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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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Master

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Abstract

The present study attempts to investigate how motivation, proficiency level, personality and the strategies to teach speaking influence at the moment of speaking English in the class. Five intact classes at one public High School in Quito, Ecuador were selected. The students were aged between 15 and 17 years old, most of them were female. There were approximately 20 students per class. A questionnaire was administrated to them before finishing the English lesson. The questionnaire was applied to know whether students feel motivated to speak English, and if they believe that motivation, personality, proficiency level and teachers' strategies influence at the moment of speaking. The questionnaire required yes/no answers except for the fourth and the sixth question.

Students' performance was taken into account to determine whether it has any relationship between Willingness to orally Communicate (WTC) and the studied factors. The obtained results showed that there was a lack of motivation to speak or to be in speaking activities during English classes. The findings also displayed that proficiency level, personality and teachers' strategies play a major role in students' willingness to orally communicate.

Keywords:

Willingness to orally communicate (WTC), motivation, personality, proficiency level, teaching speaking, students' willingness to communicate.

Resumen

El presente estudio trata acerca de cómo influye la motivación, el nivel de dominio del inglés, la personalidad y la enseñanza del habla en el momento de hablar en inglés. Fueron seleccionados cinco cursos de un colegio público de Quito, Ecuador. La edad de los estudiantes oscilaba entre 15 y 17 años, la gran mayoría fueron mujeres. Aproximadamente 20 estudiantes por clase. Se les administró un cuestionario antes de finalizar una clase de inglés para saber si los estudiantes se sentían motivados a hablar en inglés y si creían que los aspectos mencionados anteriormente influían al momento de hablar en inglés. El cuestionario requería respuestas del tipo si/no excepto para la cuarta y sexta pregunta.

El desempeño de los estudiantes fue tomado en cuenta para determinar si había o no relación entre la habilidad para comunicarse (WTC) y los factores estudiados. Los resultados obtenidos muestran que existe una falta de motivación por parte de los estudiantes para participar en actividades de habla en inglés durante las clases. También muestran que el nivel de dominio del idioma, la personalidad y las estrategias de los profesores juegan un papel importante en la habilidad de los estudiantes para comunicarse oralmente.

Palabras clave:

Habilidad para comunicarse oralmente, motivación, nivel del dominio del inglés, personalidad y estrategias para desarrollar habilidades de speaking, habilidades de los estudiantes para comunicarse oralmente.

Introduction

Learning English as a foreign language is not an easy task, teachers and students make their best to make this goal to be reached. Ecuadorian high school teachers are also concerned about this topic. They are permanently trying to motivate students to participate in speaking activities although the students' response is still poor. As a consequence, Ecuadorian students are missing the opportunity to develop oral communication abilities.

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 through these 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?

It is very important for teachers and students to reach high level of oral communicative ability in order to improve their performance and competitive level.

Previous research on willingness to orally communicate has already been conducted. One study was conducted by Hamed, Reza and Sina (2012), to know about the Iranian EFL learners' perceptions regarding their willingness to initiate communication across different context types and receiver types. It was found that if more facilitating factors are provided, a greater degree of willingness to communicate (WTC) can be created.

Another study focused on this topic was carried out by Mansoor and Hadi (2013). The purpose of this study was to demonstrate that there is a relationship between teacher's self-monitoring and student's willingness to communicate. This study was carried out with the participation of two groups, one from an Iranian English language Institute and the other an Iranian high school course (control group). At the end, they found out that there was a better

performance of the Iranian Institute group because the teachers self-monitored themselves and they become better educators resulting in better performance of the students.

Another study was conducted by Li, Xuesong and Yang (2012) wanted to show us the relationship between willingness to communicate and communication, and how WTC factors affect class participation. They found that conversational objects, communication form, communicative tasks, personality, confidence, interest and culture are important factors related to WTC.

This study intends to give teachers as well as students a wider perspective about willingness to communicate in EFL learning process context. This might be a useful contribution for the English language curriculum design as well as giving more elements to improve communicative competence.

Literature Review

Among the factors that influence willingness to orally communicate during classes at the moment of speaking English are motivation, personality, proficiency level and the strategies to teach speaking. Various studies have been conducted on the theme, statements of few authors are considered in this research due to the concordance and support they offer to this investigation. Although they have studied these phenomena in different situations, their conclusions are consistent and very similar. They show us how motivation acts in every student as a particular and specific way at the moment of speaking English and how it is related to teachers' manner to speak, to behave, to prepare class and to employ any resource to catch students' attention and made them like English language.

English proficiency levels are presented in concordance with the Common European Framework of Reference, which states a classification on the management of language depending on the ability of students to deal with English language at different stages.

In addition, the sixteen types of personalities and how they influence students' willingness to orally communicate, and information about the intrinsic and extrinsic factors that affect students' motivation to interact in the classroom are also presented in this literature review.

Then, studies on how motivation, proficiency level, personality and teaching speaking can affect willingness to orally communicate are also cited in this section. These studies show the relationship as well as the influence that the mentioned factors have at the moment of speaking in English in the classroom.

Motivation

Peng (2007) argues that willingness to communicate (WTC) in English as a second language has to do with motivation as well as Dörnyei and Skehan (2003) who view this as an extension of what we know as the reason for what people act in certain way. Motivation

becomes a hypothetical construct that every person gives their own meaning. For some authors, it is an extension of the process of willingness to communicate in a second language, meanwhile willingness to communicate in English is an extension of the process of motivation for some others.

In addition, De Veto (2014) suggests five principles to deal with motivation in classes. The first one is related to the positive reinforcement that has to do with behaviourism and claims that teachers should point out the student's achievements however small. When students speak out and make a mistake, it is a good idea to elicit the correct pronunciation and then praise it. He also says that teachers should encourage students to become more independent in order to use more complex speaking abilities as well as getting self-confident during this process.

The second principle says that students must know what they need to do when a task is given to them, if not, they will be lost in classes and they may think that the activity is not important. Instructions need to be clear and an example practice could be performed beforehand if it is possible. The third principle states that students are always alert and they know what comes next after an exercise or an explanation of any concept. Then, surprise is an important element that need to be present during classes. The author also says that laughing, saying strange things or intentional mistakes catch the attention of students. As well as the use of information gaps for pair practice. This way students will perceive English classes as a funny and entertaining time to learn.

