



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS**

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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CENTRO UNIVERSITARIO QUITO

2016

Aprobación del director del trabajo de titulación

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Loja, abril de 2016

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Dedication

I want to dedicate this achievement to God, who has granted me wisdom to fulfill my desires; to my parents, Mario and María Elena, and my siblings Johana, Natasha and Kevin, who have given me support and courage to beat all challenges; and finally, to all my family who has always seen me as a smart and trusty person that is able to reach his own goals.

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Abstract

The purpose of this study is to know the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom. This research was done in three public high schools from the city of Quito. In order to carry out this investigation, 5 courses were selected with 20 students each, which made a sample of one hundred students.

The methods used were Quantitative and Qualitative; the instruments employed to gather information were a student's questionnaire and an observation sheet. The techniques were observation and note taking.

The results show that students do not feel motivated to talk during English classes because they consider that speaking tasks are boring due to the fact that teachers tend to base their classes on established and uninteresting topics that learners do not usually consider engaging.

KEYWORDS: communicate, willingness, perceptions, factors, orally.

Resumen

El propósito de éste estudio es para conocer las percepciones de los estudiantes en los factores que influyen su voluntad de comunicarse oralmente en las clases de Inglés como Segunda Lengua. Éste estudio fue desarrollado en 3 colegios públicos de la ciudad de Quito. Para llevar a cabo ésta investigación, cinco cursos fueron seleccionados con 20 estudiantes cada uno, quienes hicieron una muestra de 100 estudiantes.

Los métodos fueron cuantitativo y cualitativo; los instrumentos empleados para la recolección de información fueron un cuestionario para el estudiante y una hoja de observación. Las técnicas fueron la observación y la toma de notas.

Los resultados muestran que los estudiantes no se sienten motivados a hablar durante las horas de inglés, ya que consideran que las clases son aburridas debido al hecho de que los profesores tienden a basar su trabajo en temas establecidos y sin interés, lo que causa que los alumnos consideren éstos temas poco atractivos.

PALABRAS CLAVE: comunicar, voluntad, percepción, factor, oralmente.

Introduction

It has been known for the last couple of years how individual, and external circumstances influence the development of students' approaches during their school years. The manner in which learners advance upon their performance in class activities depends on their success when they combine different language methodologies and keep learning from them. For instance, reinforcing and getting worthy oral and pronunciation skills in high school students is essential, and globally compromise the education received.

Making students willing to orally communicate in English classes is a dilemma that universally worries teachers; for that reason, this research is aimed to comprehend the factors that influence students' willingness to orally communicate in the EFL classroom. The first research question that this study will answer is "How does motivation influence student's willingness to orally communicate?", the second research question will respond to "How does proficiency level influence student's willingness to orally communicate?" and finally, the last research question will give answers to "How does personality influence student's willingness to orally communicate?",

This investigation is related to some studies developed by recognized researchers around the world, one of them was carried out by Kuramoto (2002), a Japanese teacher, aimed to address the problem of low student motivation in her own (Japanese high school) classroom and wanted to determine the reasons why her students failed to progressively communicate in English classes. Kuramoto did not find limitations on her study.

Kurihara (2006), in her study, wanted to determine whether the student attitudes would change in the oral communication classroom, and what could be the factors that influence their reluctance to speak. She mentions that the most prominent limitation that she found on her research was that most students already knew that they were going to be

observed by her, so their lessons were not entirely representative like a typical teaching day, this fact did not allow her to know some students' attitudes because their teachers notified them about the her visit days before, and could have practiced to show a better development during the observation.

The study developed at The European Centre for Research Training and Development UK. (2013), proposed to improve students' Oral Communication Skills in lower Secondary Public school in Karachi by integrating lessons with the National Curriculum for English Language 2006. This research did not find any type of limitations.

The limitations found on this research had to deal with how students tend to avoid speaking English in class, the ones that were determined by their poor pronunciation, average speaking skills and lack of English vocabulary.

This research pretends to be presented as a useful tool for teachers, students and school institutions that need to comprehend some factors that could be influencing the lack of participation when learners attend English speaking classes.

Method

Setting and Participants

In order to carry out this study, five courses were selected with 20 students each, which made a sample of one hundred students. This research was developed in three public high schools in the city of Quito. Two courses, 1st and 2nd senior high school students, from Colegio “Simón Bolívar” were chosen. Also, two different courses, 8th and 10th years of basic education, from Centro Escolar “San Francisco de Quito” were picked; and finally, one course, 10th grade from Colegio Fe y Alegría “La Dolorosa” was elected.

Procedures

This study started out by looking for scientific information in order to establish the theoretical support for the research; it was also requested to search some studies related to the topic; then with all this information, the Literature review was constructed.

The methods applied in this study were Quantitative, which allowed to describe data in numbers and percentages, and Qualitative in order to describe, analyze and support the results. The techniques for data collection were the survey and note-taking and the instruments employed for the research were a student’s questionnaire, which was made of seven questions that were written in Spanish and an observation sheet. which was used to get additional data about students’ willingness to speak in class. Students had to answer seven questions that were written in Spanish. The observation sheet was used to get additional data.

To analyze the collected information and interpret the results, statistical charts were designed to allow the researcher have a clearer and better focus of the obtained results. The charts show the percentages of students’ personal choices of the surveys administered to them. The results obtained through the research were analyzed, interpreted and discussed both quantitatively and qualitatively; all the analysis was supported with ideas from the literature review as well as the information gotten from the observation.

Discussion

Literature Review

This section introduces the literature concerning the issue to be investigated, which deals with the following topics.

Motivation

Krause, Bochner, and Duchesne (2003) state that motivation is linked closely to other constructs in education such as constructs of attention, needs, goals and interests which all contribute to stimulate students' interest in learning and their intention to engage in particular activities and achieve various goals. Baron (1992) and Schunk (1990) add that motivation is the force that energizes and directs a behavior towards a goal.

To these ideas, Nation (2013) also adds that motivation depends heavily on the quality of teaching, most studies claim that oral communication activities have well-established consequences on motivation because students might be able to achieve suitable language learning.

Nation (2013) also says that students can accomplish oral communication skills, it is important to recognize the types of motivation which are intrinsic and extrinsic. Intrinsic motivation comprises a free and pleasant sort of learning where each individual searches for knowledge domain and tries to adapt the foreign language culture to his or her reality. Intrinsic motivation relates to motivation that employs inactivity because it is agreeable and pleasing to execute.

