literature Review

School administrators expect high school graduates in basic education to have a level of English fluency that will become the basis of future specialties. Graduates are also expected to be critical thinking individuals, and to be committed to individual transformation. Therefore, those graduates, the leaders of tomorrow, are expected to have various social skills, including but not limited to, being protective of freedom of thought. duates will be anticipated to have expertise regarding the latest critical and creative thinking, and behave innovatively in any research environment, once they have acquired the highest levels of English proficiency.

Ecuador's economic outcomes, political positions, and social behaviors are influenced by changes occurring globally. English is an essential tool to clearly comprehend the factors influencing changes currently occurring around the world. Therefore, the teaching-learning process of the English language for Ecuadorian students is essential. Knowledge of the need to learn English, from elementary school and forward, must be emphasized. As a student's proficiency increases, the basis for the proper use of the English language are both practiced and better understood. By the time a student progresses within the educational system into the higher academic years, it is vital to facilitate the process of learning English to the level of fluency.

A well-known quote: "Who does not use properly the Anglo-Saxon language, will be the illiterate of the future" Rodriguez (2001) is known to be true, because English is used in all professional fields. Therefore, the need to know the English language is vital. For the modern professional, with high aspirations, there is no choice what to study. English must be

mastered to fluency, by successful reading, writing, speaking, and cultural comprehension in order not to be the "illiterate of the future."

To be considered a literate individual, English fluency is essential for proper professional development within most career paths. English is the language of the great powers, those leaders who are the pillars of the development of new technologies, science, production of electronic devices, and other fields. Therefore, to enable Ecuadorians to be up to date on all aspects of global development, English fluency is essential. Our country's professionals must become skilled in the constantly changing teaching-learning process that is provided globally by English speakers. The mastery of English is necessary so that we can stay one step ahead in all professional fields, as well as clearly understanding economic outcomes, political positions, and social behaviors.

It is commonly understood, in our modern world that educated people must always be at the forefront of the ongoing development of our globalized planet. This necessity for forefront exposure does not include only producing excellent quality products and services, in everything presented on the global market, but also graduating educated people. Those educated professionals must also be highly skilled in a respected field. To survive in today's globally competitive society, people must make a positive impression, significant differences, and seek constant improvements, all on a daily basis.

The English language plays an important role in various social aspects. Therefore, it is necessary to understand the correct structural, proper uses, and cultural aspects of English. Bilingual professionals, who have completely overcome the challenge of learning English, will easily meet whatever market demands, on a global scale, are dictated by economics, politics, social deviations, and/or environmental changes. Ecuadorians must broaden their

qualifications for highly competitive employment opportunities. Globally, only a few people will be the best qualified, thus able to open the door to a development path not only on a personal level, but also on a social level.

According to focal questions established for this research, now I am going through them,   whose information served as to get result findings during the whole process.

Motivation

The word motivation is derived from Latin word "movere", which means, "to move." The definition of the word motivation means to explain why we are engaged in certain behaviors. Motivation is "Something that drives people to do what they do" (Cohen, 1990).

According to Ames (1992), Fuente Arias (2004), Mackenzie (2011), and Williams and Burden (1977), one factor that influences academic achievement is motivation, by teachers and students. Ideally, it would be that all teachers put forward their best efforts to refine their own teaching techniques, and enhance student learning in whatever beneficial ways that will achieve the academic goals, career preparations, and social purposes of education.

Since the dawning of public education for the majority of children (USA laws passed between 1852 and 1917), and the ceasing of most corporal punishment by schools (Adwar (2014) reports that 19 USA states still allow it) authors Pintrich and Schunk (1996) confirmed that a need to better understand student motivation via teacher behaviors, methods, techniques, and activities has been created.

Williams and Burden (1977), focused on psychology to analyze motivation. Williams and Burden reported that the word motivation has been used as a blanket term with three distinct aspects. The distinct aspects under that blanket term are that (1) someone has a

general disposition to learn, (2) someone is giving meaning to the word ¨motivation¨ in relation to a particular action, or (3) someone is asking the question: "What are the different and overlapping factors that in different internal and external circumstances and situations influence motivation?"

In relationship to the early psychological views of motivation, Williams and Burden (1997), mentioned that the factors that are an influence in humans, regarding positive or negative motives, depends on internal and external forces. Williams and Burden took into account the concept of the behaviorism approach. The behaviorism approach stressed that human motivation to learn any particular thing depends on what biological needs were being met during the early learning years, and what kind of reward or reinforcement was provided to encourage learning during the first stages of life. Covington (2000) called this the 'Goal Theory' of student motivation.

Like Dweck and Legget (1988), Williams and Burden (1997) focused on what has come to be called a cognitive approach to motivation. A cognitive approach to motivation is one in which the emphasis is placed upon ways in which individuals make sense of their learning experiences. Making sense of learning experiences are understood as being motivated primarily by his or her conscious thoughts and feelings. Therefore, from a cognitive perspective, this theory means that people choose the way in which they behave, and they have control over their actions. Contrasting a cognitive perspective with a behaviorist view gives us another way to analyze motivation. The behaviorist view sees our actions as consequences of external forces, such as rewards.

Applying this understanding of motivation, as it might be related to foreign or second language learning, Williams and Burden (1997) said that learning a foreign language is

different from learning other subjects. The main difference identified by Williams and

Burden is the social nature of language, the implication that language belongs to a person's

whole social being (Gonzalez, 2001). Language is an integral part of one's identity. Williams

and Burden (1997) stated that both using language to convey his or her identity to other people,

and the learning foreign languages involves complex learning skills, or a system of rules,

grammar, adoption of a new social and cultural behaviors, and ways of being. This was the

same conclusion by Mackenzie (2011) after over a decade of research of Spanish-speakers

learning English as a second language. Students, especially rural students, need to bring their

rural, internalized, "Funds of Knowledge," (the phrase created by Moll, Amanti, Neff, and

Gonzalez (1992) and Gonzalez, Moll, and Amanti (2005)), into the academic classroom in

order to be able to understand, externalized, content rich philosophical or non-materialistic,

invisible teacher presentations.

   One of the most famous authors of motivation theory was Abraham Maslow

(Boundless, 2015). His 1962 book titled, Toward a Psychology of Being (1998), explained

his hierarchy system of motivation needed to satisfy each level of human needs. Normally

this is shown as a pyramid with the most intense needs: basic survival, at the bottom and the

least vital at the top: self-actualization. Equating the same level of respect toward Maslow

for his theories of motivation requires us to honor Robert C. Gardner for his research, from

1958 to 2015, on motivation specifically regarding the theory of motivation for second

language learners, the focus of this research thesis.

   Gardner (1960, 1977, 2010, & 2012) stated that languages are unlike any other subject

taught in a classroom. The learning of languages involves the acquisition of skills and

behavior patterns, which are characteristic of another community. Learning a language,

teaches the student a great deal of cultural competence (Gonzalez, 2001). Additionally, Gardner (1960, 1977, 2010, & 2012) argues that success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of the foreign language.

One of the most influential issues of language learning is Gardner's (1960, 1977, 2010, & 2012) socio educational model. Gardner's socio educational model incorporates the learner's cultural beliefs, their attitudes towards the learning situation, their integrativeness, and their motivation. Of these aspects, Gardner stressed that the primary factor in the model was motivation. By motivation, Gardner referred to a combination of effort, toward a goal, and a favorable attitude, specifically related to the language. Gardner defined effort as the desire to achieve the goal of learning the language. He defined favorable attitudes, as how the student felt about learning that specific language.

Gardner (1960, 1977, 2010, & 2012) also distinguished between integrative and instrumental orientations in motivation. Gardner stated that integrative orientation occurs when the learner is studying a language because of a wish to feel identified with the culture of the typical speakers of that specific language. However, instrumental orientation, as described by Gardner, involved several factors concerned with motivation arising from external goals such as passing exams, financial rewards, furthering a career, or gaining promotion.

Furthermore, Gardner reported that an integrative orientation is one of the factors that contributed towards integrative motivation. Therefore, Gardner's socioeducational model had influenced studies of motivation in foreign and second language learning. Several other writers: Dornyei (1994), Oxford and Shearing (1994); and Crookes and Schmidt (1991) had

called for a broadening of the theoretical perspective, and the research base, to incorporate cognitive approaches as motivation in education.

Gardner (1960, 1977, 2010, & 2012) stated that from a cognitive perspective, 'choice' is a central factor of importance. The meaning of 'choice' in this context is that people have choice over how they behave and, therefore, they have control over their actions. This position is in contrast with the behaviorist view. The behaviorist view sees human actions as responses of external forces, such as rewards. So, from a cognitive perspective, people decide to act in certain ways, those ways, or factors, influence the choices they make. This fact emphasizes the role of the teachers who are helping and enabling learners to make suitable decisions.

Authors Williams and Burden (1997) explained another constructivist view of motivation. This view centers on the premise that individuals are motivated in various ways because of various external influences that surround them. The various external influences are unique for each person, responding according to their internal disposition, and they use their personal attributes in unique ways. Often external events, social or contextual influences, influence an individual's motivation. These influences include the whole culture, context, a social situation, and/or interactions with different people. This approach is called social constructivist.

Researchers Williams and Burden (1997) gave a present definition of motivation, which is essentially a cognitive viewpoint that fits with the social constructivist framework. Motivation may be constructed as, 'a state of cognitive and emotional arousal', which leads to a conscious decision to act, and then gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal or goals. Reaching toward goals may

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reside within the activity itself. Therefore, motivation occurs as a result of a combination of different influences. Some influences are internal, such as an interest in the activity or a wish to succeed, and other influences are external. This distinction, between internal and external influences, has played an important role in the different theories of motivation.

For an even clearer understanding regarding motivation, Williams and Burden (1977) define a model of motivation distinguishing in three stages. Stage One: there are reasons for choosing particular specific activities, which involve a mixture of internal and external influences, all different for each individual. Stage Two: the decision to do something, the motivation that makes people invests time and energy for a particular task. Stage Three: people are driven to sustain the effort required to complete each activity with satisfaction and within a social context and/or culture, which will influence choices made at each stage. Therefore, it seems, from a teacher's point of view, that motivation is a simple spark of initial interest. However, from this analysis it is clear that motivation entails far more than a simple spark of initial interest or even a sustained activity to accomplish the goal. The pathway, from a spark to a goal completed with satisfaction, is cluttered with numerous variables.

According to Williams and Burden (1977), the first two stages may be seen as initiating motivation, and the last stage involves sustaining motivation. Therefore, there are some theoretical perspectives that relate back to the Williams and Burden model having three stages. Furthermore, considering the cognitive psychologists' viewpoints, the reasons why people choose to act in certain ways are because a distinction exists between intrinsic and extrinsic motivation.

Csikzetmihalyi and Nakamura (1989) explained that, when there is only one reason to perform an act, that reason is to gain something outside the activity itself. For example: passing the exam or as a consequence of some effort obtaining financial rewards. In this case, the motivation is likely to be extrinsic (increased income). However, when the result of doing something is personal interest and individual enjoyment, then the reason for performing the activity lies within the activity itself. In that case, the motivation is likely to be intrinsic (emotional satisfaction).

Williams and Burden (1977), confirmed that for each activity, there is an overriding principle: the individual performing the activity has a perceived value of the activity. The perceived value of the activity is influenced by either, or both, intrinsic or extrinsic reasons. The greater the value attached to accomplishment, or involved in an activity by individuals, the more highly motivated he or she will be to both engage in the activity initially, and finally, putting forth the sustained effort required succeed to reaching the final goal of the activity.

Additionally, to become motivated, people need an arousal. Ideally, as the result of an arousal from new curiosity or an ongoing interest, enough drive must occur to keep working on the goals until finishing all the activity's parameters. A state of continued arousal is called 'flow.' According to positive psychologist, Mihály Csíkszentmihályi (1989), what an individual or groups of people are experiencing in that brief moment is known as 'flow.' 'Flow' is a state of complete immersion in an activity; time and other distractions seem nonexistent.