Sometimes teachers find a good technique that works well with students and they assume that this will happen for a long period of time, so teachers keep using the same resource all year long. The fourth principle say that there must be various planned activities according to how demonstrative students are, so they will keep motivated to speak. These activities are graded because they start with a simple and familiar activity for students, then

the activities continue with something a little more difficult and end with a social activity in which students communicate each other.

Finally, the fifth principle is related to how friendly competition grabs students' attention. Teachers could employ this resource with the help of many techniques for individual or group work. Students are delighted when they can observe their own progress and keep highly motivated.

Proficiency level

Harmer (2009) reports that the Council of Europe and the Association of Language testers in Europe (ALTE) has worked in order to specify language competence levels for learners of many languages all over the world. As a result of this, the Common European Framework has been extended as a document which exhibits what language learners can do at different levels. These levels have been graded as beginners (A1), elementary (A2), pre intermediate (B1), intermediate (B2), upper intermediate (A1) and advanced (A2). This classification is only one way of measuring proficiency because students may be good at one domain such as speaking but not necessarily in reading or writing and vice versa. Harmer (2009) also states that Motivation is affected by the level that student has reached. For example, if students commit mistakes at beginner levels they will have difficulties with higher levels contents and will become demotivated. Some activities like repeating sentences or phrases, copying or imitating can be easy and interesting for students at beginner levels but the same activities cannot be interesting for students of upper levels. Therefore, teachers need to give students more help when they are attending beginner levels than when they are attending advanced levels.

In order to have a better understanding on the theme, a brief description of the abilities and activities that students can perform at every stage is presented in this part. The Council of Europe (2001) reports that learners at elementary levels are able to use and comprehend

simple and familiar every day expressions and phrases in a concrete way. Students can introduce themselves and they can introduce other people, they can also obtain and give basic information on details like addresses, dates, names and directions. They can use polite forms and greetings. In other words, if the interlocutor talks in a slowly way, people at beginner levels can easily identify the context and catch the meaning of the conversation during the talk.

While the elementary level learners have the resources to interact in a simple dialogue, the intermediate level learners have elements that allow them to participate in more complex dialogues such as obtaining information during a trip for example. They can also participate in daily conversations that talk about family, hobbies, work, and travels. Descriptions of situations, experiences and events are easily approached at this level. They interact in a more spontaneous and fluent way, so it becomes more regular with native speakers. They can express what they feel so they can describe when they are happy or sad, when they are interest or not interested in something. It means that intermediate level students can participate in a very active way in a discussion that is taken in a familiar context sustaining their point of view and giving the necessary information for this.

Advanced level is the stage when students, as well as intermediate level, can easily express themselves in a fluent and spontaneous way but they can do it without much effort. They do not complicate at the moment of think about a correct phrase or expression. This enables people to use language for social, academic and professional objectives in a simple but effective way. Opinions, ideas and expressions are well structured and put into practice. As a result of this, the message given to interlocutors will be easily caught. Moreover, students at this level can take part in any conversation or discussion making use of colloquialisms and idiomatic expressions. They can have a finer way of getting with the meaning of what they want to express and get the important ideas of what they have been

told. Actually, it allows them to speak about many themes in a very comfortable and appropriated way even if they are in a non-familiar context and even if they are using complex abstract structures.

Personality

In order to have a better understanding of the sixteen types of personality of Myers-Briggs Type Indicator MBTI, Muller (2014) says that it is necessary to approach the eight Myers Briggs preferences because they are the previous ones and they are the basis of this study. Some of them have to do with the source of energy that they use and this approach employs Jung concepts like introversion (I) and extroversion (E). After that the way of receiving information is considered too like intuition (N) and sensing (S), then making decisions comes with feeling (F) and thinking (T) and finally perceiving (P) and judging (J) for personal life. These concepts are known as dichotomies or preferences. This instrument assumes that one identifies the preference that most like in each dichotomy and then can assemble the type that command our personality. Nevertheless, this test does not intend to describe how successful one can be in life but it indicates the type of personality that one has. This knowledge could be applied in academic fields in order to predict certain behaviours and to expect particular ways of assuming some challenges. So, once one has identified his/her own preferred preferences, one can check among the combination of the four letters. There has been assigned a name for every combination and they have their own particularity. As a result, sixteen types of personality has been identified. ISTJ, ISFJ, INFJ, INTJ, etc.

The first letter that is found in the Myers Briggs Type Indicator could be (I) or (E) and they have to do with the psychoanalytic theory of personality proposed by the Swiss psychiatrist Carl G. Jung (1992). They represent the first dichotomy as the basis of this test. Some authors say that people who are extroverted (E) belong to the group of people that are involved in events and have plenty of activities to realize. They feel motivated when they are

among other people. Extroverts do not fear the challenges because they feel very comfortable around any part of the world. Extroverts tend to speak out and to make things happen. On the other hand, introverts (I) tend to be shy, solitary, reflexive and they prefer to be alone rather than with company. They are involved in social interaction when they feel secure and confident inside the group. Introverts take their time to analyse ideas deeply though it could be negative for them. Sometimes they are seen like calm and serious people.

The second dichotomy refers to intuition (I) and sensing (S) and deals with how the people get information. Mayer-Briggs instrument argues that people that are intuitive (I) have a kind of visual learning way to learn things and to memorize them. They are very wise people and like to deal with abstract things like concepts and enjoy using symbols. It can be said that they think about the future so they can know if something is possible or not. The test says that sensing people (S) are very practical because they base their way of thinking about the world through their senses. They live day by day and assume the concept of here and now.

Feeling (F) and thinking (T) are the following aspects inside the making decision aspect of the personality and they refer to being sensitive but not too much. It means that people that identifies themselves with the feeling preference (F) tend to qualify others by the way of doing things. They pay attention to values and principles in other people. Opposite to this, the thinking (T) person bases his understanding in objective and reliable experiences. Being logical is one of his characteristics.

Finally, personal life is seen from these two dimensions perceiving (P) and judging (J). Being perceiving (P) means to be spontaneous and easily adaptable to any situation or context. They enjoy having new experiences. On the contrary, judging (J) people like lists, schedules, planning and organization. They are very methodical. Therefore they prefer organized and planned things and events because they feel confident when things go the way they want.

The Myers Briggs test for personality is an instrument that gives the reader the chance of choosing the preferred aspect related to his/her own personality in every dichotomy, so the principal aspects of the character of people will arise. When the reader combines these preferences, then he can get his MBTI type.