Deci and Ryan (1985) think that intrinsic motivation is established upon inherent requirements for capabilities and self-confidence. They came up with the idea that when students are free to decide to perform an oral activity, they will explore intriguing situations where they can bring up challenges to the target activity. By meeting these

challenges, learners are able to acquire a feeling of competence in their attitudes and show signs of natural oral production.

On the other hand, extrinsic motivation deals with the intention of getting an ability that could give back a benefit or profit; but in consequence, it would limit learners' interacting aptitudes in social environments. Deci and Ryan expressed how extrinsic motivation is related to the execution of an activity that accomplishes some kind of result; in this manner, it opposes to intrinsic motivation, which is related to the performance of an activity for the innate pleasure of completing the task.

According to Deci and Ryan (1985), extrinsic motivation is executed to reach some decisive intentions, such as obtaining rewards or keeping away from punishment. This motivation does not always assume an absence of self-determination in the manifested behaviors and attitudes. The mode that motivation manages to accommodate in someone's abilities to speak depends on how it is assumed by students and received from teachers who constantly look for manners to educate with the greatest possible techniques. Adolescents' attitudes toward speaking a different language may affect their motivation and consequently, the form they would accomplish it. As stated, some factors that are ordinary seen, are often encompassed with the rejection of learning English, students' lack of language knowledge, first language presence (translation), and sometimes low self-esteem.

Shaeffer (2006) says that in order to get students immersed in oral activities, demands a realistic examination to analyze their oral production; it turns into an important task for teachers to cover and understand the possible factors that could be influencing their performance.

Shaeffer (2006) analyzed how students are sometimes shy or embarrassed to ask questions or make comments in front of their peers, and stated that these feelings are associated with motivation due to not provoking self confidence in their own verbal

production. Learning to overcome fears during English speaking lessons can be beaten by gaining personal matter and determination through improving and enhancing accurate oral performance.

EFL high school students usually think it is simpler for them to get along with other EFL learners who speak the identical language, or who have similar characteristics to their own culture. This feeling of sharing time with other non-speaker partners can be seen as a hidden symptom of unawareness and inexperience in the target language learning. Dedicated students tend to commonly work with better and higher motivation than the uninformed ones.

Nation (2013) suggests that it is important to do a performance or any kind of extended speech; then prepare talks might result into helpful lesson activities. Students are also able to make competent improvements in communication abilities even with restricted amounts of language information. Learners would perceive they make mistakes while they talk, but the ones they are speaking to are also tolerant apprentices of these inaccuracies.

Among other strategies that Nation (2013) mentions are the use of a diary of mistakes where a compilation of students' errors from oral assignments, conversation tasks, spelling tests, exams and oral questions are gathered. To give support to students, Shaeffer (2006) advices that learners can ask questions or provide their own aspects about what they are coming to know, therefore some tutors use "prompts", a technique where the teacher interrogates or makes statements in which learners are expected to response, detailing their experiences or what they have been learning.

Another major challenge in teaching speaking classes is how to convey and maintain the interest of many learners at a single time to keep them prompted to speak; teachers may have to express efficiently with their learners through proper speaking, as well

as through displaying their students the reasons why they are learning, and how important the target language might be utilized in their everyday life.

Proficiency Level

Quality of Knowledge of English speaking abilities is a field that becomes a decisive factor in everyone's development aptitudes; these skills try to either teach or learn the language in a course. High school teachers find out their students' proficiency level by analyzing the requirements they need in order to increase their awareness.

The Common European Framework of Reference for Languages is a European standard approach that combines the strategies of learning, teaching and assessment, and the one that measures the level of comprehension and expression from the written and oral features of a determined language. The CEFR focuses on the communicative linguistic competencies and split them into three types A, B and C; establishing a scale of six levels and organizing them in three blocks that are regularly known by basic (A1, A2) intermediate (B1, B2) and advanced levels (C1, C2).

A1 is called as Access, here speakers use expressions and simple phrases to describe the place where they live and the people they meet. They can participate in regular conversations if the other person is willing to repeat what the student says with different words; they also make and answer easy questions about familiar activities. Learners are able to comprehend and use daily expressions, and easy and plain phrases that are allocated to satisfy immediate necessities. It can be employed to ask and give personal information and can be related to elemental levels only if the speaker communicates slowly and clearly.

Next is A2 and is called Platform, this is a level in which learners are able to express simple tasks and require a direct interchange of information about familiar routines. Students understand phrases and daily expressions related to experienced areas that are relevant to them. In this phase, students know how to communicate when they develop

effortless assignments. They discover plain concepts and aspects of their past and recognize facts from their immediate necessities.

Level B is known as Independent User and we can find two sublevels. B1 is also called Intermediate, here learners are able to comprehend main quotes from clear texts in standard language only if the topics and situations are known by them. Students are conscious of their development and can produce simple and coherent conversations about familiar themes. Learners are also able to orally describe experiences, facts, aspirations and desires where their opinions are validated and explained.

Next is B2 and is called High Intermediate, this is a level in which students are able to participate in conversations, using spontaneous vocabulary and lexicon, this fact helps them to maintain fluent conversations with native speakers. They join active developed debates about everyday situations where they explain and defend their own points of view, illustrating the advantages and disadvantages of it. Learners also submit clear and detailed oral descriptions of a wide extend of issues related to their specialty.

Level C is known as Competent User and we can find two sublevels. C1 is also called Effective Operational Proficiency, here learners are able to communicate naturally and fluently without the need of searching for suitable expressions. They use softly and productive language for experienced and convivial objectives. Learners introduce their own explicit and specific developed descriptions about complex issues that also include other themes, expanding their particular ideas and orally explaining them with appropriate endings.

Next is C2 and is called Mastery, this is a level where students are able to be part of any kind of discussion or argumentation without getting difficulties. They are already trained to face idioms, complex phases and more. Students' speaking abilities are eloquent and ideal for any type of conversation, spreading accurate sense of what they are talking. Learners are able to introduce narrations in articulated and visible forms with correct styles,

based on the frames of reference that are being exposed; they can also use a coherent organization in order to allow listeners get the main idea of what is being discussed.

Personality

Personality deals with how students and people, in general, behave and react on their daily living activities, and how they handle specific situations where they expose their own ideas, thoughts, feelings, emotions and mood; determining the specific personality of each person covers a wide range of characteristics that usually depends on the circumstances that every individual faces. Berens & Nardi (1999) described a summarization of each personality, based on their researches and investigations.