Regarding the control of the actions that people exert, Williams and Burden (1977) reported that people's motivation is greatly affected by their perceptions. Perceptions exist

when people believe that he or she is able to carry out an action. That belief is known as effective motivation. Teachers are aware of a common phrase: "Our most powerful muscle is between our ears." This phrase refers to the fact that teachers must find ways to sustain their student's belief in his or her own individual abilities to meet his or her goal. That individual belief is the major first step to academic success Gladwell (2008).

Williams and Burden (1977) explained that individuals who are self-starters, and mastery-oriented, seek to master an activity by trying to improve his or her own performance. In other words, individuals who are self-starters compete with themselves. While those individuals, who feel a sense of learned helplessness; see their failures as due to a lack of ability. He or she often stops reaching toward the activity, and finally, gives up altogether. Therefore, researchers have found that teachers, whose students are setting in place, and achieving individual goals, are implementing the most important elements in sustaining motivation.

Williams and Burden (1977) concluded that an individual's motivation is a consequence of the efforts by teachers, and others, who play a significant role in motivating learners. By providing natural feedback to learners, and by taking into account that there are great dangers in relying only on external rewards and praise as motivators. There can be a negative effect on learners. This occurs especially when learners are intrinsically motivated.

The theme being researched is motivation. The initial focus is on Robert C. Gardner (1960, 1985, 2005, & 2010) who, with colleagues, over a 50-year period researched, developed, and refined a program of research regarding motivation in second language acquisition. Gardner's focus was on the relationship between a learner's attitudes toward a

second, or foreign language, the community of that language, and success in second language learning.

Regarding motivation and attitudes, Lightbown and Spada (2006), explained that many experts have examined research on the role of attitudes and motivation in second language learning. The various researchers stressed that the overall findings show that positive attitudes and motivation are related to success in second language learning Gardner (1960, 1977, 2010, & 2012) and Gladwell (2008). Unfortunately, the research did not indicate precisely or entirely clearly how motivation is related to learning. Most researchers give no definitive answer to this question. Masgoret and Gardner (2003) stated that it is difficult to know whether positive attitudes produce successful learning, if successful learning engenders positive attitudes, or whether both are affected by other factors Gladwell (2008).

The complex phenomenon of motivation in second language learning has been defined in terms of two factors: learners' communicative needs and students attitudes toward the second language community. To be even more simplistic:

• What are the learner's emotional attitudes toward the second language community?

• How necessary is it for the learner to communicate in that second language?

Regardless of whether learners need to speak the second language in various social situations or within developing professional career ambitions, students typically understand the broader communicative values of acquiring fluency in a second language. After that insight, the student must find a way to acquire the motivation develop proficiency in that second language. One successful motivator, for learners, is a favorable attitude towards the

speakers of the second language. In that case, the learner has a positive attitude (a self-motivator) toward practicing the second language.

Gardner and Lambert (1972) introduced these new terms: 'Instrumental Motivation' (language learning for more immediate or practical goals) and 'Integrative Motivation' (language learning for personal growth and cultural enrichment). This dual outlook can be compared to Cummings (2003) BICS and CALP explanations of second language learner's progress. Basic Interpersonal Communication Skills (BICS) is typically acquired in 1 to 3 years for immediate practical goals to be satisfied. While, Cognitive Academic Language Proficiency (CALP) normally takes 7 to 10 years to master as that effort is for long-term personal growth, cultural enrichment, and academic fluency. This theory has a great deal in common with Gardner (1960, 1977, 2010, & 2012), who claims that an integratively motivated learner shows interest in learning about the culture and the people of the target second language.

An instrumentally motivated learner has more pragmatic considerations in his or her mind regarding L2 learning, such as obtaining a job or earning more money. Masgoret and Gardner (2003) had a similar outlook as other researchers. Masgoret and Gardner define an integratively motivated learner as one who is motivated to learn the second language, has openness to identification with other language community, and has favorable attitude toward the language situation.

Gardner`s (1960, 1977, 2010, & 2012) model of motivation in second language learning, includes the development of a battery of testing instruments. Gardner`s Attitude/Motivation Test Battery stimulated several empirical studies. Results from such studies demanded that a revised model be developed. Gardner named the new model, The

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Socio-Educational Model. Gardner continued stressing the idea that languages are different from other school subjects. Most subjects require a mastery of the content. However, language learning not only covers the grammar, vocabulary, definitions, sounds (especially verb sounds), but also aspects of typical cultural behavior of a foreign heritage. Using the language appropriately involves an understanding of the attitudes of the second language community. Therefore, the original attitude of the learner toward the second language community will, at least partially, determine success or failure in second language learning Gladwell (2008).

It is necessary to mention that Gardner`s socio-educational model differentiated motivation into four aspects: (1) among cultural beliefs arising from a social milieu, (2) motivation as a source of individual differences in language learning, (3) formal and informal learning situations, and (4) linguistic and non-linguistic outcomes. Gardner considered these elements to be casually linked, on theoretical and empirical grounds.

Another researcher to consider is Au (1988), who reported on motivation and how to achieve success when learning a foreign language. Au (1988) suggested that the socio-educational model could be summarized in terms of five hypotheses:

1. The integrative motive hypothesis: an integrative motive will be positively associated with SL achievement.

2. The cultural belief hypothesis: Cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related.

3. The active learner hypothesis: integratively motivated learners are successful because they are active learners.

4. The causality hypothesis: Integrative motivation is a cause; SL achievement is the effect.

5. The two- process hypothesis: aptitude and integrative motivation are independent factors in second language learning.

Crookes and Schmidt. (1991, p 473) had examined numerous possible factors, which influence motivation in both positive and negative ways. Obviously, it was very important to educate teachers about how to motivate students to speak English in his or her classrooms. Informed educators need to be well instructed regarding what strategies will be the best to encourage students to speak English, practicing while in classes, and continue to be motivated to complete second language acquisition onto the goal of fluency.

Addressing the subject of motivation in the classroom, Lightbown and Spada (2006), stated that according to teacher's experience, motivated students usually have the most active participation in class, express interest in the subject matter, and study a great deal. Following that successful pattern of second language learning is why teachers' influence always has to be positive Gladwell (2008). The teacher must create an authentic classroom atmosphere. A space, conducive to learning, will engage students to participate in finding the content interesting and relevant to their age and level of ability. This outcome, finding the content interesting and relevant to their age and level of ability, is vital to being able to reach each student's goals in an easy and clear way.

Reviewing Crookes and Schmidt (1991), pointed the reader to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices. Crookes and Schmidt stated an example regarding motivating students into the lesson at the beginning. Research stated that early motivating lead to a higher

interest in the subject matter. Researchers stated they felt this result was because the most engaging activities that teachers use lead to motivating most of the learners with different activities, tasks, and materials. These exciting activities offer students an option to go through the lesson, while they improve their knowledge of classroom routines. Students depend on classroom routines for a sense of security and comfort while learning in various ways.

Crookes and Schmidt (1991) reported that teachers who approached every school day as an opportunity to change the classroom scheme with several different activities, tasks, and materials can help to raise students' interest levels (motivation). Activities such as co-operative goals are more effective than competitive goals, because students have to work together to complete a task or solve a problem. Employing group-focused techniques have been found to increase the self-confidence of learners. This outcome occurs because everyone plays an important role in the activities, including weaker team members. A diverse group of team members all add their support. That simple fact is important for the teammates, in the entire class, to improve students' motivation.

Harmer (2001) discussed the elements of students' speaking which are necessary for fluent oral production. Harmer distinguishes between two aspects: the first aspect focuses on the knowledge of 'language features,' and the second one analyzes the ability to process information on the spot or at the moment. Harmer called the ability to process information quickly 'mental/social processing'.

Harmer (2001) explained that the first aspect, 'language features', is necessary for spoken production. 'Language features' involves: connected speech, expressive devices, lexis, grammar, and negotiation language.

This is a brief overview of Harmer's four positions:

1.) Connected speech: conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning – weakened sounds.

2.) Expressive devices - Mental/social processing: pitch, stress, speed, volume, physical, and non-verbal means for conveying meanings (super-segmental features).

3.) Lexis and grammar: supplying common lexical phrases for different functions (Agreeing, disagreeing, expressing shock, surprise, approval, etc.).

4.) Negotiation language: in order to seek clarification and to show the structure of what is being said.

In reference to the second aspect, mental/social processing, Harmer (2001) said that to enable keeping a successful language interaction, it is compulsory to use the language features through mental/social processing. Harmer suggested adding the help of 'the rapid processing skills' (Harmer, 2001, p.271).

Mental/social processing' includes three features: language processing, interacting with others, and immediate information processing. Therefore, it is necessary to investigate these features. 'Language processing' means processing language inside one's head and then, putting it into coherent order. To put language into coherent order requires the need for comprehensibility, as well as, conveying the meaning (retrieval of words and phrases from memory, assembling them into syntactically, and proportionally, appropriate sequences).

Harmer (2001), also reported that interacting with others: including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so, immediate response, and information processing are important activities of processing the information. To master these activities indicates that the listener understands the moment he or she hears the words.

Now, this information is filtered to an easy guide to understand. There is a simple "engage-instruct-initiate sequence" that Harmer (2001, 59) proposes for the beginning phase of an activity which becomes each teachers' group strategies to motivate students to speak up in classes.

First, Harmer (2001, 59) stated that engagement means: "Making it clear that something 'new' is going to happen." He suggested that, from the beginning, the teacher has to share as many instructions as possible. It is typically better to tell students how much time they will have for each activity, and exactly when the students are to begin the activity.

To achieve success Gladwell (2008) in developing speaking skills in all the activities, all instructions should have several aspects that need to be considered. Author Harmer (2001) stresses that it is necessary to use the mother tongue when the instructions are given. Use of the mother tongue (negotiation language) is because of the different proficiency level of English learners and knowledge of the English language for understanding instructions is not in a correspondent level.

Teachers must use all available support such as Information and Communications Technology (ICT): physical movement, aural, mimicking, written cards, radio, televisions, computers, other accessible materials, and/or creative ideas as necessary to accomplish the goal, Council of Europe, (2001).

There is another concerned activity area: sorting students into pairs or groups.

Harmer (2001) suggested four basic groups: friendship, streaming, chance, and changing groups.

(1) Friendship provides the opportunity to choose their friends and create groups.

(2) Streaming (a method of transmitting or receiving data: especially video and audio material over a computer network) is a steady, continuous flow. This method allows playback to proceed while subsequent data is being received. This technique gives students the chance to be divided into groups according to their abilities, thus creating the same ability groups or mixed ability groups.

(3) Chance: Counting out, this method Harmer calls 'chance' avoids the ability differentiation within groups as the choices are totally random.

(4) Changing groups, the last one, so that students keep changing while the activity continues.

The role of the teacher, during the activity, is very important. When addressing fluency speaking activities, Harmer (2001) suggests three basic roles that teachers take on, including: prompter, participant, and feedback provider.

While taking the role of a (1) prompter, "the teacher offers discrete suggestions or lets students struggle out of a difficult situation (when students get lost, cannot think of what to say next, lose fluency), which can stop the sense of frustration when coming to a 'dead end' of language ideas," Harmer (2001, p.104).

A teacher acting as a (2) participant acts in a simulated way, introduces new information to help continue the activity, ensures continuing students' engagement, and generally maintains a creative atmosphere. Harmer also says that when acting as a

participant, the teacher should be careful not to participate too much, thus dominating the speaking and drawing all the attention to them.

Finally, the author stated that as a (3) feedback provider he or she might inhibit students and take the communicativeness out of the activity by over-correction. Therefore, the correction should be helpful, and gentle. The goal is to get students out of difficult misunderstanding and hesitations.

Harmer (2001) stresses that the decision about how to react to students' performance will depend upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake Harmer (2001, p.104)

Regarding the use of the mother tongue, Harmer agrees with Nunan and Lamb (1996). Nunan and Lamb pointed out the fact that it is not wise to stamp out use of the mother tongue completely. As was previously explained, "Only when giving initial teacher's instructions to students" Harmer (2001, p.132).