Teaching speaking

Harmer (2009) states that there are some students that can be reluctant because they are not easily motivated to speak in front of others. It usually happens when they are questioned about personal appreciation. Mennim (2003) describes how the students who prepare notes and transcribe what they have talked, they can correct it later before giving it to the teacher. Another aspect to be considered is repetition, its value places itself on the confidence that students acquire when they achieve the goal of good pronunciation. When they repeat they can analyse the mistake that has been done.

Participation plays an important role in social interaction at the moment of group work and it is necessary that students feel motivated to participate. Teachers have to assume different roles in a plenty of speaking activities during class. One of these roles is the prompter who helps students when they do not understand any content of the lesson in a slightly way.

Teachers have to be good animators in order to get the students involved in dialogues that he/she could generate on any topic. Of course, feedback in speaking activities is necessary but it has to be done in the required time and not so frequent because it could interrupt the fluidness of the participants in speaking activities.

Nevertheless, The National Capital Language Resource Center (2004) recommends other strategies for developing speaking skills. It refers to the use of minimal responses like idiomatic expressions, petitions, requests or so on. Recognizing scripts is about to choose specific dialogues for specific situation so the student can locate himself in the context of

conversation and quickly use the appropriate word or phrase. The use of language to talk about language permits students comprehend more than structures or vocabulary. It shows them other aspects of language such as the abilities that a learner has acquired during the whole process of learning a language and gives them a real view of what they are capable to at every stage of language acquisition.

The concepts that were presented above play an important role in this study and they contribute to understand the theme of Willingness to Communicate (WTC). It is very important to be alert and to have a clear vision on the concepts that serve as a basis to get the correct idea and to understand how motivation could act in a positive or negative way in this process, how proficiency level influence the moment of speaking in class, the power of the teacher to elicit oral communicate abilities in his students during speaking activities and how personality determines not only the behaviour but the encouragement that students can use at the moment of speaking in front of others. Once these concepts have been introduced and explained, there is another pending topic to be carried out.

Several research studies on Willingness to Communicate have been done all over the world. They have taken place in many different countries and contexts. Lots of people have participated in an active and passive way. Five studies were chosen because they are quite similar to the situation that we are investigating in our country. They were conducted in schools, private language institutes and universities. The participants are young people who are learning English as a foreign language, they attend to classes regularly and they sometimes have native English teachers but not always. They also carry out different activities during the English classes, one of them is speaking. They have to work individually but they have to work in groups too. The following studies were conducted in China, Iran and Malaysia. Both male and female students participated in the studies, and their age average is

about 18 years old approximately. They were conducted by English teachers, trainee teachers and linguistic students.

Mansoor and Hadi (2013) wanted to know if there is any relationship between teachers self-monitoring and student's willingness to communicate. For this, they employed 32 Iranian upper intermediate EFL (English as a foreign language) students, males and females from a language Institute. The next group was the control group and it was conformed of 32 high school students. The English teacher was the same. At first, students were interviewed in order to get some information about the barriers or difficulties that they find at the moment of communicate or making themselves understand. Teachers were also interviewed to see if they have identified the problems that students have when communicating. The institute students were the experimental group while the school students were the control group. The purpose of this study was to identify the influence that teacher has in willingness to communicate when he thinks about the problems he has and changes his way to face them. For example, students complained because they were not given enough time to take part in discussions. So, teacher gave them more time for this assigned task and he did not threaten students every time that they made a mistake. Then he motivated students when he allowed them to express themselves in more free chat opportunities. 10 sessions later, a willingness to communicate questionnaire was applied and there was a big difference between the two groups and common speaking barriers were identified too.

The first results of this investigation is that the null hypothesis that says there is no relationship between teachers' self-monitoring and student's willingness is rejected and the research hypothesis that asks if there is any relationship between teachers' self-monitoring and willingness to communicate is correct. Mansoor and Hadi (2103) states, "Self-monitoring as a means of observation gives teachers proper respect and appropriate understanding of

what they do when teaching. (p. 628).” It means that there is a difference between Iranian high school and language institute students.

Therefore, Mansoor and Hadi (2013) found that high school students (control group) and language institute students (experimental group) willingness to communicate was different. Although the problems that both groups had to face were the same, the latter group managed itself to deal with them compensating its limitations, such as spending time and practicing in a more comfortable environment. The authors recommend to replicate this study having native speakers as the participants and then compare the results across proficiency levels.

Hamed, Reza and Sina (2012) propose two research questions for their investigation: What were the Iranian EFL learner’ perceptions regarding their willingness to initiate communication across different context-types and receiver-types? This study took place in a Panel Discussion class at a private English Institute. Students in that group have been studying English for 4 years at least and they are advanced level. The material to read was previously given to them before entering the Panel Discussion Group. Then they discussed about the themes while the teacher focused on fluency rather than accuracy. Afterwards, a self-assessment questionnaire that presented 20 situations in which the person choose to communicate or not was given to them.

MacIntyre et al. (1998) argues that WTC is influenced by immediate situational antecedents such as the desire to communicate with a specific person, self-confidence, interpersonal motivation, intergroup motivation, intergroup attitude, social situations, atmosphere and personality.

The study concludes that students are highly motivated to communicate in two context types (group discussion, and meeting) and receiver-type (a friend). They do not feel comfortable in other contexts. The reason for this are that Iranian students have no chance to

practice speaking in other context rather than the classroom. They do not have access to other kind of experience such as speaking with native English spoken people for instance. So they do not feel confident at all to initiate a conversation with strangers.

Hamed, Reza and Sina (2012), say that the important thing is that willingness to communicate could be improved if favorable factors are provided and the authors also recommend that teachers and partners generate these factors and not to focus in only one, so that WTC is well stimulated and it becomes better. Then, second language acquisition (SLA) is encouraged.

Reem, Hardi and Nordik (2013) investigated the relationship between communication apprehension, self-perceived communication competence, motivation and willingness to communicate. In order to make this investigation they went to the University Sains Malaysia and choose the students that passed the Malaysian University English Test (MUET). They were 377 undergraduate English students. The research was made in two stages. The first one validated instruments and the second one tested the hypothesized constructs.