Let's start with ESTP, also known as Promoter Executor. For them, being sociable and spontaneous are their principal strength. They enjoy action situations and prefer non – developed plans. They like being part of free theoretical debates and love thinking about their future; however executors sometimes have school problems because they cannot afford abstract thoughts from the people around them. Promoter Executors admire drama, passion and physical pleasures.

Secondly is ISTP, also known as Analyzer Operator. People with this personality are rational and logical. Because of their private nature, other people find hard realizing what analyzer operators actually think. If people dare to criticize their habits or principles, they will turn into obstinate beings. They are outstanding in areas where freedom and creativity are combined; therefore they are apt to become engineers and problem solvers. Justice and equality are also main factors that define this personality.

The next examined personality is ESFP, also known as Motivator Presenter. Their engaging nature and impulsiveness usually becomes appealing to other people. Motivator Presenters are good observers and are able to realize the mood of their close friends

and family. Being spontaneous might be considered as one of their weakness due to the fact that it would drive them to shallowness and oblivions.

The forthcoming personality to be analyzed is ISFP, also known as Composer Producer. This personality covers charming, unpredictable and impulsive human beings. They are independent individuals and cannot stand being controlled. Composer Producers are very sensitive towards their friends' feelings and usually search for peace in every kind of situation; however they are competitive and often react very badly when they feel criticized.

Then is ESTJ, also known as Implementer Supervisor. Organization, order, steadiness and tradition are the main characteristics of this personality. They like being part of a family, group of friends or community. Implementer Supervisors are responsible leaders and honest, but sometimes inflexible and stubborn when something goes wrong.

The subsequent personality is ISTJ, also known as Planner Inspector. Being respected for their loyalty, patience and responsibility make them the perfect model to be employed by any professional field. Planner Inspectors are hard workers and enjoy organizing their time; however they are not good at grasping others' feelings thus they tend to be insensitive and tactless.

Next is ESFJ, also known as Facilitator Caretaker. People with this personality are loyal, sociable and altruistic. They are very traditional and tend to support and defend justice in every aspect. Facilitator Caretakers are often inflexible and hate improvising. They avoid conflicts and critics related to their personality but feel the necessity for being attended.

The following personality is ISFJ, also known as Protector Supporter. For them, solidarity and selflessness is primordial. Family is the most important people they care and love attending and protecting them. Protector Supporters are humble and timid but are shy of expressing their feelings and usually get overloaded of work.

ENTJ, also known as Strategist Mobilizer is the next described personality. People with this personality are quick minded, friendly and easygoing. Due to their rational behavior, Strategist Mobilizers generally work efficiently and achieve great opportunities for dialogue. Among their weaknesses are being stubborn and arrogant. They are also impatient and can be seen as rude and intolerant individuals.

INTJ, also known as Conceptualizer Director is the subsequent studied personality. For them, knowledge is what often drives their proceeding. People would call them independent beings due to their decisive and determined behavior. Conceptualizer Directors are original and multifaceted. Handling romantic relationships frequently turn into a difficult situation to them.

As the eleventh personality, we have ENTP, also known as Explorer Inventor. Their main characteristic is being original and creative. Explorer Inventors like reading any kind of text in order to be informed about current issues. People commonly see them as insensitive beings because they hate routines and tend to bore pretty fast. They dislike practical subjects and get impatient when they cannot concentrate as much as they would.

Then is INTP, also known as Designer Theorizer. Everything they examine is a reason for analysis due to their love for theorizing facts and details. Designer Theorizers are open minded to find out new experiences where research leads to different perceptions. They can puzzle themselves and be insensitive when their ideas are not clearly understood.

Now it is turn to describe the ENFJ personality, also known as Envisioned Mentor. People with this personality are relaxed and expressive. Every place or area they stay is generally perceived as an influence of their presence. Envisioned Mentors are inherent leaders and idealists, although they habitually find hard making the right decisions. They do not like being criticized and they are vulnerable and insensitive at times.

INFJ, also known as Foreseer Developer is the following described personality. They are rare and have unusual attributes. They are passionate and determined on their duties and try to assist people in their needs. Foreseer Developers are perfectionists and highly reserved; in the same way, they can get angry and irritated with no effort if there are issues on their projects.

As the fifteenth examined personality we have ENFP, also known as Discoverer Advocate. For them, being curious and mystical increase the interest of knowing others' purposes and objectives. If someone dares to relate with them, they will be seen as influential and sympathetic individuals. Sometimes, it is difficult for them to concentrate in an established idea, so they constantly focus on different notions.

The last personality to be analyzed is INFP, also known as Harmonizer Clarifier. The features that people with this personality exhibit involves peacefulness and shyness. They are also creative and flexible for their selfless attributes. Harmonizer Clarifiers do not like to work with facts and collected information because they are less practical and more visionary.

Teaching Speaking

Speaking English could result into a complex task, however teaching it is even tougher. Speaking implicates the act of expressing our thoughts through speech. Speaking is known for being a complement of listening due to the fact that both skills are language competences which are interrelated.

According to Harmer (2001), learners tend to take different types of attitudes when oral activities in English classes are imparted; the incorrect use of language features such as pronunciation, spelling and vocabulary are clear signs of students lacking of basic knowledge. Applying pedagogical techniques to avoid reluctant speakers might consist in obtaining suitable abilities and aptitudes to implement during the teaching process, where

their main objectives must be supported by instructors when students feel the necessity to orally express in class, taking advantage of their previous elementary instructions.

Richards (2008) says that the action to “talk” is an activity that is related to what it is meant by “conversation”, he also mentions that the interaction between speakers is what serves as a fundamental social function. Talking as a transaction activity relates to the situations where the focal point is on what is told or performed. The information and what someone clearly and accurately understands is the main focus. Talking as a performance activity requires to be ready in the same way written texts are, and many of the teaching approaches can be applied to produce formal uses of spoken language; for instance, talking as a performance provides examples of models of speeches, oral performances, narrations, and stories through audiovisual documentation.