Harmer explained that using mother tongue during the whole class activity would not work. His explanation was that excessive use of the mother tongue might discourage those students who feel the need for it at specific stages. Use of mother tongue while doing an oral fluency activity makes the activity poorly understood. Therefore, a teacher's duty should be to insist on the use of the target language during an oral fluency activity. This approach will encourage students to try to use the target language as often as possible. Such an outcome occurs because a principal source of comprehensible input is playing an important part in second language acquisition. The students are speaking in the target language as much as possible in the class. So, students will see the need to use the target language, and feel comfortable doing so.

"At lower levels," Harmer (2001) said that, "The use of mother tongue may help both the teacher and students, such as in an explanation or discussion of methodology, or giving of announcements to communicate the meaning more easily," Harmer (2001, p. 132).

At the end of organizing activities for the development of speaking skills, Harmer says that if some groups or pairs finish before others, is important to be prepared in order to keep all students engaged and continuing learning activities. He also suggests, that over-tired, (stressed) students may be told to relax for a bit while the others finish.

Later on, as feedback of completed lessons, the author proposed getting students to express what they found easiest or most difficult. Teachers might put some mistakes on the whiteboard, and ask students to recognize the problems and correct them.

Author also explained that "Methodologists commonly draw a distinction between the feedback on accuracy and fluency activities, for example, Ur (1991)," Harmer (2001). Harmer (2001) and Gower (1995) explained that it is not wise to mention which students made mistakes. It is important to locate common classroom errors or ones of general interest to all students in the class. This approach provides students with class-specific individual notes and instructions on how to correct them, or where to find corrections (in dictionaries, grammar books, or on the Internet).

In addition, this author said it is advisable to also have a few pairs or groups demonstrate the target language they have been using with the teacher quickly correcting it, if, and when necessary. A quick feedback demonstration gives both the students, and the rest of the class, immediate and correct goal information for future learning and action. Harmer (2001, p. 124)

Harmer mentioned that, in case of discussing an issue or predicting the content of a reading text, it is important to encourage students to discuss their conclusions with the teacher and the rest of the class. By comparing the different solutions, ideas, and problems, with peers and overseen by the teacher, everyone gets a greater understanding of the topic.

Mackenzie (2011) reports that positive feedback results in motivated students. Empowering students brings about improvement in comprehension and retention. Mentioning what went wrong during the activity, and correcting errors, by concentrating on the mistakes that have been frequent among the students, not on individual mistakes, respects and empowers everyone; positive feedback accelerates learning.

Proficiency level

According to aforementioned research, it was reported that proficiency levels corresponded in conjunction with motivation. Motivation plays an important role in stimulating students to communicate in a foreign language. However, even the most motivated student cannot become proficient if class size prohibits access to lessons Konstantopoulos & Chung (2009). Extensive studies have confirmed that each increase in class size over 20 students is the greatest roadblock to academic success Hanushek (1999).

As a measure of this direct correlation, a good example is to understand the use of the Council of Europe's (2001) Language Policy: Common European Framework of References for Languages (CEFR) data for language learning, teaching, and assessment. CEFR effectively provides answers to either a language learner or a teacher.

In November 2001, The CEFR became a European Union Council Resolution (EUCR). The EUCR recommended using CEFR, as the standard now available in 39 languages, to set up systems of validation of language ability. CEFR is concerned with the

organization of language learning, to solve the needs, motivations, characteristics, and resources learners like questioning and answering about:

- What will learners need to do with the language?

- What do they need to learn so they can use the language to achieve those ends?

- What makes learners want to learn?

- What kind of people are they (age, sex, social and educational background, etc.)

- What knowledge, skills, and experiences do their teachers possess?

- What access do they have to course books, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard/software, etc?

- How much time can they afford (or are willing or able) to spend?

Therefore, the CEFR guideline is needed for various reasons: to improve the intensification of language learning and teaching, for better international communication and integration with members of other countries, to reinforce various identities and cultural diversities, to improve working relations, and to develop deeper mutual understandings.

The CEFR includes: the planning of language learning programs, particularly at interfaces between primary, lower secondary, upper secondary, higher grades, and further education. CEFR adds validity, which will improve learner language proficiency and communicative competence, in a restricted area, for a particular purpose. The CEFR provides a common basis to elaborate language syllabi, curriculum guidelines, examinations, etc., giving an idea of what students have to use or what to do for using the language for communication. Also, what knowledge and skills they have to develop, including the cultural context in which language is set. This framework defines levels of proficiency to measure the progress of learners at each stage of learning, on a life-long basis.

It is important to describe the two most important concepts, curriculum and syllabus, that are the backbone of CEFR, to understand how this guideline is utilized worldwide. According to Rivers (2014), the CEFR curriculum is a guide for teachers. Jayathritha, Y. (2015) offered a direct quote: "A syllabus gives a more focused outline for particular subjects. It can't be equated, because a curriculum is for a course, but a syllabus is for a subject." Generally a school district or the administration of a university develops a curriculum for teachers; the curriculum states what is to be taught throughout the year.

Typically, the curriculum has parameters stating how academic material should be presented to students. Usually, the curriculum allows teachers to measure the effectiveness of their teaching, often through standardized tests. Some teachers use it as a guide, because many depend on it to develop their courses.

In contrast, every teacher individually creates a syllabus for each class he or she teaches. Generally, a syllabus defines details, broadly and specifically, of the objectives of the course. This approach allows students to know what is expected of them by the end of the term. Of course, students should be aware that both the curriculum and syllabus could be altered throughout the year if necessary.

Therefore, the CEFR provides a tool of reference about categories and levels to be used for professionals in education to expand or contract, elaborate, or summarize, according to the needs of its context. Trim (1978) and Cummins (2003) reported the identical goals of language use: playground or boardroom, preschool or university, a casual conversation or an academic lecture, based on needs, not every student is seeking the same end goal.

During this research, it was necessary to have some reference data to elicit the real situation of learners in the area. Therefore, the "Common Framework Working Party" was

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derived from the Council of Europe's meetings adopted in the year 1992. The following six "Common Reference Levels," for the future CEFR, were agreed upon. These reference levels would be used to develop results from the data investigated in high schools regarding finding an answer to the question:

"How does proficiency level influence students willingness to use oral communication?"

The Council of Europe (2001) described the following for each level: the Framework provides a description of the degree of mastery of the language that students must achieve. The levels below are described in terms of skills (general and communicative) of students or users to perform certain activities with the foreign language (reception, production, interaction or mediation, oral and written)

Breakthrough (later A1)

Waystage   (later A2)

Threshold   (later B1)

Vantage   (later B2)

Effective proficiency Operational (later C1) Exemplified by the new DALF

(Diplôme Approndi de Langue Française) from the CIEP

Mastery   (later C2) Exemplified by the Cambridge

CPE (Certificate of Proficiency in English)

Further research of the CEFR explains, in different ways, the six levels of proficiency describing a learner's anticipated levels of proficiency in speaking, reading, writing, and learning content while hearing the target language.

According to CEFR the principal characteristics of the levels regarding spoken interaction are:

Level A1 is the point at which the learners are able to understand and use common everyday expressions and basic phrases aimed at satisfying immediate needs. The students can introduce themselves and others. The learners can ask and give basic personal information about their home, their belongings, and people they know. The learners can interact in a simple way if the other person talks slowly, clearly, and helping to facilitate learning.

Level A2 reflects the 'Waystage specification.' This means that the learners are able to understand sentences and frequently used expressions related to areas of most immediate relevance (basic information about themselves and their family, shopping, places of interest, occupations, etc.). The students know how to communicate when carrying out simple and routine tasks requiring a simple and direct exchange of information on issues that are familiar and routine.

Level B1 reflects the 'Threshold level.' The learners are able to understand the main points of clear standard input on familiar matters regularly encountered, either in situations of work, school, or leisure. The students know what to do in most situations that can arise while traveling in an area where the language is spoken. The learners are able to produce simple connected text on topics which are familiar or which have a personal interest. The students can describe experiences and events, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Level B2 explains, through three new emphases, that learners understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions that are within their field of expertise. The students can interact with native speakers with a degree of fluency and spontaneity that makes regular communication possible. This level of

understanding occurs without effort by any of the partners. The learners are able to produce

clear, detailed text on various subjects and explain a viewpoint on a topical issue, and giving

the pros and cons of various options.

Level C1 is characterized by access to a broad range of language that results in

fluent, instantaneous communication. The learners comprise a wide variety of extensive

texts with a certain level of demand, and recognize implicit meaning. The students are able

to express fluently, and spontaneously, without much obvious effort to find the right

expression. The learners can make flexible, and effective, use of language for social,

academic and professional purposes. Therefore, learners are able to produce clear, well-

structured, detailed text on complex subjects, showing controlled use of organizational

patterns, connectors, and cohesive devices.

Level C2 represents the degree of precision and ease with the language of highly

successful learners. The learners are able to understand, with ease, virtually everything heard

or read. Also, the students know how to reconstruct the information and arguments from

various sources, whether in spoken or written language, and present a coherent summary.

Furthermore, the learners can express themselves spontaneously, very fluently, and with a

degree of precision that allows them to differentiate finer shades of meaning even in more

complex situations.

Personality Types

According to the research process, at this point we have arrived to understand why

some students are more or less successful in orally communication, but it is also necessary to

go through the sixteen personality types to understand the psychological laws and formulae

that govern human behavior. Drenth (2013) took the works from Jung (1971), Cattell, et. al

(1970), and (Briggs Myers, McCaulley, et. al (2009). Other advances in type theory, depth

descriptions, and analyses detail of each of the sixteen personality types (i.e., INFJ, INTP,

INFP, INTJ, ENFJ, ENTP, ENFP, ENTJ, ISFJ, ISTP, ISFP, ISTJ, ESFJ, ESTP, ESFP, ESTJ).

Carl G. Jung's (1971) in his documents referring to the theory of psychological types

says that people can be characterized by their preference of general attitude:

Extraverted (E) vs. Introverted (I): their preference of one of the two functions of

perception.

Sensing (S) vs. Intuition (N): their preference of one of the two functions of judging.

Thinking (T) vs. Feeling (F).

Furthermore, the three areas of preferences introduced by Jung, E/I, S/N, and T/F,

are bipolar dimensions where each pole represents a different preference. Jung (1971)

proposed that in a person, one of the four functions above is dominant, either a function of

perception or a function of judging. One of Jung's theory follower Isabel Briggs Myers

(1980, 2009), proposed the Judging (J) vs. Perceiving (P) relationship as a fourth dichotomy

influencing personality type.

Therefore, 16 different combinations, or personality types were the result of all

possible configurations of preferences in the four contrasts above explained, stressing that

one of the two poles in each of the four contrasts dominates in a person, assigning to each

personality type a four-letter acronym of corresponding combination of preferences:

The 16 personality types: ESTJ-ISTJ-ENTJ-INTJ-ESTP-ISTP-ENTP-INTP-ESFJ-

ISFJ-ENFJ-INFJ-ESFP-ISFP-ENFP-INFP

According to Drenth's book, the personality type four-letter acronym words or letters, when determined by testing, have the following meaning:

ISTJ stands for Introverted, Sensing, Thinking, Judging.

ENFP stands for Extraverted, Intuitive, Feeling, Perceiving.

The different personality profiles give an introduction, overview of type, development of type, as well as analyses of the personality functions of each type, facilitating understanding human behavior and how personality affects oral communication.

Different personality profile information about a student helps teachers to find out several questions during research with different learner-groups being interviewed. For example, it was found that the most valuable elements of Drenth's book was its ability to account for what may otherwise appear to be contradictory attitudes or behaviors of the types. As the author explained in the book, each personality type is comprised of pairs of opposing functions. Since it is commonplace for all types to act "out of character," it is crucial that we should understand the ways and manifestations of the inferior function. This information serves as the primary focus of this book.

For example, according to Jung (1971), a clear differentiation was established between Extroversion and Introversion (E/I) preferences when he refers to general attitude. In that case, the attitude of an individual toward the external world distinguished by the direction of general interest. Jung (1971) explained that the extroverted individual maintains and keeps energy from the outer world; in contrast the introverted individual's general interest is directed toward his or her inner world, which is the source of his or her energy. The person looks either outward or inward for feedback or verification.