This study is heuristic because it was the first investigation that examines the influence of using language learning communication strategies on WTC in an English as a Second Language classroom (ESL) in Malaysia. It is based on Gardner's (1988) socio educational model. Those strategies have significant impact on students' willingness to communicate. Faerch and Kasper (1983) say that if students learn how to use communication strategies in a good way, then they will be able to reach an important understanding of classroom situation activities and non-classroom situation activities.

Li, Xuesong and Yang (2012) investigated the relationship between Willingness to Communicate (WTC) and communication and how WTC factors affect class participation. They employed 100 non English major students in Harbin Institute of Technology in China. 80 men and 20 women, all of them had 6 years of experience on English studies at least. A

questionnaire was given to them in order to complete it. The results talk about internal motivation, personality factors, confidence, interest, traditional culture and class participation. Students with an extroverted personality hold positive attitude to the study with a high degree of self-confidence while introverts shows lack of confidence in their study. Students who have strong internal motivation have a huge level of active participation and positive attitude. Self-confidence help students to have a good performance during class. Interest shows when students' necessities are satisfied. The Chinese culture has unconsciously stopped student's WTC in communication activities. Another factor that breaks WTC in class participation is the necessity to have immediate results, Chinese students are not patient.

The investigation highlights conversational objects, communicative tasks and communication form as closely related to willingness to communicate (WTC) in English as a Foreign Language (EFL) learners.

Li, Xuesong and Yang (2012) recommend teachers that they help students to feel self-confident and to reduce high levels of anxiety, as a result students can get better results with their willingness to communicate, which is why teachers should make their best. These authors do also advise that student's autonomy must be emphasized as well as originality in English as a foreign language (EFL) classrooms.

Nourollah and Razieh (2011) made a study that tries to explain the following questions: Which view of WTC the data supports? And, is there any relationship between Iranian students' language learning orientations and WTC both inside and outside the classroom?

For this research, 67 upper intermediate bilingual students of the University of Isfahan participated in the process. A questionnaire was given to them after getting permission from the administration, professors and students. The first item is related to Trait-like inside or outside the classroom. It means that there was a significant overlap between the willingness

to communicate inside and outside the classroom. It happens with the four skills: speaking, reading, writing and comprehension.

WTC and language learning orientations consider the relationship between WTC inside and outside the classroom and orientation for language learning. Five factors were taken into account. The first two, school and knowledge-related have to do with willingness to communicate both inside and outside the classroom. On the other hand, job, travel and friendship correlations are related with four language skills but only outside the classroom.

Nourollah and Razieh (2011) found that language learning orientations and willingness to communicate (WTC) have a strong correlation, mainly WTC in natural sceneries. Obviously, time, energy and motivation for learning a second language are influenced by orientations. It could also be noted that there were other factors that affected the results of this research like age and gender for instance.

The studies that were chosen try to contribute to language learning in our context. Perhaps, it might be a good idea to check for this investigation to get some ideas for language curriculum design.

Method

Settings and participants

This study was conducted in five courses of second year of senior high school in a public school in the city of Quito, Ecuador. This institution is located in the north center part of the city, it has more than 500 students and it is one of the most well-known high schools of Quito. It was previously known as a school for girls nevertheless its policy about students has changed in the last years.

One hundred students between boys and girls were chosen, they are aged between 14 and 17 years, they have a basic to low intermediate level of English, they have no contact with native English speakers but they have access to other sources like internet for example. They actively participated and assisted in this study.

Procedures

The methods used in this research are quantitative and qualitative. This conceptualization suggests that the quantitative approach deals with counting and classifying features and constructing statistical models in order to explain the studied phenomena. While the qualitative approach provides a detailed description of the research topic.

A literature review was carried out to research about the following topics. The first one has to do with the definitions of basic concepts such as motivation, personality, proficiency level, teaching speaking and willingness to communicate. Books and journals were used to explain each concept in a detailed way. Five studies related to factors that affect willingness to orally communicate in different places were selected and reviewed.

The general approach of this study is quantitative and qualitative. A survey about the students' willingness to orally communicate in the English classroom was conducted and an observation sheet was used to record the information gathered during the observations.

A questionnaire consisting in 7 questions was applied to students in order to know aspects such as motivation to speak in class, motivation to speak with their classmates, voluntary participation, influence of personality in speaking activities, types of personality, types of activities that motivate students to participate in speaking activities and influence of English proficiency level to participate in speaking activities. All of them were yes/no questions except for the questions about type of personality and type of activities.

The data collected from this research was entered in a tabular form, the results were tabulated and presented into graphs. Then the data collected was analyzed, related and compared with the information of the literature review as well as the observed appreciations.

Discussion

Description, analysis and interpretation of results

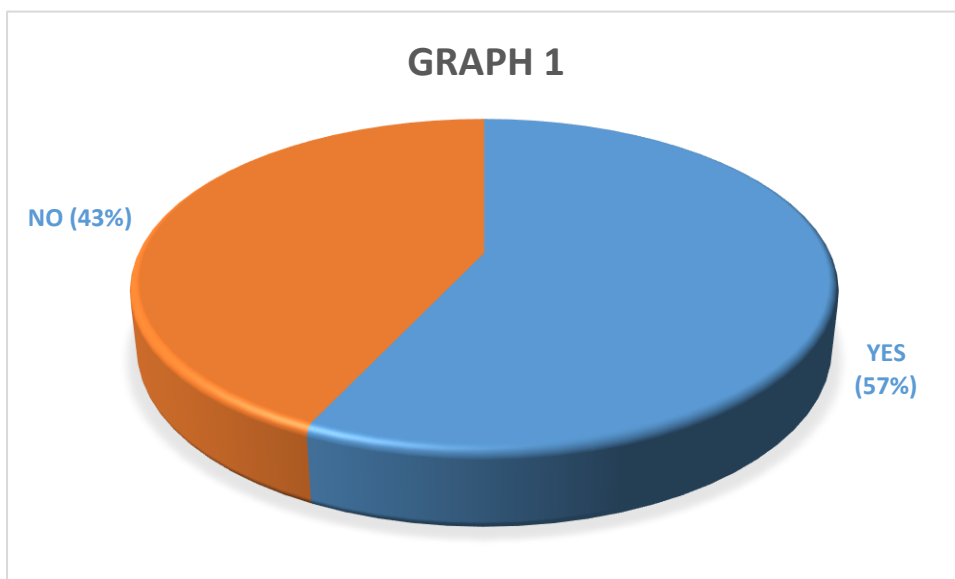
In this section the results that were obtained through the application of a questionnaire of seven questions to students are exposed. This information is described, analyzed and interpreted by the researcher. For this, all the scientific basis that was collected and showed in the literature review section was used.