Nation & Newton (2009) present four activities that would help students improve their fluency when they are being taught how to speak; the first one is the 4/3/2 technique. In this technique, students tell the same story (or do the same task) under progressively stricter time constraints. This technique focuses on the message and deals with the quantity of production (how much English language is spoken in a determined number of minutes), learner’s control over the main topic which is discussed, drilling, and time pressure to reach a high rate of production through the decreasing amount of time available for each articulation; the second activity is the best recording that involves a tape or digital recorder, sometimes performed in an English language laboratory. Learners record their speaking in a tape while they talk about previous experiences, or describe a set of pictures; then students listen to the recording noting any points where any improvement could be made. Learners keep recording the number of times they feel necessary until they are happy with the result of what they have recorded.

The “Ask and Answer” technique (Simcock, 1993) is a follow-up to speaking while reading. Students read a text and then they work in pairs with one learner asking the other about the content from a list questions. The answers to these questions contributes to an outline of the ideas in the text. Its goal is to perform the asking and answering in front of the class using good pronunciation and suitable level of fluently, in the way that each pair practices the procedure several times before they release their final performance. The last technique described by Nation & Newton (2009) is Rehearsed talks that involves students using the pyramid method of preparing a talk individually, drilling it with a classmate, training it in a small group, and then showing it to the whole class.

Regarding the same topics, the University of Pittsburgh (2007) explains that there are six broad types of oral communication activities that are conducive to class assignments. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). The first one is One-on-One Speaking (Student-Student or Student-Teacher) can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

Small-Group or Team-Based Oral Work is a smaller-scale setting for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups. Full-Class Discussions (Teacher- or Student-Led) are argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

In-Class Debates and Deliberations are structured considerations of some issues from two or more points of view. Debates typically involve participants who argue one

side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. Can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production. Can range from two participants to a lecture hall.

Speeches and Presentations are classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward. Finally, oral examinations can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

Some investigations that focus on the factors that imply learners' development in oral communication lessons are described in the following section.

Kuramoto (2002), a Japanese teacher, aimed to address the problem of low student motivation in her own (Japanese high school) classroom and wanted to determine the reasons why her students failed to progressively communicate in English classes. She used her 3 twelfth grade classes to understand attitudes towards the involvement of verbal expression during lessons. The use of questionnaires were basically the ways to obtain critical collected data which helped to gather facts concerning each learner's type of motivation. The questionnaires were based on Gardner's Attitude/Motivation Test Battery or AMTB (Gardner 1985: 177–84, cited in Williams and Burden 1997), they were elaborated to elicit information concerning each student's intrinsic and extrinsic motivations, and their attitude headed for language learning. These results were separated into three categories: attitude, extrinsic

motivation, and intrinsic motivation. Class A showed only slight shifts in all three categories. However the class B showed a large shift toward the positive in all of the categories. Finally, class C showed only slight changes in the three categories, the greatest being in the area of intrinsic motivation with a larger group showing very high intrinsic motivation than before.

The study developed at The European Centre for Research Training and Development UK. (2013), proposed to improve students' Oral Communication Skills in lower Secondary Public school in Karachi by integrating lessons with the National Curriculum for English Language 2006. This research was carried out in Grade-6 students who have a lack of opportunities and are seldom exposed to the English language in a Public School from Pakistan. For this research, Qualitative method was selected to identify oral communication skills of young learners in public school context. The research was conducted at Grade-6-B, four research participants (two boys and two girls) were selected for this study. All four participants had mix language ability. They had low socio-economic background and very basic level understanding of the English language. Moreover, the Class Teacher acted as co-planner and critical friend in teaching and observing lessons however, researchers played dual role as principal teacher and action researcher during the entire process of research. The results showed that teacher's teaching practices neglected development of OCSs and the focus was given only to written tasks. They also found that traditional teaching methods such as grammar translation method and rote learning were detected to be used mostly in classroom which had made the classroom more teacher centred rather than student centred.

Kurihara (2006), in her study, wanted to determine whether the student attitudes would change in the oral communication classroom, and what could be the key factors. She wanted to let students become involved in group talk, where each group member worked to understand a message from another member who presented a topic. She used questionnaires to get an idea of student goals and expectations. Kurihara then adopted two

main activities, where students had the freedom to choose their learning materials. Both activities were conducted in groups, a style which students had never experienced. She asked students to keep a journal in both in English and Japanese in each group for reflection of their activities. The results of this project showed that students were less concerned with teacher evaluation than group evaluation. In class activities, speaking in front of the whole class meant becoming an examinee tested by other students. If they made a mistake, the silent reaction of their fellow students so threatened to damage their ego that they would not try the same risk again. Teacher encouragement didn't seem to have much of an effect. Group work seemed to lessen this tension, and students were more relaxed and actively engaged in group-based speaking activities.

The study from Hafiz, Abdur, Abdul, Rana and Muneer (2013) wanted to investigate the problems in using L2 (English) as a speaking tool. The questionnaire as a tool for data collection has been used. The data has been analyzed statistically and graphically. The population consists of the students of SSC and HSSC level from age group of 12 to 18 years. Sample of 30 male and female students belonging to rural areas of Sargodha has been selected randomly. Investigators found out that the level of English education in Pakistan is pretty lame and poor, specifically in the oral communication field. They realized that L2 classes were focused on grammar and reading aptitudes instead of using English as a speaking tool. The fact that students were studying L2 only to approve their examinations, was considered their main aspiration, in preference of improving their oral dexterities.

Tsiplakides (2009) study aimed at linking the theoretical construct of foreign language speaking anxiety with everyday classroom practice and contribute to the literature on language anxiety and to provide teachers with strategies for reducing foreign language speaking anxiety from students' fear of negative evaluation. The sample consisted of fifteen students of a lower secondary school in Greece, aged 13-14 years. Tsiplakides employed

qualitative research techniques, since research questions pointed to the need to gain access to “a wealth of detailed information”, and to “processes and meanings” that are difficult to measure. The following techniques of qualitative data collection were used: a) semi-structured interviews, b) group discussion, and c) direct observation. Tsiplakides found that students were experiencing English language speaking anxiety as a result of: a) fear of negative evaluation from their peers and b) perception of low ability in relation to their peers. First, these students were unwilling to participate in speaking activities. While a number of factors can potentially account for this, research showed that their unwillingness was not due to the fact that they did not realize the value of learning English, laziness, or lack of interest in the English language. These students’ narratives provided strong evidence that they did not participate in speaking activities, because they believed that they were not good at speaking. Consequently, they feared that their fellow students would evaluate them negatively.