According Briggs - Myers (1980, 2009) updated version, contains a full description of each of the 16 personality types. Mackenzie (2011) who was a student of Cattell (1970) in the late 1960's, confirmed that both Briggs – Myers and Cattell considered cultural influence factors when designing and updating each of their 16 personality types.

Teaching speaking strategies to develop teaching skills

This thesis research introduces another step about the teacher's participation for those who need basic self-training in teaching English, and those who are planning to take a pre-service training course in the profession. Each course option will improve the oral communication skills of teachers. In both cases, a major goal that is important to accomplish is to understand other factors that influence several strategies used in oral communication.

Lindsay (2000) gives strategies to develop speaking skills. This is a helpful instrument with procedures, techniques, and activities, which are frequently useful for the teaching of all aspects of the English language. Lindsay claims, and Mackenzie (2011) agrees, that good teachers study each student's needs, then choose suitable materials, and apply practical techniques. Knowledgeable teachers are typically less concerned with methods, and approaches, than with adapting their teaching to their individual, diverse students' needs.

Lindsay's (2000) last suggestion is "To keep an open mind on new ideas about teaching and learning, focusing mainly on:

a) The role of the teacher, considered not as a mere explainer but as a sensitive helper and attentive organizer.

b) The nature of the four skills, analyzed in detail in the central part of the book.

c) The communicative needs of students at different levels of language proficiency.

d) The importance of creating a relaxed learning environment and of organizing positive learning relationships and activities".

Students need to understand the meaning of the new target language at first step, so it is necessary that teachers should transmit in a very clear and easy manner the meaning and context to be learned. Applying several techniques, such as the use of mimic sounds, gestures, and facial expressions, improves learning. Also, the exploitation of pictures, photographs, objects (regalia), and songs adds to the retention by students. Teachers, who are doing their best to enhance the learner's environment, and create diverse situations, develop an interesting and positive learning space for students.

According to Csikszentmihalyi (1990), Mackenzie (2010, 2011), and Noddings (2003), positively emotionally charged classroom situations, with happy and engaged learners, helps students to learn faster and retain lessons longer.

Lindsay (2000) explained clearly that speaking is introduced through three stages: elicitation of appropriate functional language, intensive oral practice, and developing oral fluency. In relation to the first stage, teacher should elicit and use appropriate verbal language with students so they become more actively involved, increase their motivation, and enhance their learning satisfaction. For instance a teacher might say, "When apologizing, students should speak as if they feel sorry, and are not just using the words without meaning. In order to say it in a right way, of course, students need to learn to use appropriate word stress and intonation. It is also useful to teach and elicit suitable responses."

The second stage, regarding restricted oral practice, Lindsay (2000) reported that learning a specific language structure requires intensive practice. It is better to think of this practice as restricted oral practice rather than drilling. In addition to boring students, drills or

other forms of 'direct instruction techniques' tend to be mechanical and meaningless for the goal of second language acquisition. Hmelo-Silver, Duncan & Chinn (2007) make it clear that direct instruction techniques can be extremely beneficial when scaffolding new academic content on top of already mastered skills, like knowing addition, and learning subtraction. However, drilling words without meaning attached is not appropriate for understanding or retention. However, as Lindsay reported, eliciting responses in short periods (3-5minutes) is beneficial. This method is one way to make certain that the language structure being practiced means something to the students. When exercising restricted oral practice, teachers should encourage engaging conversations by giving students the kind of sentence to be used before asking a particular student to respond.

Lindsay's (2000) third stage is related to developing oral fluency. First the teacher needs to decide whether each speaking activity promotes fluency and accuracy. Teachers cannot expect to develop learners' fluency if things are being heavily over-monitored during each practice session, like accurate grammatical use, precise and appropriate choices, or correct pronunciation. To inspire learners to communicate, each teacher must adopt an attitude that encourages fluency development first and saves accuracy for another lesson.

According to Haynes (2007) teacher attitudes must work to reduce 'the silent period," when learners do not attempt to speak. Speaking accelerates learning.

As a result of Lindsay's (2000) research, and to complete this investigation with more strategies from other authors whose focus was assisting students to succeed in language learning and performance, the book Seeds of Confidence was located. Andrés & Arnold (2009) offered various enjoyable activities. Andrés & Arnold, like researchers Noddings

(1984, 1992, 2003) and Valenzuela (1999) listed activities that encouraged teachers to bring a touch of real human warmth to their language classroom.

Andrés and Arnold (2009) said that most communicative teachers work at making their learning environments pleasant and positive places. Authors Andres and Arnold suggested teachers should show various strategies to elicit oral communications: several lessons each one lasting five to fifty minutes, activities addressing specifically identified areas of self-esteem or indeed lack of it, easy challenges which will contribute to a language learner's success and to establish a productive learning atmosphere, and/or different activities adapted for language practice as well. Although several suggestions of various levels of accomplishment were presented, teachers were encouraged to create new activities. Those new activities could be adapted by the teacher to use with students having lower levels or higher levels of mastery in second language use than those specified in each lesson, especially if L1 (students' mother tongue) is used as part of the exercise.

Teachers are the best judges to create, apply, and then evaluate if Andres and Arnold's suggested activities would work in his or her own classroom. Most research authors suggested that teachers be given the chance to modify in order to fit the context. This is most appropriate if lessons are extremely difficult or too easy depending on the situation or students' level of competence.

Teachers must to develop several activities in addition to those suggested by a trusted author. Although most activities can be used productively, such as icebreakers (helping all participant-learners to offer introductions), other activities, such as guided visualization, mental imagery, and similar lessons require teachers to immediately adapt to students currently in the classroom. Suggested lessons are useful for many aspects of the language-

learning process. Some may work best when the group is already warmed up, when students feel more comfortable together, others sooner or later; the teacher knows best.

Welty (1989), says that classroom participation means class discussions, cooperative learning, debates, role playing, problem based learning, asking questions, responding to the questions, and case studies. Participation is often equated with discussion, which typically involves a lengthy conversation with the whole class. However, participation can also include short exchanges between instructors and students, or within small groups of students. Participation in class is a valuable teaching method to promote a more active involvement in learning because allows students the opportunity to receive input from others, to apply their knowledge and to develop public speaking skills. In addition, class participation provides a way in which teachers can gain a more accurate idea of how well students understand the concepts being taught.

Mackenzie (2011) reminds teachers to use cultural norms to an advantage in the classrooms. For example, high relationship focused L1 Spanish-speaking students are most comfortable working in groups and helping each other to learn. Whereas, L1 English-speaking students often prefer to be competitive as is the norm in USA schools.

According to Welty (1989), there are three models of classroom participation. The most common participatory classroom uses what we might call open or whole class discussion, where the teacher poses questions aimed at encouraging all class members into the conversation. In the second model, the facilitator poses a question, and then calls on students at random to formulate their answers. The third model, which Welty stated is the most important, is known as collaborative learning. These final models encourage students to work in small groups toward a consensus solution of problems designed by the instructor,

and then report their solutions in a plenary session. Both Skaalvik (1997) and Salvin (1983) have researched the advantages of self-enhancing cooperative learning (Welty's final model); correct applications can create a love of learning.

The next phase of this research will focus on some previous studies about this topic. More researchers will be explored, including an examination of the theoretical support they used to support why their information is in this Literature Review. Much of the following information addresses requirements specific to the main topic: "How do motivation, proficiency level, and personality influence students' willingness to orally communicate?" These additional enriching data will help the reader to understand the issues to be investigated and encompassing analysis of previous studies conducted in different parts of the world in order to get scientific responses that support the development of the main research topic in consideration.

Qashoa (2006) researched how to recognize the factors affecting the students' motivation from United Arab Emirate (UAE) toward learning English as a foreign language. Qashoa's aimed at exploring the integrative and instrumental motivation of students for learning English. In other words, the purpose of Qashoa's study was to explore the secondary schools students' motivation for studying English in addition to the demotivating factors they face when learning English. Wentzel (1997) studied the same factors in middle school students, as did Montero and Alonso in high school (1992); all agreed that motivation is paramount to success in acquiring a second language.

This literature review has focused on researchers who presented theories regarding motivation related to learning L2. It is imperative for educators to keep in mind that authors mentioned 'integrative motivation' (positive attitudes toward the target language group and

a willingness to integrate into the target language community) and 'instrumental motivation' (practical reasons for learning a language, such as to gain social recognition or to get a better job) as significant enhancing or limiting factors, motivating or demotivating factors, that are influencing the success of L2 learners. Teachers need to identify both positive and negative motivators to enhance lesson planning to the students' best advantage.

Educators collecting answers to the following questions are suggested as a means to achieving the goal of this study through insightful lesson planning to the students' best advantage:

• What are the secondary student's goals for learning English?

• Are the students motivated integratively or instrumentally?

• What causes student's demotivation for learning English?

• Do the students consider the teacher the most demotivating factor?

Based on language learning motivation research by Qashoa (2006) it can be hypothesized that UAE secondary schools students like to learn English for utilitarian (instrumental) orientations. The majority of the factors affecting the students` motivation toward learning English are related to the immediate learning context. The demotivating factors related to the teacher are the most dominant.

Referring to motivation and attitudes, Qashoa (2006) mentioned that it is difficult to know whether positive attitudes produce successful learning or successful learning engenders positive attitudes, or whether both are affected by other factors. Qashoa also agreed that there is ample evidence that positive motivation is associated with a willingness to keep learning, in the same way, if learners have favorable attitudes towards the speakers of the language,

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they will desire more contact with them. Sufficient numbers of researchers have reported similar conclusions to make it vital that educators take note of these comments by experts.

Qashoa (2006) used a mixed method design to collect data. A mixed method analysis incorporates both quantitative and qualitative research methods. By integrating both methods, the results typically provide a much more detailed and comprehensive picture of what is being investigated. Often, professionals give more creditability to this broader research approach.

Qashoa (2006) collected the quantitative data after the qualitative data interviews were completed. Qashoa's purpose was to explore why the UAE secondary school students learned English, and what negatively affected their English learning motivation. This study aimed at examining the students' motivation towards learning English in the state schools in the Eastern coast of the UAE.

Qashoa (2006) conducted this study by using the following tools for data collection:

The first part of the questionnaire was adapted from Attitude/Motivation Test Battery (AMTB), Masgoret and Gardner (2003). This was the English-language version of the AMTB, which was designed for use with secondary school students studying English as a foreign language. The items comprising each scale are presented in the 'AMTB item-key' document to measure the students' integrative/instrumental motivation in English. In the first part of the questionnaire, eight items were included that reflected the integrative/instrumental motivation. Additionally, there was a five point Likert scale.

Likert Scale is a method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis and easier to comprehend visually. A numerical value is assigned to each potential choice, and a mean figure for all the responses is computed at the

end of the evaluation or survey. Likert Scales are used mainly in training course evaluations and market surveys. Likert scales usually have five potential choices (strongly agree, agree, neutral, disagree, strongly disagree), but may go up to ten or more for additional details. The final average score represents the overall level of accomplishment or attitude toward the subject matter. This analytical tool was named after its inventor, the U.S. organizational-behavior psychologist Dr. Rensis Likert (1903-81).

Qashoa (2006) included four items in the Likert scale created to analyze the interest students gave about their attitudes toward the target language (1) culture, (2) community, (3) way of life, and (4) literature of English speakers (the target language). The results showed Qashoa's participants integrativeness toward the target language. Four items listed above were included in the instrumental motivational scale that measured mainly the respondents' utilitarian reasons for studying English.

The second aspect, of Qashoa's (2006) research, explored the demotivating factors facing English language learners. Qashoa examined fifteen possible demotivating factors. Analyzing the results obtained from various relevant studies, and from his experience as an English language teacher, he identified some demotivating factors most likely to affect English language learning.

The procedure developed for this study required that the selected school principals gave permission to collaborate in this study. The administrators were assured that every student, teacher, or other participant's interviews would be confidential. Since no names were necessary, for individual analysis, participation was positive during all research stages.

Two important aspects of this research appealed to school principals. First, was that students' participation would not affect their grades. Second was that student responses

would show integrative and instrumental orientations for each participant. This offered each teacher insight into each learner's desires and/or problems depending on various factors affecting each learner's motivation.