There are three main research questions that are aimed at answering - how does motivation influences student's willingness to orally communicate? And it leads to know student's motivations to speak and participate in the English classroom. The second one responds to how proficiency level influences student's willingness to orally communicate and finally it enquires if personality influences student's willingness to orally communicate in classroom.

How does motivation influence students' willingness to orally communicate?

In response to this research question, four aspects were considered: motivation to speak English in classes, classmates, non-compulsory participation and the main reason for participation. Each aspect is recognized in the following questions.

Do you feel motivated to speak English in class?

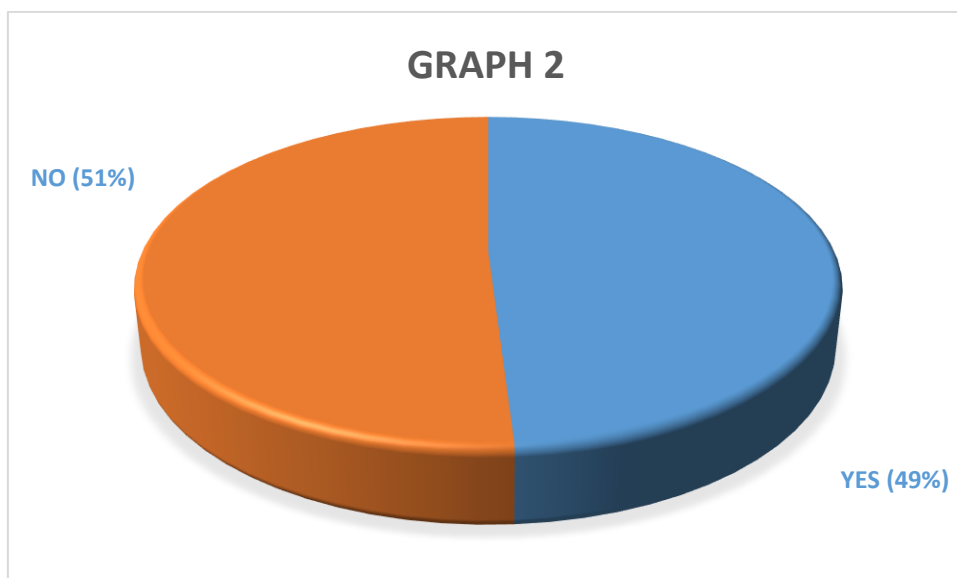


In relation to the motivation that students feel to speak English in class, 57% of the sample students agree with the idea of being motivated to participate in oral activities in English classes. That means that the majority of students are motivated to speak English during speaking activities in the classroom. Nevertheless, neither the number of “yes” responses nor the motivation level is high, there is only a small difference between motivated and non-motivated students to speak English, and it is almost the half of the sample.

It was evidenced that among the reasons to agree with feeling that motivate students to speak English in class are external motivations such as familiar classmates’ support because they like working with their friends rather than being separated or interact with non-familiar classmates. It makes students feel self-confident just as MacIntyre et al. (2001) says that willingness to communicate is influenced by some factors like the learning context, the preference to speak with a specific person, communicative self-confidence, interpersonal motivation, group motivation, personality and climate among others.

It is also interesting to note that the negative responses for this case are related to external motivational factors such as teaching strategies but internal ones like shyness too as students who did not participate in speaking activities during classes, sometimes remained silent or lack of confidence or were concentrated in another tasks or they were speaking Spanish with their classmates in few occasions. Harmer (2009) says that students do not participate in speaking activities because they are shy and are not able to express themselves in public, it usually happens when they are asked for personal opinions. And Nourollah and Razieh (2011) mention that willingness to orally communicate could be affected by variables such as social contextual ones as well as internal ones when they talk about language learning orientations.

Do you feel motivated to speak English with your classmates?



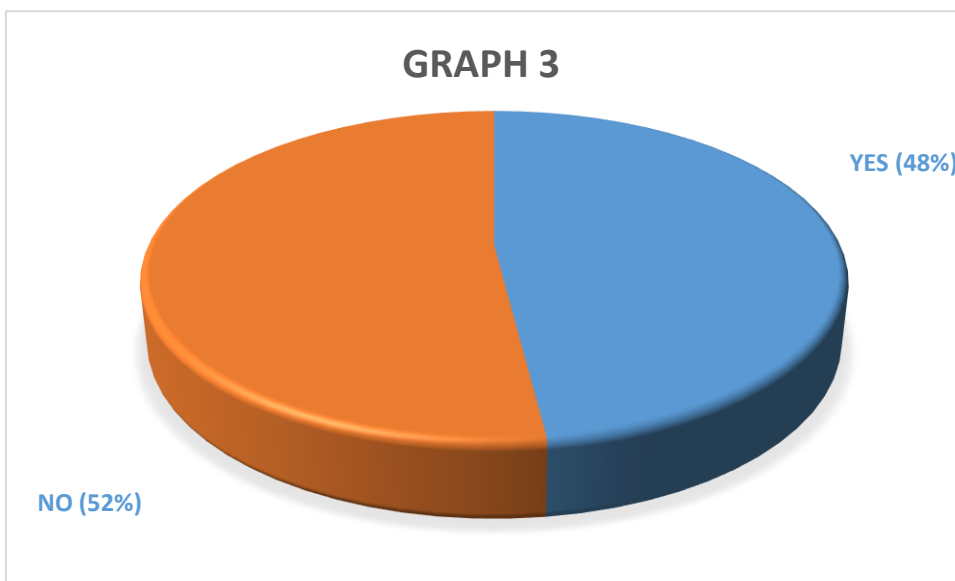
As shown in graph 2, no significant difference was seen between the positive and negative responses related to the students' motivation to speak English with their classmates.

The responses are divided into a very equitable share with a small inclination that students are not motivated to speak English with their classmates. The students' motivation to speak with their classmates during oral activities is not high. In fact, it is quite similar to the answer of the first question, but with the negative predominance. It was seen that shyness, lack of confidence and lack of knowledge such as vocabulary are the main factors that affect their motivation at the moment of participating in oral tasks in the classroom. On the contrary, confidence and support from classmates (familiar atmosphere) and learning from the others, very similar to what Hamed, Reza and Sina (2012) say when learners feel more confident and can initiate communication in familiar situations, e.g. when they are with their friends. It was also seen that doing new things is another purpose that motivate them to speak English with their classmates.