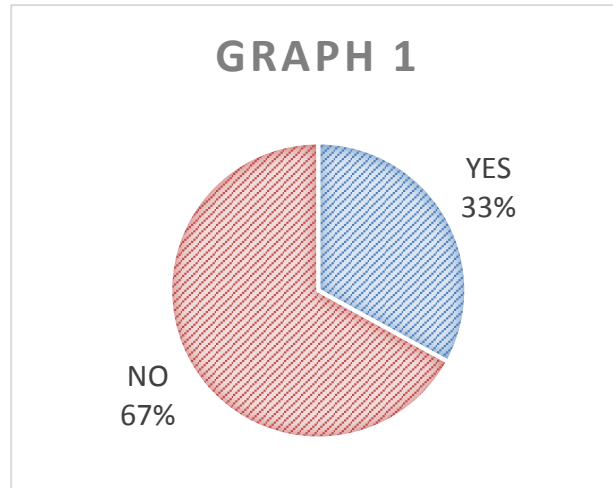
Description, Analysis, and Interpretation of Results

In this section of the study, the information gathered during the investigation is described both quantitatively and qualitatively. For the quantitative analysis, the results will be shown in percentages, which will express the total of affirmative or negative answers provided by students. On the other hand, the qualitative analysis will consist on explaining the results gotten from each one of the questions asked to students. All the analysis will be supported with the data from the observation sheet, and also with the information from the Literature Review.

Qualitative and Quantitative Analysis

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

Do you feel motivated to speak English in class?



Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

The first question asked if students feel motivated to speak English in class. In Graph 1, it can be seen that 33 % of the students answered “Yes”; in contrast, 67 % of learners said they do not feel motivated to speak during their English lessons.

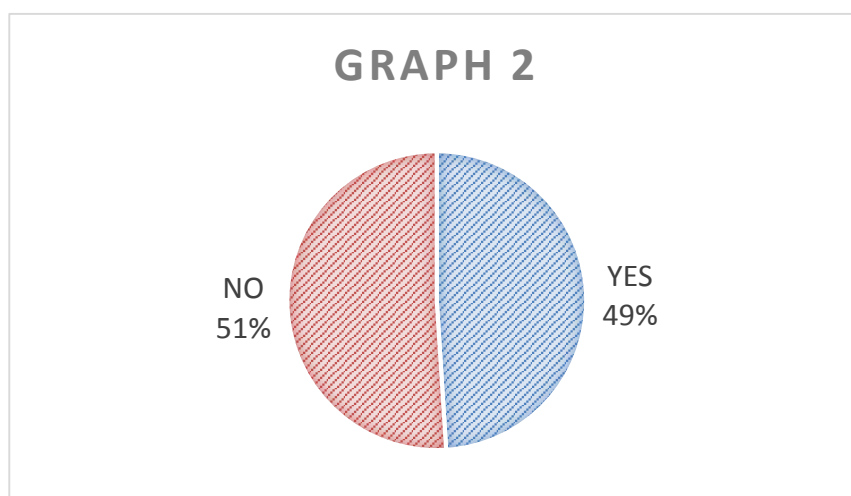
In order to interpret the graphic above, it is necessary to know the reasons that most students presented as the main factors for their response. Students who think they feel

motivated, stated that they are motivated to communicate well and feel stimulated to speak the language, others state that they like to orally practice what they have already known. There were also some interesting responses from learners who claimed that they feel motivated because of student-centered lessons, where they interact each other's, in these cases, conversation activities about current social events are vastly enjoyed by them.

However, students who do not feel motivated in English classes manifested unwillingness to orally practice it and few chances to practice the language in class; regarding this fact, Dwyer and Heller-Murphy (1996), found that students were uncommunicative due to several reasons including fear of making mistakes, low English proficiency and lack of familiarity with English conversation.

Another reasons were related to disinterest from students to speak English, they say that their teachers do not always encourage them to verbally express, and that influences their dislike toward English; regarding this, Shaeffer (2006) claims that studying English during school years will never be enough to like the language, and also getting proper and substantial oral skills will always depend on how motivated they have been, and how much exposition to the language has been relied.

Do you feel motivated to speak English with your classmates?



Author: Mario Bryan Martínez Palacios

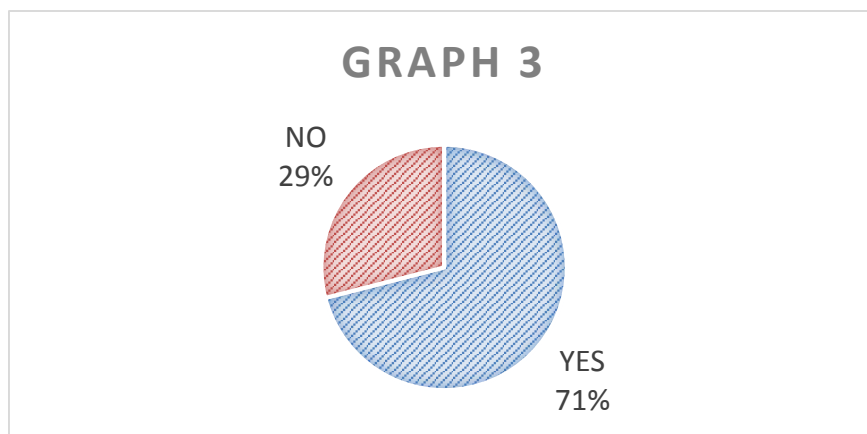
Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

The results show that 49 % of the sample, almost half of the participants, think they feel motivated to talk with their classmates in English classes; they expressed having fun when free topics were discussed. Sharing learners' ideas and helping others to speak together were other factors that apprentices identified as motivating for them to speak with their partners.

The other 51 % of learners say that they do not feel motivated to orally communicate with their classmates; one of the reasons students feel demotivated is the fact that most of their classmates laugh at them because of their "bad" pronunciation when they speak in English in front of the class. At this age students are vulnerable, they cannot face being the spot for their classmates to laugh, so they prefer not to talk; in this sense, it would be necessary to remember that, as suggested by Nagy and Nikolov (2007), there must be a friendly and supportive environment, so that learners can be more willing to talk in class.

Additional thoughts came from other students who think their willingness to express themselves has to do with their age, in this line, Nation (2013) states that high school learners are typically adolescents who are usually timid and shy, for that reason they do not tend to orally practice the language.