To obtain the qualitative data, Qashoa (2006) interviewed 20 student participants (who took the questionnaire), 10 teachers, and three supervisors of English. Self-scoring of English abilities: 10 students rated themselves 'good' and 10 rated themselves 'weak learners.' These learners made up the 20 student participants. All 20 students were interviewed together, each giving their opinions and identifying their attitudes. Teachers, and supervisors of English, were selected based on years of experience teaching English. The facilitators gave their opinions about demotivating factors affecting English learning in their classrooms. A mixed group of 100 students from literary and sciences sections were also chosen by Qashoa.

To summarize Qashoa's (2006) research, his analysis of each item in the questionnaire's first part resulted in the following items being calculated: frequency, mean, and standard deviation. Qashoa identified the high and low scores. In the second part of Qashoa's questionnaire the percentages and frequencies of demotivating factors were analyzed. Qashoa's reported conclusion was that motivation was perceived as a student-owned state. On the other hand, the lack of motivation was perceived as a teacher-owned problem.

Crookes & Schmidt (1991) agreed with Qashoa (2006); research related to motivation and attitudinal factors in second language learning required a variety of methodology. Crookes & Schmidt did not depend solely on quantitative data, but also incorporated qualitative data as well: a mixed methods design.

Like Qashoa (2006), Crookes & Schmidt focused on factors affecting students`

motivation toward learning English, but they took it a step further. By applying Dornyei's

(2001:143) definition of demotivation as "external demotivational elements." Crookes &

Schmidt expanded their focus to include aspects of the language that were perceived

difficult to be mastered by the learners, in addition to external factors.

The conclusion of this literature review, that cannot be disputed, is the fact that

motivation is an important variable when examining successful second language acquisition.

All educators should consider that learners must recognize a real need to accomplish

learning goals, thus providing them with the motivation to learn. Teachers can then simply

follow one of his or her favorite English teaching curriculum to facilitate students' learning

successes. However, addition research is needed to shed more light on the investigated

phenomenon of enhancing motivation, from different perspectives as only the tip of the

iceberg has been discovered.

Researchers Toni & Rostami (2012) reported that English was taught as a foreign, or

an international language, in Iran. At the time, there is no or little chance for the learners to

be in contact with the target language native speakers. Therefore, Toni & Rostami were

faced with the question whether motivation still played any significant role in developing

learners' speaking proficiency. Specifically, this study seeks an answer to the following

question:

Is there any relationship between the Iranian EFL/EIL learners' level of motivation and their

speaking performance in English?

Toni & Rostami's (2012) study was conducted with 59 freshman students of English

at Delta academy of foreign languages, Tehran, Iran. The population included 34 male and

25 female Persian native speakers who were learning English at the lower intermediate level. Of the 59 subjects, 28 were studying the course Cambridge Interchange Intro, and the other 31 at Cambridge Interchange 1. The students came from different academic backgrounds. Learners had already received English language instruction at least for six years. English was taught to each participant from the second year of junior high school (known as guidance school in Iran).

Toni & Rostami (2012) adopted an instrument that came from the model of Mihaljevic Djigunovic (1998), in order to measure the subjects' motivation levels. This model was designed based on Gardner's Attitudinal/Motivational Test Battery (AMTB). It included 38 Likert-type five-point scales items. Each item measured different types of motivation, as well as two demotivators. The first demotivator was the teaching-setting demotivator factor. Three aspects were determined: (1) whether the learner was demotivated for learning English because she or he disliked the method of teaching used in the course, (2) the teaching materials were not stimulating, or (3) because of some qualities attached directly to each classroom teacher (e.g. the teacher's English was not good enough, the teacher was partial in assigning grades, and the like). The second demotivator was about the learning difficulties demotivator. That element implied that the learner did not like learning English because he or she found it too difficult to learn. In that case, the learner could not cope with the learning material because of deficient knowledge base.

Toni & Rostami (2012) student subjects came from different academic and socio-economic backgrounds. They had differences in their levels of proficiency in English and comprehension. Therefore, the questionnaire was administered in the mother tongue of participants, i.e. Farsi. The original English version of the questionnaire is provided in

Apendix 2 of this study. The questionnaire was administered in the first week of the spring semester, starting from April 2011. During the questionnaire completion process, one researcher was present to monitor the administration or help the respondents, if necessary, with understanding items. At the end of the semester, students' scores from the spoken courses were obtained from their instructors, and data were then statistically analyzed. It is important to recall that the aim of this research project was to investigate the probable relationship existing between both motivations, and the speaking proficiency, of English students at Delta academy of foreign languages, Tehran, Iran.

Toni & Rostami (2012) explained that instrumental motivation was dominant. Student's performance, in speaking English, was directly and positively correlated with their level of motivation. Therefore, Toni & Rostami recommended that teachers be sensitive to learners' motivation in general and their instrumental motivation in particular. Toni & Rostami suggested that teachers could help students by encouraging the development of instrumental motivation. Learners' encouragement could be done through foregrounding the advantages of knowing a foreign language or elaboration on frequent uses of the language. Conducting an analysis, and estimating learner's reasons, purposes, and justifications for learning English would be a different solution than Toni & Rostami's suggestions for teachers to provide learners with more opportunities to fulfill their stated instrumental objectives. Learners' instrumental motivations could be enhanced by helping them prepare for examinations, and stressing the advantages that a high score in English score could have in their academic achievement. Toni & Rostami suggested encouraging learners to focus more on practical skills, those with functional and utilitarian characteristics, for the role useful language mastery plays in developing learner's self-esteem. Teachers might also try to

increase integrative motivation in students by drawing their interest toward the target language, its literature, and the culture of the people who speaks it. In general, any effort to promote instrumental motivation in students and observation of learners' reactions to those efforts will be a step in the right direction to find the most motivating activities for every class.

Kusrini (2012) explained that the purpose, or objective, that the researcher focused on is a teaching technique. There are various techniques used when teaching speaking, such as role-playing, story telling, and/or oral presentations. Kusrini conducted an experimental research to find the effectiveness of "T-P-S" in teaching speaking. "T-P-S" was used as the independent variable, while presentation was in control group. In this research, the target population participants were eleventh grade students of Banyumas Senior High School in the academic year 2012/2013. The population was 248 students from nine different classes, which consisted of 32 students in each science class and 22 students in each social class. Kusrini used the purposive (judgmental, selective, or subjective) sampling technique for taking the sample of the subject research. It is chosen because purposive sampling is a non-probability technique. This technique decides the sample by reasons that give data maximally (the greatest or highest possible). Classes XI.IPS.II and XI.IPS.III were selected to be investigated. The students of class XI. IPS II became the experimental class, whereas, students of class XI. IPS III became the control class.

Analysis by Kusrini (2012) was explained as, after getting the t-counted, he then consulted a t-table of a certain significant level. If the t-counted was higher than t-table, the meaning was a positive effect of "T-P-S" in teaching speaking skills. Therefore, the writer hypothesis was accepted. On the other hand, if it is found out than t-counted is lower than t-

table, the writer hypothesis is not accepted. In this computation, it could be said that t_test is higher than t- table (7,564 >4, 10), so the hypothesizing saying that "T-P-S" is effective for teaching speaking was accepted. Through the computation and the research finding, Kusrini declared that "T-P-S" was more effective than presentation. The use of "T-P-S" was strongly suggested since the students not only got better English speaking results but also, the students' vocabulary expanded. Students were motivated to engage in speaking activities through this technique. This method should give students time to practice the target language that will reflect in successes. Students must be very active, busy, and always challenged to deliver their ideas and practices comprehensively.

The conclusion of Kusrini's (2012) research was based on his research findings. Kusrini said that the use of "T-P-S" when teaching speaking was more effective than presentation alone. On the other hand, educators must keep in mind that presentation alone is also a good technique when teaching speaking. However, usually fewer students are active and eager to present in front of the class. Public speaking results in some students taking fewer opportunities to be creative. For some assignments, public presentation was favored, for example: when the students have to demonstrate how to do, or how to make, something. The main difference between those two techniques was which learning activity was being attempted.

Cooperative Learning: "T-P-S" is a technique developed by Liman and Associates (1985) to provide students with "food for thought" on given topic, to formulate an individual opinion, and to share their ideas with other students. "T-P-S" was chosen for Kusrini's (2012) research because it has some advantages for learning speaking, such as:

• Gives time for the students to think about a problem and/or topic.

• Enhancing students' oral communication through critical thinking, and meaningful interaction.

• Helps and promotes students to become engaged in the subject of learning, and builds the democratic situation where the students are free to suggest and give their argumentation.

Rejecting and accepting ideas can be done through this method. Therefore, in this case Kusrini suggests that: "T-P-S" should be considered an effective teaching technique. "T-P-S" helps students with speaking by sharing ideas both in pairs and in a group. There are several steps for implementing: "Think-Pair-Share," as follows:

• Teacher begins by giving the topic, and some general questions about the topic.

• Teacher asks the students to think individually about the problem being posed.

• Students discuss and share ideas; students will compare their thoughts to get ideal opinions.

Finally, each pair shares their ideas with other groups, one-by-one. In this activity, there are no students who dominate discussions, because they will all have an opportunity to share their ideas.

Method

According to the design applied for developing and exploring the purpose of the research, six logical steps were done. First, the decision was made to do a mixed methods study. Second, a qualitative study was designed based on observing in five different classrooms, each with a large number of students. Third, quantitative study was developed to include field research, using the results of the questions from the twenty surveys data analysis of the last years of basic education. Fourth, questions were asked to gain further information to understand the students' perception about motivation, proficiency level, personality and teaching speaking strategies that influence their willingness to orally communicate in EFL classroom in Ecuadorian high schools. Fifth, all the information and data obtained have been an invaluable tool to get to the purpose of this research. Sixth, the thesis was written and delivered.

Setting and participants.

Approximately, 250 students were in the target group, to be qualitatively observed, for this research. The learners belonged to three different institutions. For each survey, 20 students were randomly chosen in each of the five classrooms visited for quantitative data gathering. All three high schools were located in the Province of Santa Elena. Two of the schools were in the city of Salinas, and the other one was in the city of La Libertad.

Santa Elena is a province of the coast of Ecuador that was created on November 7, 2007. Santa Elena is the most recent of the current 24 provinces in Ecuador. Prior to 2007, Santa Elena was a territory, a part of the Guayas province. West of Santa Elena, there are three cities: Santa Elena, La Libertad, and Salinas.

The capital of the Province of Santa Elena is the City of Santa Elena. In this coastal province, there is a large hotel infrastructure, an oil refinery, an airport, and a seaport. Santa Elena is well known internationally for tourists visiting Salinas beach, and the excellent surfing crowds drawn to Montañita's beach further north up the coast.

The first participating classroom visited for this research was in La Libertad high school. This school used excellent strategies to improve English classes. For example, native English-speaking teachers, from North America, who reinforced correct pronunciation elicited success when learners tried to speak about what was teachers´ conversation. This school offered the best English learning experiences regarding their curriculum developed and found during this research, that most learners felt comfortable and excited about speaking, reading, writing, or spelling English. On the other hand, there was a lack of participation in the other 4 classrooms observed. Most of students, did not succeed in gaining English proficiency and showed poor performances regarding speaking, reading, writing, or spelling in English language. Analysis determined that in Salinas´ high schools there were several factors that negatively influenced the acquisition of the target language, observations confirmed a lack of motivation, a low level of proficiency of English language, and personalities heavily influenced by their heritage. Additionally, their lack of positive social interactions and/or an extended physical environment offering practice in the target language resulted in fewer speakers.

Procedures

The techniques used for data collection consisted of qualitative analysis through observations of five classrooms. Twenty students from each of the five classrooms were asked to complete surveys to gather quantitative data including the Briggs-Myers

Personality Assessment: Briggs Myers (1980, 1995). The topics in the surveys were related to content that was outlined in the literature review. Gathering this information, allowed an analysis of the qualitative and quantitative data collected during the field research. Thus, this mixed methods design allowed to achieve the purpose of this investigation.