The other thing that was evidenced during the observations is related to the subjective part of the students when we talk about internal motivations. It could be seen through some signals such as lack of confidence, low language proficiency level and lack of interest for the activities and reduced vocabulary. It is like Li, Xuesong and Yang (2012) say in their research

on willingness to communicate in Chinese student's EFL study refer that students who have strong internal motivation have a tougher sense of participation and better attitude. They are able to start a conversation and to interact in every opportunity they have and they cooperate with their teacher in a better way, therefore they improve their English. Also, strong self-confidence makes them to participate in class discussion and to have control over learning processes.

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



As graph 3 displays, the percentage of negative responses is higher (52%) than the percentage of positive ones (48%).

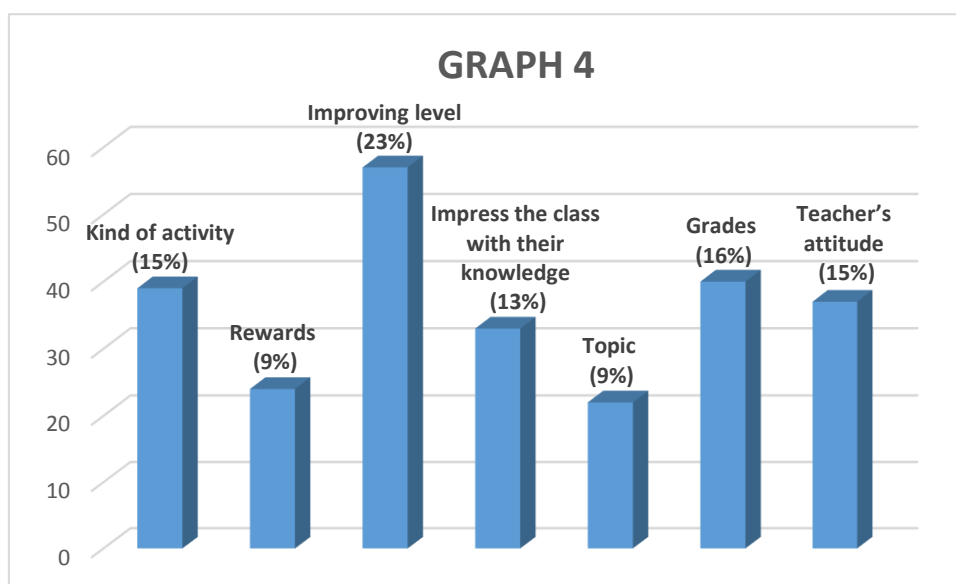
Most of the surveyed students do not participate in speaking activities voluntarily. There is a kind of resistance that does not allow students to participate voluntarily. Basically, there is one main factor that affects negatively to students at the moment of participating voluntarily in speaking activities in the classroom. In fact students report that shyness hinders them to participate in speaking activities. It could be seen as lack of self-confidence, to avoid committing a blunder, scenic panic stop students themselves when they have to participate and it means that students have high levels of anxiety that play a negative role against

willingness to orally communicate in class. Also, teachers' lack of spontaneity at the moment of giving the instructions for the task is one factor that make students feel that they have to do something compulsory instead of something that could be enjoyable.

On the other hand, students who think that learning English as a foreign language will be useful for their near future, do not see this task as a compulsory task, they really enjoy activities that allow them to speak in class with the teacher and with their classmates too.

Learners are more interested in activities that involves having background knowledge, so they can talk about their own experiences, Hamed, Reza and Sina (2012). It probably explains why students show resistance to participate in activities in which they do not have anything to relate or say about them. Li, Xuesong and Yang (2012) claim that willingness to communicate is related to communication form, communication task and conversational objects. It is also related to some factors like motivation and self-confidence among others. Therefore, teachers should guide students to obtain best results and success, to have confidence and to deal with the anxiety in order to improve their willingness to communicate.

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



Graph 4 shows that 23% of the participants think that improving their English is the most motivating impulse that moves them to participate in speaking activities in the

classroom. Similarly, 16% of the students reported that grades and the kind of activities used during the lessons motivate them to speak. A similar percentage that corresponds to 15% of the participants believes that Teachers' attitude influences willingness to orally communicate in speaking activities. Then 13% of the participants think that impressing the class with their knowledge is a motivating aspect to be involved in speaking activities, 9% of the sample students believe that rewards are the aspects that could motivate them to participate in that oral exercises; finally, the same percentage (9%) of the students see the topics as a motivating aspect for them.

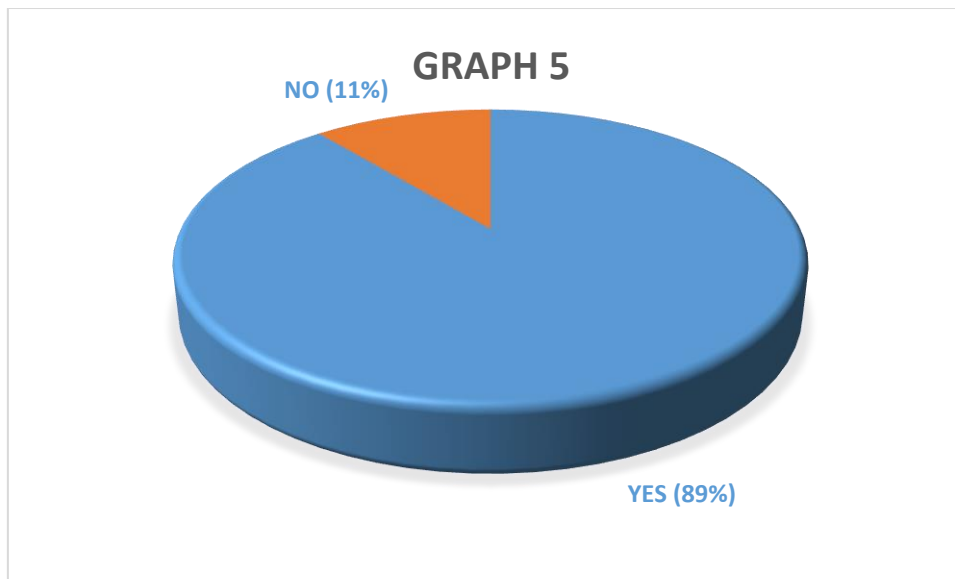
The results obtained regarding this question evidence that the students' concern for the future and the possibilities that they could get better jobs and better opportunities make them have in mind the need of a good practice of English language. Then, grades are the second thing that motivates students to participate in classes, perhaps it is due to the well-known traditional school model that comes from long ago which bases success on grades. Grades are a kind of reward and Sprinthall, Sprinthall and Oja (1998) say that Thorndike believed that when someone is rewarded for learning, the learning is far more apt to occur. Li, Xuesong and Yang (2012) refers that learner's purposes for learning English as a second language are the grades and certifications. On the opposite, non-immediate benefits and delayed success leads to affect willingness to communicate in class participation.