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



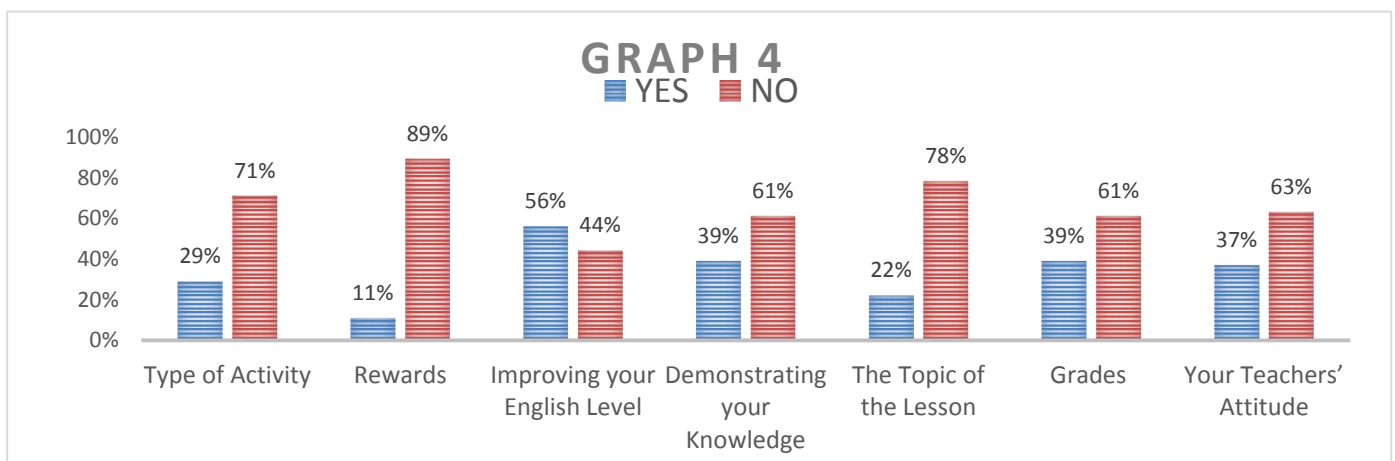
Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

In this question, which asked if students participated in speaking activities voluntarily, it has been found that 71 % of students believe they perform those activities with total freedom. Some reasons given by participants claimed they do it because of their interest to express their own opinions, others stated that they feel motivated to participate due to external factors such as rewards and incentives; finally, those students expressed their excitement and enthusiasm to learn the English language and reflected their willingness to participate. Meanwhile the remaining 29 % of them do not freely participate in English speaking activities. The main reasons they stated varied from not feeling capable of joining speaking lessons due to the fact that they do not speak English very well, to their dislike toward the language.

Insisting on oral participation in class is an important tool that teachers could use to foster speaking participation if they want to contribute on the development of oral communication skills, in this line Davis (1993) says that practicing and improving oral skills are goals that include speaking discussions; therefore, if only a small amount of learners participate, ask questions, or contribute to discussions, class sessions would become to some extent a lost opportunity to promote speaking..

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



Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

Graph number four represents the aspects students believe are the ones that motivate them to actively participate in English classes. The results show that 71 percent of learners answered that the type of activities developed in class do not motivate them to interact. In contrast, twenty nine percent of apprentices said the contrary. It seems that the activities are not interesting enough for motivating students and for developing their interest in speaking; in this sense, Renninger (2009) explains that it is possible that students develop a deepen interest in an activity, and that their concerning may improve if engaging topics are worked in class. Typically, the type of activity that is being developed goes through situational and individual interest; at all levels, interest is developed through motivation.

The following aspect had to do with personal stimulus; a total of 89% of students declared that they do not feel motivated by any kind of stimulus given by teachers; however, 11% claimed they participate because tutors share some kind of incentive. This can be correlated with what Nation (2013) says about rewards. He mentions that some students expect rewards to participate in English classes and that it could influence positively on students achievement because learners somehow anticipate good grades when they join speaking activities, although it is also pointed out in Nation's research, that extrinsic motivation would not show up if students do not get proper speaking abilities and only expect obtaining profits like grades.

The next aspect asked if the improvement of their English motivate students to participate in speaking activities. Regarding this question, it can be seen that 56 % of students said that they have felt motivated to join oral communication tasks because they want to improve their English level; at the same time, the other 44 % stated the contrary. Shaeffer (2006) thinks that the idea that makes students speak more English in the classroom is not only a matter of improving their English level, it often demands good preparation to make them confident to speak; he also states that apprentices' speaking level rely on competences

that encompasses oral communicative interaction between teachers and students. Similarly, Kowal and Swain (1997) note in their review that students improve their proficiency level by practicing their productive skills with more English-speaking immersion.

The following aspect had to do with students' demonstration of their knowledge where 61 % of learners do not see it as a factor that would motivate their participation in speaking activities; the other 39 % of participants considered it as encouraging. I think students believe that it is difficult to demonstrate their knowledge because they do not feel sure of their speaking level and consider their English not as good as they would.

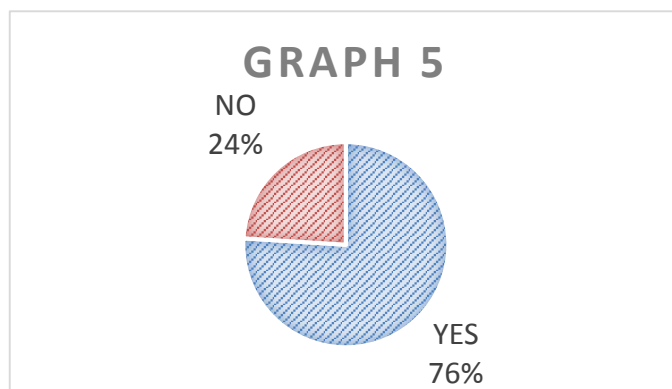
The results showed that 78 % of learners do not perceive motivating the topic of a lesson; in contrast, only 22 percent thought that this aspect motivates learners to participate in oral communication activities. To analyze the results, it can be said that students found most speaking topics boring; for them teachers tend to base their lessons on established and known topics that learners do not usually consider engaging. Shaeffer (2006) claims that topics introduced in class should be chosen correctly in order to develop attractive activities, it is also necessary to avoid tiredness and fatigue from learners, this point is essential if teachers want to get a better understanding from students during speaking classes.