The aspects considered for data analysis, from the survey, included three questions:

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

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

• How does personality influence student's willingness to orally communicate?

According to the content outline, several scientific tools were used to identify students' attitudes, skills, and behaviors related to speaking English. This study used theoretical support from bibliographic research that was related to motivation, proficiency level, and personality types. Each tool focused on examining teaching oral expression in a second language. The literature review offered various results of previous studies, of similar themes, from different researcher-authors. Each conclusion, or theory, offered more clues to what scientific information should be gathered and examined to accomplish the purpose of this research.

After receiving authorization from the three high schools´ headmasters. Field research began with a survey applied to students of tenth year of basic education. The second institution assigned two classrooms for the observations, one of tenth year of basic education and another of second year of senior high school. The last academic institution observed authorized two classrooms, but both of them were students in their last senior high school. However, in spite of large size students´ classrooms, only twenty students were randomly

chosen in each classroom to answer the survey questions in order to gather the quantitative data for this research.

- The initial data analysis was collected from one La Libertad High School 10th grade (legend: LL10). Basic education.

- The second data analysis was collected from one Salinas High School 10th grade (legend: S10). Basic education.

- The third data analysis was collected from one Salinas High School 11th grade (legend: S11).Senior high school.

- The fourth data analysis was collected from one Salinas High School classes in 12th grade (legend: S12A). Senior high school.

- The fifth data analysis was collected from the same Salinas High School classes in another 12th grade (legend: S12B). Senior high school.

Discussion

This research showed classic examples of both well and poorly prepared students, with clearly detailed factors influencing their EFL efforts as aforementioned researchers, described as both positive and negative factors for second language learning. Learners in La Libertad, (LL10) students of tenth year basic education were eagerly speaking English. The second high school from Salinas students of tenth year of basic education(S10), and second year of senior high school (S11), and the third high school students of their last senior high school period (S12A, and S12B) were not even attempting English speaking.

## Description, Analysis and Interpretation of Results

The research followed a mixed method approach. Logical steps were followed: research was designed, administrators approved both observations and surveys, data was collected, analyzed, and this report was written.

The next graphs explains the results of each of the seven questions developed in the surveys.

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

Do you feel motivated to speak English in the classroom?

Graph 1
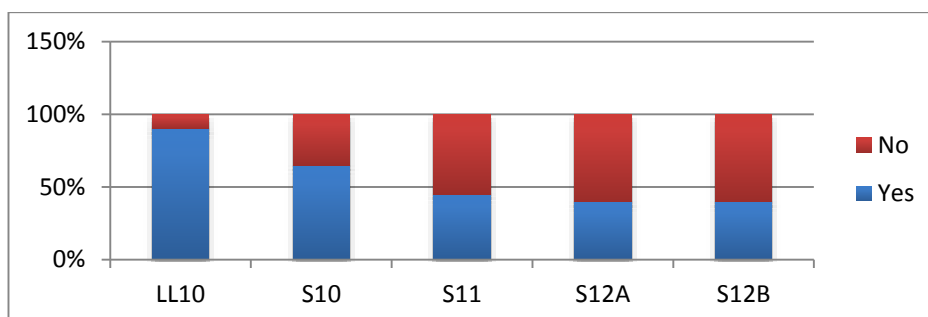
Source: Students´ questionnaire

Author: Roberto Yanez Morales

The analysis of the above graph 1, shows that LL10 and S10 students from tenth year of basic education, between 90%-65% respectively are motivated to speak English, because learners have support from native English language speakers, part time volunteers or employees who collaborates with English teachers in conversation classes which allow students develop a relationship toward foreign native language and the expatriate English-speaking community that lives in la peninsula of Santa Elena and support academic goals.

So according to the information from students of 10th grade from La Libertad and Salinas, they feel motivated to learn the foreign language, they agree with the most influential issues of language learning about Gardner's (1960, 1977, 2010, & 2012) socio educational model. Gardner's socio educational model incorporates the learner's cultural beliefs, as these students did their attitudes towards the learning situation, their integrativeness, and their motivation. Of these aspects, let us remember that Gardner stressed that the primary factor in the model was motivation. By motivation, the results showed about what Gardner referred to a combination of effort, toward a goal, and a favorable attitude, specifically related to the language. So as Gardner defined, these students are doing the effort as the desire to achieve the goal of learning the language. There were found favorable attitudes in 10th Grade students about learning that specific language.

The research results, also distinguished integrative and instrumental orientations in motivation. As Gardner (1960,1977, 2010, & 2012) explained, some similarities were found, in this case the support of native language speakers during classroom schedule, as Gardner (2003) stated, the integrative orientation occured when the learner was studying a language because of his/her wish to feel identified with the culture of the typical native speakers of that specific language.

Students participated in dialogs about planned native language requirements, instrumental orientation was also present, which as described by Gardner (1977, 2003,) involved several factors concerned with motivation arising from external goals such as passing exams, financial rewards, furthering a career, or gaining promotion.

On the other hand, in graph 1, 60% of students from Salinas high schools of grades S11, S12A, S12B, showed that they have not had good influence on learning the foreign language, in spite of teachers´ effort to motivate learners, teachers were not able to overlap some negative factors such as, interest, curiosity or a desire to achieve some particular action, because of large class size.

Do you feel motivated to speak English with your classmates?

Graph 2
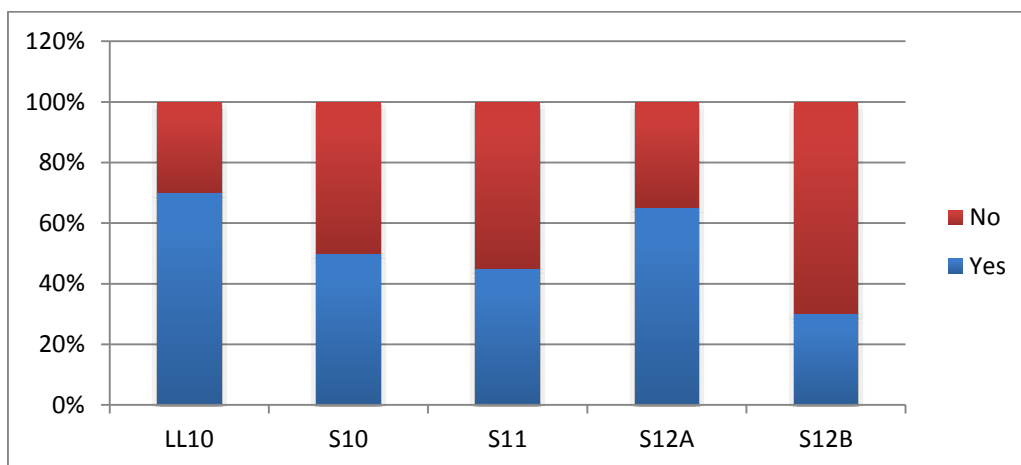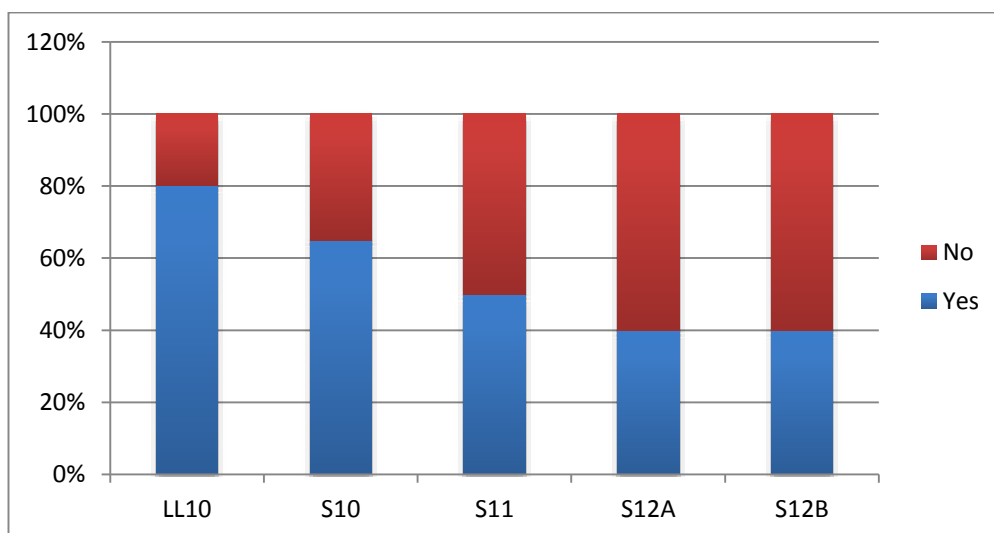

Source: Students´ questionnaire

Author: Roberto Yanez Morales

In graph 2, the field research analysis from students of LL10, confirmed the necessity for intrinsic and extrinsic motivation as was mentioned by Dweck and Legget (1988), Williams and Burden (1977).

According to Williams and Burden (1997), the results of analysis from graph 2, showed that some similarities were found with Graph 1 regarding Gardner´s definitions, authors mentioned that sometimes students do something because the act of doing it is enjoyable in itself as when learners speak dialogs according to native speakers requirements. At other times, students are engaged in activities not because they are particularly interested in the activity itself, but because performing it will help them to obtain something that they want in the future. Therefore, as Csikszentmihalyi and Nakamura (1989) mentioned, there were not found some strong intrinsic and extrinsic motivators that influenced the academic development of the 45% students average group S10, S11, S12A, S12B, from Salinas .

Do you voluntarily participate in speaking activities during English class?

Graph 3

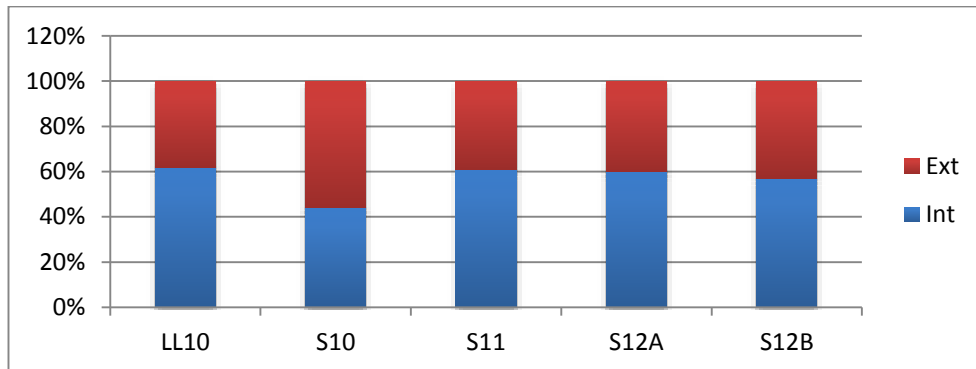
Source: Students´ questionnaire

Author: Roberto Yanez Morales

Results from graph 3, showed that 80% of LL10 students, had supportive from native English language speakers, this situation, allow students to develop a relationship toward both visitors and the expatriate English-speaking community, a positive environment where English was spoken, external influences included the presence of enthusiastic native language teachers, enlightened and forward-thinking parents, the overall school classroom atmosphere, but mainly a dedicated, worldly, and progressive school administration that saw the life-long advantages of bilingualism, as was mentioned by Ames(1992), Fuente Arias(2004), Mackenzie (2011), definitively these students were motivated because 80% of LL10 students participated in speaking activities, they made a combination of effort toward a goal and a favorable attitude, specifically related to the language, Gardner (1970, 1977, 2010, 2012) defines effort as the desire to achieve the goal of learning the language, favorable attitudes in students about learning the target language, were found.

On the other hand, observations in graph 3, showed negative factors that influenced the 40% of average students from S11, S12A, S12B, like the absence of didactic materials and the lack of use of technology: Internet and TV cable and the most important missing factor , the support of the teachers or native language speakers that have not helped with the learning of   skills and behaviour patterns.

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

Graph 4

Source: Students´ questionnaire

Author: Roberto Yanez Morales

Regarding the analysis of the above graph 4, it showed two aspects (Intrinsic – student motivated or extrinsic – teacher enhanced), it means that, 62 % percentage of students from LL10 were internalized learners whose motivators (teachers and native English language speakers: part-time volunteers or employees) encouraged them to participate in speaking activities.