Teacher's attitude is the third factor that influences student's motivation to participate in classes. Teachers need to play different roles in class. MacIntyre et al. (2001), found tough correlation between learning preferences and willingness to communicate inside and outside the classroom. It was specially noted outside the classroom.

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

This part goes through the relation between proficiency level and willingness to orally communicate. For this, the answer for the question about the influence of proficiency level in participation is going to be analyzed.

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



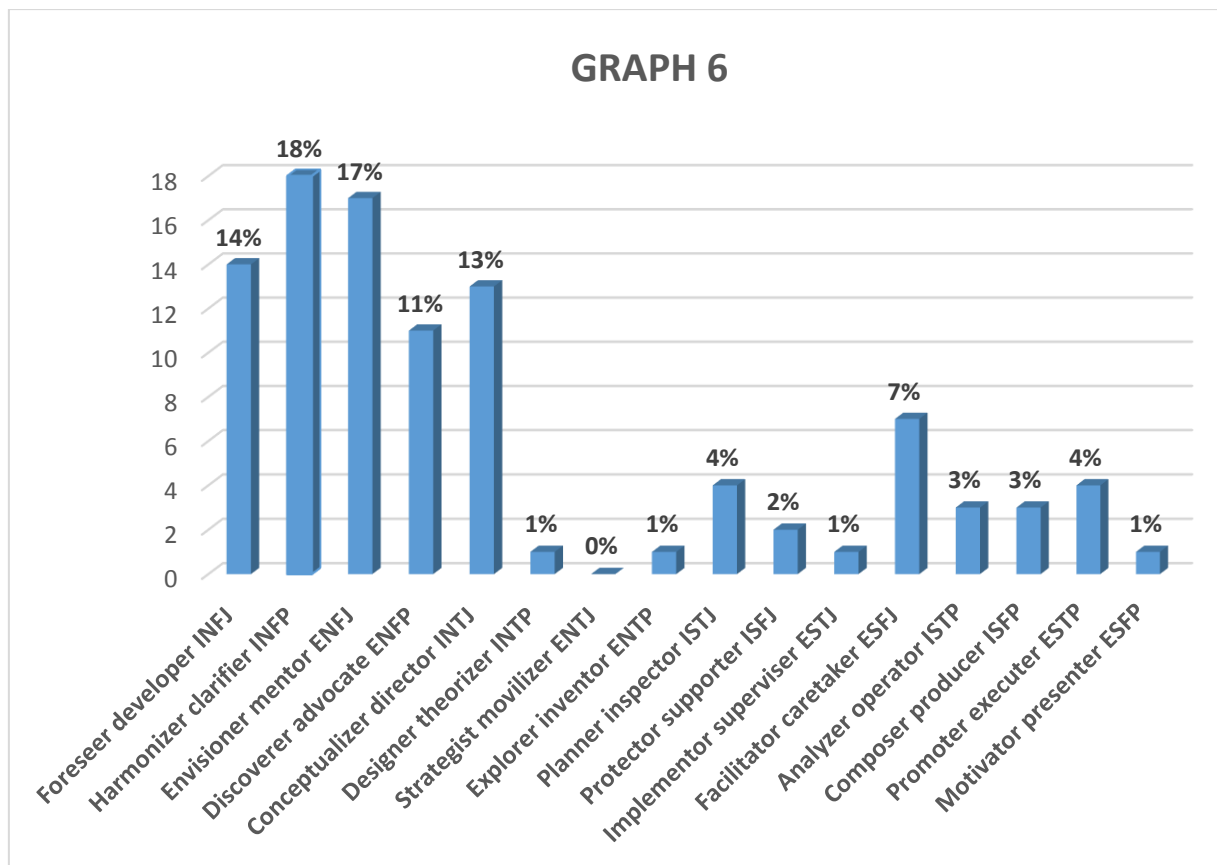
Graph 5 shows that 89% of the participants agree that the English proficiency level influences participation in speaking activities. On the contrary, 11% of the sample disagrees with it. There is a significant difference between these two answers. Most of the students are conscious about the role that their level of proficiency plays when they are speaking in English. This idea is supported by the feeling of self-confidence, the corpus of knowledge (vocabulary and previous experiences) and impressing the class with their knowledge. Meanwhile, a small percentage of the participants do not see the proficiency level as a factor that affects their willingness to orally communicate but shyness, lack of confidence and lack of knowledge are considered factors that hinder them to communicate in English. What Yunzhang (2008) states about Chinese students who believe that a poor linguistic knowledge causes difficulty with their willingness to communicate is the aspect that stops students to participate freely in speaking activities. He mentions that students translate Chinese into

English in their mind first, and then they speak out. They also look it up when they are not sure of the meaning of some words, or expressions. As a result, it makes them take longer time-spans to answer any question and if they know that they could commit a blunder, they would rather prefer to remain silent.

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

Personality is a very important factor to consider in this research and that is why two questions are made in this part. The first one is about the type of personality and the second one is about the influence of the students’ type of personality on their willingness to orally communicate.

What type of personality do you have?



The results in graph 6 indicates that students vary among different types of personalities, but it was found that there is an inclination to a specific type of personality. The introverted one (58%). From these 16 types of personalities, 5 types of personality are

predominant: Harmonizer clarifier (18%), envisioner mentor (17%), foreseer developer (14%), conceptualizer director (13%) and discoverer advocate (11%). Three out of five are introverted predominant types of personality, the foreseer developer, the harmonizer clarifier and the conceptualizer director.