A total of 61 percent of participants say that getting good grades do not motivate them to participate in oral activities; on the other hand, for the 39 percent, grades promote their willingness to orally communicate in English classes. Based on students' answers, it seems that they care about getting good grades, however they manifested that it is not grades what motivates them to speak, but tasks like attractive conversations, are what often motivate them to join oral activities; furthermore, Carreira (2005) explains that some students might not be interested in doing a task, but they will do it to get a reward such a good grade. This fact reflects that grades are not always associated to motivation, students prefer an

environment where they can interact and talk about any engaging topic. The last aspect to be analyzed was related to teachers' attitude, where 63 % of learners do not see it as a factor that motivate them to participate in speaking activities; the other 37 % believe the opposite. Students stated that teachers' behavior seldom affect their willingness to talk; instead they sometimes try to draw learners' motivation by asking them about their interests and personal life in order to foster a kind and cool environment in class; in this sense, it can be said that teachers share Shaeffer's idea about managing and achieving friendlier atmospheres during English classes because they lead to more effective results when students practice their speaking abilities, more so if teachers act as facilitators and realize how valuable gentle relationships are necessary to obtain improvement on apprentice's performance.

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

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



Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

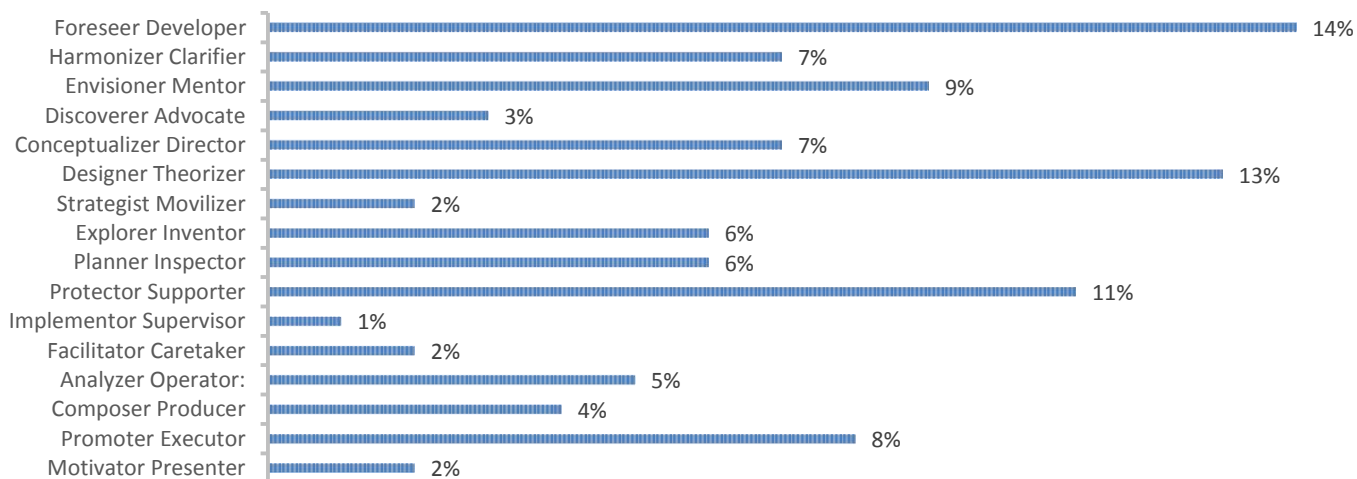
This question wanted to know if students' level of proficiency influences their participation in speaking activities. The results show that 76 % of learners think their English competence affect their participation in speaking activities. On the other hand, 24 percent of students believe that their knowledge does not impact their progressing in speaking activities.

Based on students' answers, it seems that their basic level of grammar and vocabulary influences their participation in speaking activities; regarding this topic, the Council of Europe (2001) claims that lack of knowledge in grammar and vocabulary deal with insufficiency of awareness in speaking features, however they cannot be catalogued as the most prominent issues. It is also noted out that students are able to master the language only if learners get involved and coordinate different forms to stay talkative during English classes, it means that improving their proficiency could lead them to raise their awareness in participation. Students also stated that their low level of pronunciation often affects their development in oral communication tasks; in this sense, Nation (2013) says that learners' competency level requests a setting up of verbal and oral knowledge where students begin to speak and interact; it means that the whole process of promoting suitable pronunciation and proper spelling procedures require accurate techniques, in which oral communication approaches develop by themselves and students' proficiency level stands for not only speaking abilities but also by grammatical features.

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

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

GRAPH 6



Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

The following question asked which type of personality students considered as theirs. The results show that 14 percent of learners chose Foreseer Developer as their type of personality. Based on what Berens & Nardi (1999) described, students with these characteristics have strong opinions about life, they often defend their points of view, even if the people who live closer, tend to see them as selfish and narrow minded beings.

It is observed that 7 percent of participants considered Harmonizer Clarifier as their personality; these learners are identified as quite reserved and stealthy people in most situations, specifically when they deal with difficult situations. Representing 9 percent of the students, Envisioned Mentor was selected as learners' personality, these students are easy to communicate and enjoy connecting others with their own ideas and beliefs.

Only 3 percent of students chose Discoverer Advocate as their personality, here are the ones who are sensitive and friendly, however they like spending their time independently.

Seven percent of learners consider themselves as Conceptualizer Directors due to their natural leadership, it is said that they are perfectionist and sometimes arrogant beings when tedious circumstances occur.

In order to analyze the influence of Conceptualizer Director, Discoverer Advocate, Envisioner Mentor, Harmonizer Clarifier and Foreseer Developer personalities to students' willingness to orally communicate in English classes, Yu, Li, and Gou. (2011) state that learners might be affected by several variables in class including mood, physiological factors; therefore willingness could be affected by their personalities, if the aforementioned aspects are caused by the classmates' relationship with the language and the general classroom atmosphere.

The 13 percent of students chose Designer Theorizer as their personality, these type of people are said to be aware of the most minimum features and are always well

informed about contemporary news. Only 2 % of learners picked Strategist Mobilizer as their personality, their characteristics go from being natural strategists to build and develop relevant projects. They are also said to manage adequately their time and resources. 6% of students chose Explorer Inventor as their type of personality, they are described as quick minded, creative and enjoy taking part of engaging discussions.

The investigation shows that 6 % of participants chose their type of personality as Planner Inspector, these people tend to be direct, and like spending their time and energy in every significant task they deal with. 11% of students chose Protector Supporter as their personality, they are defined as good listeners that discern what is worthy and essential, they also enjoy doing several types of activities at any time.

Implementer Supervisor was chosen as students' personality for only 1% of learners; it is highlighted that their hardworking attitude and how family beliefs and values are extremely important to them.