Observations also identified that most of LL10 students felt motivated by the necessity related to inmediate or practical goals: to become tourist guides, translators, for personal growth, and/ cultural enrichment, as to become bilinguals to increase their popularity status as future translators to obtain financial rewards, as Csikzetmihalyi and Nakamura (1989) explained that, when there is only one reason to perform an act, that reason is to gain something outside the activity, they also found that intrinsically motivated people were more likely to be goal-directed and enjoy challenges that would lead to an increase in overall happiness. So students understood the value of bilingualism, and enjoyed the teacher´s EFL activities.

Therefore this support from teachers and native English language speakers is considered as external factors, whose effect increased the willingness to orally communicate as mentioned by (Gonzalez, 2001), that learning a language teaches students a great deal of cultural competence. Additionally success in learning the foreign language was complemented particularly by student´s attitudes towards the community of EFL speakers, activity that happened when foreign native English language speakers encouraged to LL10 students to participate in speaking activities. Gardner (1960, 1977, 2010, & 2012).

As Williams and Burden (1977), said that the factors that are an influence in humans regarding positive or negative motives, depend on internal or external forces. These extrinsic motivational factors favorably influenced students, making them friendlier with the target language community, it was clearly observed various overlapping intrinsic factors, such as interest curiosity, and/or a desire to achieve success in speaking English. Some students were able to hold conversation in which they improved their proficiency level, and their academic performance. This educational advantage was reflected in their willingness to speak English in school activities and in public nearly every day.

Observations in the other two high schools, two classes in each school (SS10, SS11, SS12A and SS12B), resulted in finding no school-enhanced reasons to learn English. In spite of teachers' best efforts, all teachers encouraged students to talk in English, however, data analysis generated from this research, and observations, identified significantly poor results. There was a general lack of willingness to orally communicate in the EFL classroom.

Each classroom had a large number of students, time to share ideas or participate in class discussions was minimal, English class was scheduled at the end of the school day, and

therefore, students stated, and it was observed that one cause of the students' low English proficiency level was exhaustion. So there is a significant roadblock to academic success as Hanushek (1999), has confirmed that with each student who increases the class size, the class atmosphere it is not the adequate for the teaching-learning process and, it is necessary to have more time for instruction, and an expansion of early educational opportunities for youngsters. Many students were simply too tired, too shy to speak, to fearful of being bullied, to muster the motivation to focus on EFL lessons. There was no close contact with foreign environments, native-speaking visitors or teachers, or with the target language by the administration. The students personality traits did not demonstrate patterns of cognitive knowledge reached for neither good oral communication nor anything else within the school that was stimulating an interest in learning the target language.

Analysis by observations and surveys failed to locate sufficient cognitive development in English by these students. Obviously it was missing the interaction or an inviting social environment regarding the target language; usage was minimal. Social interactions allow for multiple perspectives, opinions, and introductions to new ways to approach a task or event. These positive learning factors were not located.

Gladwell (2008) states,

"It is not the brightest who succeed",. "Nor is success simply

the sum of the decisions and efforts we make on our own behalf.

It is, rather, a gift. Outliers (successful high performers) are those

who have been given opportunities — and who have had the strength and

presence of mind (motivation, proficiency, and personality) to seize them."

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Reducing all five classrooms sizes are the significant and obvious recommended

opportunities Gladwell (2008) to gain academic and career success. Extensive studies by

Stanford University, Hanushek (1999), have confirmed that with each student who increases

the class size, over 20 students, a significant roadblock to academic success is the result.

Students cannot hear the lesson (extrinsic motivator), despite about 60% being internally

motivated (Question 4 - Intrinsic or Extrinsic Motivation?). Ames (1992), Fuente Arias

(2004), Mackenzie (2011), and Williams and Burden (1977) all found motivation to be one

key to academic success.

How does proficiency level influence students' willingness to orally communicate?

Do you think that your English proficiency level influences your participation in

speaking activities?

Graph 5
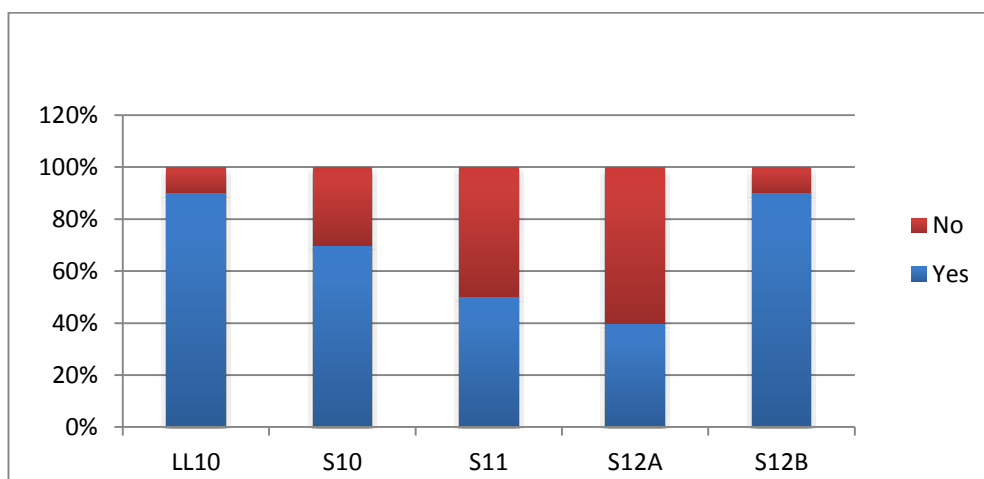
Source: Students´ questionnaire

Author: Roberto Yanez Morales

According to the above graph, 90% students from LL10 , were positively motivated

learners when participated in speaking activities, they were able to understand the main

points about conversations regarding work, school or leisure, they showed ability in most

situations when language was spoken, their level of proficiency according to Common European framework of reference CEFR (2001) is between B1 and B2 , and a mínimum of students had C1 level in speaking, reading, and writing while hearing the target language, on the other hand, only 10% of students were not positively motivated. So observations confirmed in 90% of students, teacher's influence was positive as Lightbown and Spada (2006) stated that these motivated students usually have the most active participation in class because of their proficiency level.

This factor gave an authentic classroom atmosphere where students were engaged to participate in speaking activities. Students found the interesting content, relevant to their age and level of ability; they were able to reach their goals in an easy and clear way. Following that successful pattern of second language learning is the main reason why teacher´s influence always has to be positive Gladwell (2008).

Regarding students from S10 classroom, 70% of them were positively motivated; the other 30% were not. Observations confirmed that 30% of students felt a lack of opportunities in their educational background, to interact in simple conversations, or for accessing to basic classroom supplies; they knew what was missing. Teacher asked questions about the lesson planned for the class; they were introduced to simulating shopping activities in order to help to raise students´ interest levels (motivation) as Crookes and Schmidt (1991) reported.

On the other hand, students from classroom S11, 50% of them were positively motivated, observations showed that their proficiency level was B1, according to CEFR (2001), allowing them to participate in speaking activities, the other 50% of students were not motivated to speak neither participate in any activity because even the most motivated student could not be proficient because of the large class size showing a CEFR level A1 at

which learners were able to minimum understand the English language as day expressions and basic phrases aimed at satisfying immediate needs.

Observations confirmed that teacher was always eliciting them to produce several conversations with similar dialogs but in different circumstances in order to interact with the whole group, and immediate information processing. Sharing the teacher from the beginning of the class as many instructions as possible using the mother tongue to motivate all students to speak up in classes. Harmer (2001).

Probably the other 50% to achieve success, needs instructions in the mother tongue (negotiation language) because of the different proficiency level of English learners and knowledge of the English language for understanding instructions is not in a correspondent level, as Harmer (2001), said it is necessary to use the mother tongue when instructions are given especially at lower levels, when the use of L1 may help teachers and students such as in an explanation or discussion of methodology, or the giving of announcements which would be impossible in English.

Regarding students from classroom S12 A, 40% of them were motivated positively; the other 60% were not. Observations confirmed that teacher´s influence was extremely limited due to about 50 restless, unmotivated, and low proficiency EFL students.

There was a significant difference in willingness to speak based on extrinsic factors over which students had no control, according to Konstantopoulos, and Chung (2009), the willingness and ability to speak English requires qualified teachers, language syllabi, curriculum guidelines/tests, supplies, and small class sizes as, and numerous other researchers have consistently validated.

On the other hand, students from classroom S12 B, regarding graph 5, 90% of them were motivated positively; the other 10% were not. To confirm observations of the achievements of learners of foreign languages in this class, I could noticed that it was necessary to review the guidelines that describe what the expected proficiency level of learners is.

Teacher used methods for learning, teaching, and assessing, which sets the standards applied to students in Ecuador. In spite of class size too large, however, again in this classroom appears that, even the most motivated students have difficult to get proficiency when the class size prohibits access to lessons according to what Konstantopoulos and Chung (2009) have researched.

It is also necessary that teachers understand the use of the Council of Europe´s (2001) Language Policy. Through the CEFR (2001), teachers could solve the needs, motivations, characteristics, and resources that learners will need to improve their language proficiency and communicative competence.
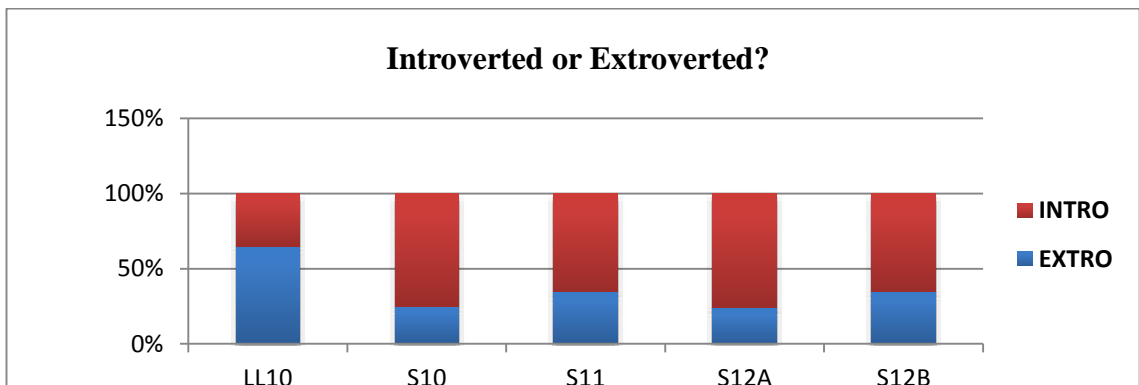
The personality types are stablished in two groups according the next graph.
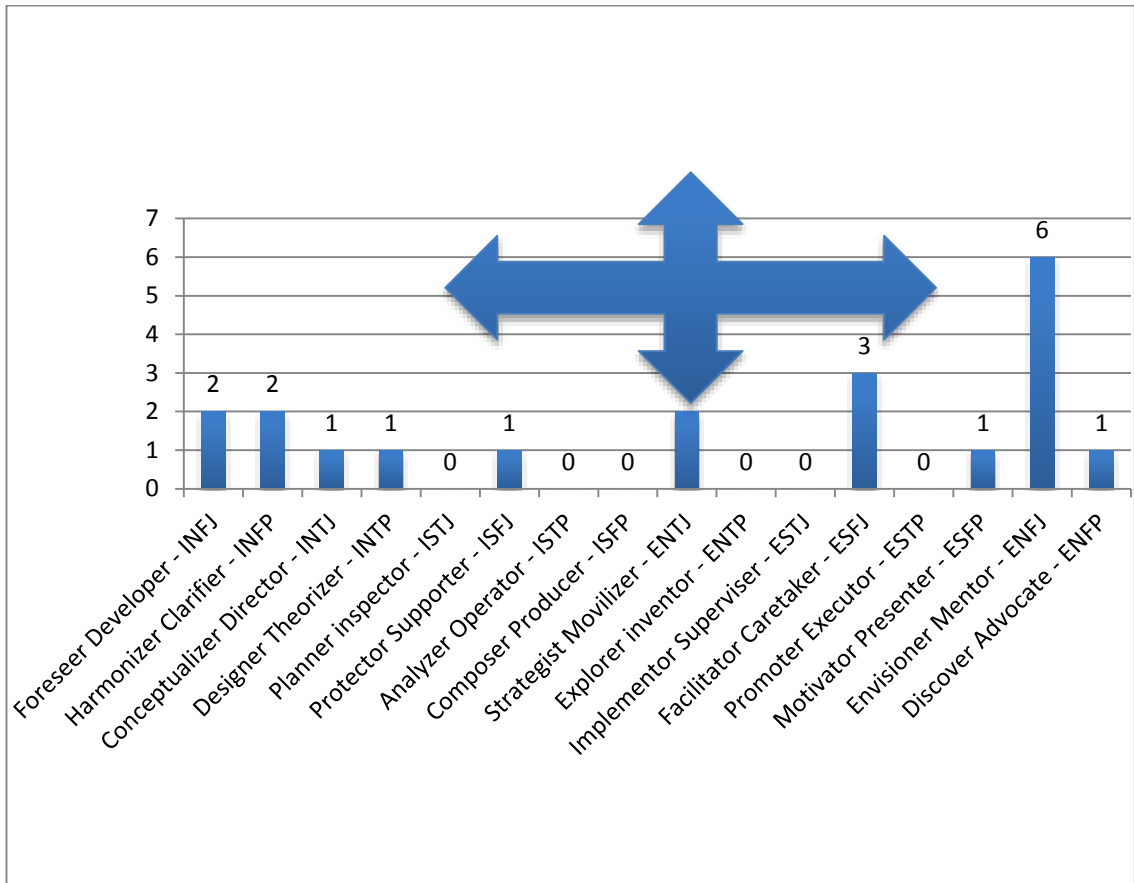
How does personality influence students' willingness to orally communicate?