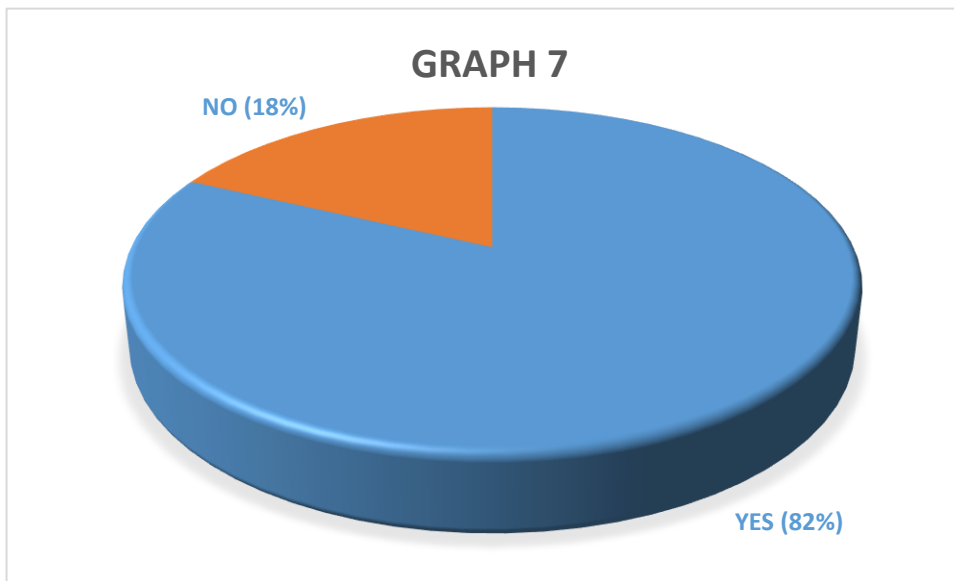
Eighteen percent of the participants revealed to be Harmonizer Clarifier type, which is predominantly introverted. Muller (2000) claims that the harmonizer clarifier or the INFP personality kind is named as an Idealist because they are all devoted to feelings, intuition and counselling and perhaps they show more emphasis to speak in English in some activities during classes due to their connection to inner feelings and empathy.

Seventeen percent of the participants reveal to be Envisioner Mentor type, which is predominantly extroverted, are the predominant personality types. After that, another type of personality which obtained substantial values to be among the predominant types in this study is the foreseer developer or INFJ (the protector) personality which has an introverted way of acting, very intuitive and very difficult to understand.

Foreseer Developer type has a 14% predominance appearance as well as Conceptualizer Director type with 13%, both introverted ones. It was observed that personality plays a major role at the moment of learning a foreign language, involving in speaking activities, interacting in a conversation group and so on. It seems that introverted personalities are more willing to speak English but extroverted personalities are not far from the fact that they are as eager as the introverted ones or even more. In other words, extrovert kind of personality eagerness make people to be sometimes more confident in doing certain things like making friends, speaking in front of others, taking risks and showing a high level of self-confidence, nevertheless introvert kind of personality possesses other abilities like being more analytical and patient, quiet and calm. Anyway, both kind of personalities have their own advantages and disadvantages. Introverted and extroverted types are present in this

research, though introverted type predominance is high-lighted. This was seen during classes in different courses across the research when students acted in different ways during performance. Some of them were little shy but they have good speech. On the other hand, extroverted students usually liked to act impulsively and they had good corporal performance and not bad speech.

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



As shown in graph 7, the 82% of the participants think that the student's personality influences their participation in speaking activities, it means a significant predominance over the participants who think that personality does not influence at all (12%). In addition, the values that were found for the incidence of introverted personalities (58%) is higher than the incidence of extroverted personalities (42%) although Li, Xuesong and Yang (2012) found in their study that extroverted character had better attitude for the study because they are more self-confident and has better class performance and better relationships with the rest of students. On the contrary, introverted personality is related to lack of confidence for study and less initiative to participate in class activities.

This means that introverted type of personality has a predominant role at the moment of dealing with speaking activities in the school in which this study was conducted. Of course, other variables such as grades, teacher's attitude, improving their level and the type of activity influence the performance level of participation during speaking activities in classroom.

It perceived that students feel that the type of personality is related to self-confidence and also related to success in speaking English in classroom even if they make mistakes.

Conclusions

A considerable number of students feel motivated to speak English in class.

A considerable but not a high number of students feel little motivated to speak English with their classmates.

A considerable but not a high number of students who suffer from lack of confidence feel anxious during English classes, therefore they prefer to avoid speaking activities.

Internal factors such as the improvement of their English language level motivate students to participate in speaking activities.

External factors such as getting good grades and teacher attitude motivate students to participate in speaking activities.

The great majority of students think that proficiency level plays a major role at the moment of speaking in English.

Although introverted personality types are predominant on the participants of this study, their willingness to participate in speaking activities is not affected.

Recommendations

It might be a good idea to help students to control anxiety and be relaxed at the moment of speaking. There are many techniques that could be used to deal with anxiety, it will depend on the teachers' expertise. For instance teachers could play some relaxing background music during speaking activities or teachers could make students perform breathing exercises before starting classes.

Consciousness on the importance of acquiring a new language should be set on students. For instance, teachers could know more about their students' life projects to have more information about students' professional aptitudes and preferences; in this way, teachers will have more elements to face this challenge at the moment of explaining the relationship between English language and educational careers and jobs.

Any participation is good, therefore positive reinforcement should always be present in classes.

Teachers should introduce themes that are familiar to students so they can participate in a free and relaxed way during speaking activities.

Teachers should pay attention to the different kinds of personalities in order to mix extrovert and introvert students in a balanced way so the group could interact better at the moment of facing speaking activities in classroom.

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Annexes

Students' questionnaires.



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:	8vo ()	9no ()	10mo ()	1er año de Bachillerato ()	2do año de Bachillerato ()	3er año de 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 professor	()

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? Marca 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 lo superficial.	()

3.	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos y de trabajar y crecer en equipo.	()
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 de interactuar con otras personas.	()
6.	Designer theorizer: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	()
7.	Startegist mobilizer: son líderes y organizan los recursos para lograr el proceso. 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 toman 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: tiene 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 un 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
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¿Por qué?

Observation sheets.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

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

YES	NO
¿Why?	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

Grades	()
Rewards	()

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

¿Why?

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

6. The students' know 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.

YES	NO
Why?	