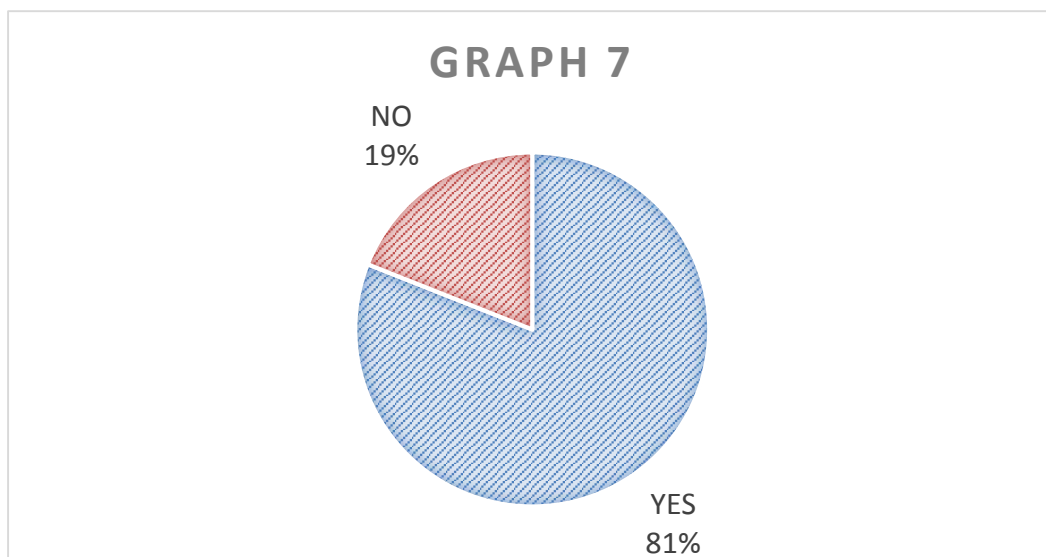
Implementer Supervisor, Protector Supporter, Planner Inspector, Explorer Inventor, Strategist Mobilizer, and Designer Theorizer that were chosen by students as their type of personality maintain antecedents that relate them to traits, these traits show that introversion and extroversion are perceived as communication competence, communication apprehension, and self-esteem; in this line, Berens & Nardi (1999) claims that these personality traits are the most important factors influencing willingness to communicate.

Only 2% of students chose Facilitator Caretaker as their type of personality, learners with this personality are enthusiastic and take care of others' problems; on the other hand 5% of learners chose Analyzer Operator as their personality, they tend to be mechanical and reasonable with their ideas; they are active problem solvers and use their instinct to interact adequately. Learners who chose Composer Producer as their type of personality were the 4 percent, they take delight in exploring new tasks and do not hesitate in taking chances to

collaborate with partners. It is observed that 8 percent of participants considered Promoter Executor as their personality, they tend to follow rules as recommendations. Finally, 2% of students chose Motivator Presenter as their type of personality.

Berens & Nardi (1999) claim that students who are Motivator Presenter, Promoter Executor, and Composer Producer are usually learners with emotional stability that have a high level of self-esteem for communication; on the other hand, learners who are Analyzer Operator and Facilitator Caretaker have low emotional stability show tendencies such as nervousness, emotional distress, insecurity, and feelings of inadequacy. These people easily get nervous during the communication. They care too much about what happens around them. Their mood easily changes. Their self-esteem is very low so that they have great communication apprehension, and then they lack the willingness to communicate.

Do you think that your personality influences your participation in speaking activities?



Author: Mario Bryan Martínez Palacios

Source: Students of Simón Bolívar, La Dolorosa and San Francisco de Quito High Schools

It can be seen from the data in graph seven that 81% of students consider their type of personality as an influential factor when they participate in speaking tasks. On the

other hand, 19 % of students stated that their type of personality does not influence their development in speaking classes.

Based on the results, it seems that students consider their personality as a leading factor of their participation in oral activities. They also stated that participation in these activities are influenced by their desire of improving their oral performance. According to Yu, Li, and Gou. (2011), one factor that accompanies the influence of students' participation in class, is related to learners' personality and their willingness to communicate, which is seen as an intention to initiate communication, so it is considered to be the step before the actual behavior that a learner takes depending on his or her personality.

Conclusions

One factor that influences negatively on the willingness to communicate is motivation. Through this study it was seen that 67% of students do not feel motivated to speak. It was seen that learners' willingness to communicate is not promoted in a positive way by teachers who often base their classes on uninteresting topics that students do not consider engaging, therefore they lose interest to participate and talk.

A different factor that negatively influences on students' willingness to communicate is learners' bad pronunciation. A great number of students stated that they do not participate in oral activities because of their poor speaking ability to correctly pronounce words in English.

Regarding speaking activities that positively motivate students to participate, learners showed more importance in oral tasks where they were able to practice their current knowledge about the language and could comprehend new and different English expressions.

It was also demonstrated that proficiency level is a factor that affects negatively on students' participation in classes; learners' basic level of grammar and vocabulary do not permit their participation in speaking activities during English classes.

It was proved that personality influences positively on students' participation during English classes; learners who join oral activities consider their empathy and affectivity to others as major factors that influence their participation in speaking tasks; therefore, friendship and good social environment are seen as opportunities to intervene in oral communication classes.

Recommendations

To improve students' motivation to orally communicate, it is advisable that teachers work in speaking activities and choose properly topics in order to encourage students talk about their interests and promote their willingness to communicate; in this sense, learners would be able to participate and speak without difficulties in front of their classmates.

It is recommendable that teachers promote speaking activities that engage learners in conversations and discussions that stimulate them to talk in classes, these tasks must be developed to foster their English knowledge and improve their speaking and participation.

It is convenient for teachers to investigate about their students' types of personalities if they want to promote their interest to participate. It is essential that teachers learn about students' behaviors in order to know how to deal with their attitudes during oral communication classes.

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Annexes



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

Estimado estudiante:

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

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

Datos Informativos:

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

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

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

Tipo de actividad	()
Incentivos	()
Mejorar tu nivel	()
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: descubren misterios y tienen una forma de conocer lo que es creíble.	()
3	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	()
4	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	()
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 mobilizer: 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 attitude	()

¿Why?

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

•
•
•
•
•
•
•

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

YES	NO
Why?	

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

SI	NO
¿Por qué?	