What type of personality do you have? (Myers-Briggs Personality Assessment)

Graph 6

Source: Students´ questionnaire

Author: Roberto Yanez Morales

Regarding graph 6, observations showed percentages of introverts and extroverts in each of the classrooms, this quantitative analysis is the result of surveys to determine, according to their personality how it affects their willingness to orally communicate as Mackenzie (2011) said that Briggs-Myers and Cattell (1970), considered cultural influence factors when dealing with each of their 16 personality types .

Furthermore, observations gave the following results in each classroom.

LL10 students (62%) of them are extroverted and (38%) introverted, the same analysis follows according the other classrooms:

SS10, (22%) are extroverted and (78%) introverted,

SS11, (38%) are extroverted, and (62%) are introverted,

SS12A, (22%) are extroverted and (78%) introverted, and the last observation showed that

SS12B, (38%) are extroverted and (62%) introverted.

Therefore the above results showed that are clear differentiations stablished between extroverted and introverted learners, whose results defined different preferences about their general attitude toward the external world as was mentioned by Jung (1971).

Jung explained that extroverted individuals keeps energy from the outer word, in this case from the surrounding influence from foreign native English language speakers to elicit the oral communication from students.

In contrast the introverted learner´s general interest is directed from his or her inner world, their strong heritage without any foreign influence about language, which is the source of his or her energy.

According to Briggs Myers, McCaulley, Hammer, Mitchell (2009).The next paragraphs explains the types of personality that students have in most cases according to the observations, whose quantitative results gave a clear idea of how they influence to communicate orally in the target language.

The observations showed that in all classrooms the 40 % type of personality was Foreseer Developer INFJ as the predominant. The INFJ theme is foresight. Students use their insights to deal with complexity in issues and surrounding people as their heritage and different social class classmates, their talents lie in developing and guiding people. Students are helpers and always try to support each other because they trust in their inspirations and visions, they give enthusiasm and want to accomplish to projects that are part of their vision.

The next quantitative result of observations corresponds to the 30% of Envisioner Mentors students, ENFJ¨s communicate and share values, learners do not accept to be influenced about their heritage easily. To succeeding in their relations, they were friendly with the foreign native language speakers, to realize their dreams and the others, students seek opportunities to grow together, as becoming translators of foreign languages. They enjoy the creative process. Intuitive intellect. Reconcile the past and the future regarding their bilingual proficiency and talent, most of students were found living in the present with some difficulties, because of the lack of several external factors to support their academic development.

Another type of personality observed in most of students, 25 % of them said that they have the Harmonizer Clarifier type, the theme for the INFP is advocacy and

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integrity. These students help people not only their classmates to clarify issues, values, and identity, which is very remarkable in this province. They support anything that allows the unfolding of the person, and encourage growth and development with quiet enthusiasm. Loyal advocates, caring deeply about their causes and a few special people, mainly with people born in the area.

According to the top ranking of quantitative observations the last following analysis information corresponds to the 15% Designer theorizer INTP type, it means that students want to become experts. Seeing new patterns and elegant connections. Observations showed that they have talent for design and redesign. They were able to activate the imagination, when were asked to imagine different situations to elicit conversations, clarifying and defining. For example when they were grouped after classes with native language speakers, talking about specific items as going to the movies, or being a tourist guide in the different museums that are settled in the area, whose explanations have to be   in English language to elicit students to improve their academic performance mainly in speaking activities.

Observations gave information that most of students were introverted because of the lack of external factors that support their academic development.

Do you consider that your type of personality influences your participation in speaking activities?

Graph 7
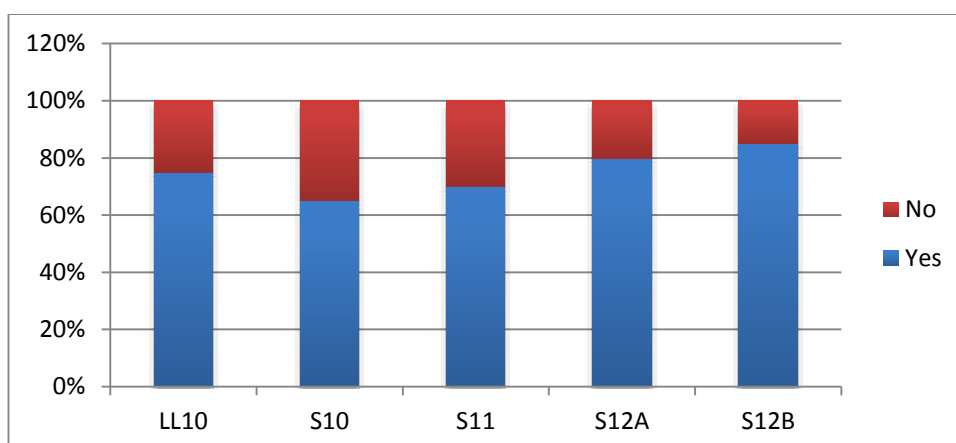
Source: Students´ questionnaire

Author: Roberto Yanez Morales

The different personality profiles bars from graph 7 corresponds to each of the five visited classrooms, the analysis gave an introduction and overview of type, development of type, as well as analyses of the personality functions of each type, facilitating the understanding of human behavior and how personality affects oral communication.

Regarding Drenth´s book (2013), about the different personality type from students, whose information helps teachers to find out several questions during research with different learner-groups being interviewed. For example, it was found that the most valuable elements of Drenth's book (2013) was its ability to account for what may otherwise appear to be contradictory attitudes or behaviors of the types. As the author explained in the book, each personality type is comprised of pairs of opposing functions.

Since it is commonplace for all types to act "out of character," it is crucial that we as teachers should understand the ways and manifestations of the inferior function because this information serves as the primary focus to take in account from this book by teachers.

Regarding graph 7 observations showed that (78%) of students from LL10 said yes when they were asked if their personality type influences in their participation in speaking activities, and (22%) consider that their type of personality does not influence in their participation in speaking activities:

SS10, (62%) of students agree that their type of personality influences in speaking activities, and the (38%) do not consider.

SS11, (68%) of students in this classroom say yes, and (32%) say no.

SS12A, (80%) of students really consider that their type of personality influences in their participation in speaking activities and (20%) they do not consider that it influences , and the last observation showed that (83%) of students from SS12B strongly agree that their type of personality influences in their participation in speaking activities in their classroom, and (17%) do not consider.

It is important to mention that before the development of the survey, it was necessary to explain to most students what personality is and how it influences in each individual.

As Gladwell (2008) wrote, "It is not the brightest who succeed,", "Nor is success simply the sum of the decisions and efforts we make on our own behalf. It is, rather, a gift. Outliers (successful high performers) are those who have been given opportunities — and who have had the strength and presence of mind (motivation, proficiency, and personality) to seize them."

So that , to have a good level of proficiency, the willingness and ability to speak English, it is necessary nowadys to have in schools , qualified teachers, language syllabi, curriculum guidelines/tests, supplies, and small class sizes as Konstantopoulos, S. and Chung, V. (2009) and numerous other researchers have consistently validated.

Conclusions

Observations confirmed a lack of motivation, a low level of proficiency of English language, and personalities heavily influenced by heritage. Additionally, their lack of positive social interactions and/or an extended physical environment offering practice in the target language resulted in fewer speakers.

Results from quantitative field research produced data, which showed that LL10 had supportive native English language speakers: part-time volunteers or employees, whose external factor increased the student´s motivation to learn the English Foreign Language EFL.

In spite of the classes were too large, teacher from LL10 students, did almost the perfect classroom, he used several strategies, such as small group setting to eliminate that deficit and to deal with their EFL school program. Student in LL10 were able to practice all language skills as, speaking, reading, writing, and spelling English.

Student´s participation from Salinas´ high schools was poor due to several factors, teachers with marginal educational materials, they did not have access to native speakers inside or outside school, there was not a program to develop target language cultural understanding, parents who did not have insight into the value of bilingualism.

Most of classrooms observations showed that there was a lack of school administration commitment to bilingual academic successes, and lack of emotional support by their home community for speaking English.

English classes were taught with low investment of time every day, minimum availability of information communication technologies ICT, or classroom management aids; there was not an academically successful program for encouraging students to develop the English.

Recommendations

By reducing the size of each classroom, the ability to gain proficiency, and therefore, the willingness to speak would be increased in all students.

Thus, this research study stresses that teachers should improve changes in teaching practices and curriculum to be the potential factors with the greatest impact on increasing students' interest in English learning.

There needs to be school administrative commitment to English proficiency, EFL classes should be offered earlier in the day, to improve the ability for the students to hear the teacher´s lesson, access to ICT and other materials, and updating lessons plans that develop cultural awareness of the target language.

Administrators and headmasters should look for the support of native English language speakers, developing community programs to inform parents about the advantages of bilingual proficiency, and teachers´attitudes reflecting empowering access to academic and career success through second language proficiency, cultural lesson plans that develop a cultural awareness of the target language, community programs to inform parents about the advantages of bilingual proficiency, and teachers' attitudes reflecting empowering access to academic and career success through second language proficiency.

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Annex N°1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLES
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:	10mo ( )	1er año Bachillerato ( )	2do año Bachillerato ( )
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	( )
Demostrar 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	**Foreseer developer** Superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	**Harmonizer clarifier:** son analíticos, entusiastas y buscan una explicación más allá de los superficial.	( )
3	**Envisioner mentor:** comunican y comparten valores, son intuitivos y disfrutan de procesos creativos y de trabajar y crecer en equipo.	( )

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4	**Discoverer advocate:** exploran percepciones y responden a ellas mediante un proceso creativo. Aprecian la felicidad y son intuitivos.	( )
5	**Conceptualizer director:** visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	( )
6	**Designer theorizer:** son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )
7	**Strategist movilizer:** son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	( )
8	**Explorer inventor:** son creativos e ingeniosos, intentan ser diplomáticos.	( )
9	**Planner inspector:** idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	( )
10	**Protector supporter:** 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	**Implementor supervisor:** tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	( )
12	**Facilitator caretaker:** aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )
13	**Analyzer operator:** resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14	**Composer producer:** toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	( )
15	**Promoter executor:** tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16	**Motivator presenter:** 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 INGLES
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 actitude	( )

¿Why?

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

☐	
☐	
☐	
☐	
☐	
☐	
☐	

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

YES	NO
Why?	

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

SI	NO
¿Por qué?	