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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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APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

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

Loja, Julio de 2016

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"Yo Sánchez Suárez Johanna Paola declaro ser autora del presente trabajo de titulación: Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgtr Gabriela Cecibel Inga Ordoñez directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

I want to thank God for having giving me the opportunity to achieve my beloved dream. To my lovely parents Roberto and Luz who have always been my support and finally to all my family who have encouraged me to give my best and never give up.

Johanna

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I want to thank my father Roberto Sánchez and my mother Luz Suàrez, because they have been role models and have taught me that the key to get success is to work with dedication and perseverance.

In addition, I would like to extend my deepest appreciation to my advisor Mgtr. Gabriela Inga, who has guided me in developing the present research.

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CONTENTS

RESUMEN EJECUTIVO

La presente investigación "Percepciones de los estudiantes sobre los factores que influyen su disposición para comunicarse oralmente en inglés en el aula de clases de colegios Ecuatorianos" ha sido desarrollada para comprender como motivación, nivel de competencia, y personalidad influyen la disposición de los estudiantes para comunicarse oralmente en inglés.

Dos colegios públicos de la ciudad de Quevedo fueron seleccionados para emprender este estudio. La muestra consistió en cien estudiantes de cinco clases, veinte en cada clase; sus edades fueron entre doce y dieciocho años de edad.

Para el análisis de esta investigación se aplicaron enfoques cuantitativo y cualitativo. Los datos fueron obtenidos a través de cuestionarios y hojas de observación. La información fue tabulada y representada en gráficos estadísticos.

Luego de realizada la descripción, análisis, e interpretación de resultados se concluyó que el nivel de competencia influye la disposición para comunicarse oralmente en Ingles, este hecho muestra una razón válida por la cual el proceso de enseñanza-aprendizaje del idioma inglés no es exitoso en Ecuador.

PALABRAS CLAVE: Voluntad para comunicación oral, motivación, competencia, tipos de personalidad, colegios ecuatorianos.

ABSTRACT

The present research: "Students` perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools" has been developed in order to understand how motivation, proficiency level, and personality influence on students' willingness to orally communicate.

Two public high schools from Quevedo were selected to undertake this study. The sample consisted of one hundred students from five classes, twenty from each. The pupils' ages were between twelve and eighteen years old.

The qualitative and quantitative approaches were used for the analysis, and the data was gathered through questionnaires and observation sheets. The information was tabulated and represented in statistical graphs.

After having described, analyzed and interpreted the results it was concluded that proficiency level has an impact on students' willingness to communicate orally in English; this fact prevents the learners in their intention to practice the new language and show valid reasons why the English teaching-learning process is not very successful in Ecuadorian high schools

KEY WORDS: Willingness to oral communication, motivation, proficiency level, personality types, Ecuadorian high schools, English-speaking skills.

INTRODUCTION

Teaching English as foreign language in secondary schools is one of the reasons why educational institutions and the Ecuadorian Ministry of Education are constantly on the lookout for new alternatives to improve teaching and learning of the subject.

The emphasis to enhance English-speaking skills takes place during elementary and secondary education. However, after twelve years of studying the language; the students do not seem to have the levels required to enter University. In fact, a low proficiency of English hinders important opportunities in the professional field both at home and abroad. The problem originates in the classrooms where students do not develop their speaking skills often due to their lack of willingness to communicate in English.

The purpose of this study is to understand students' perceptions of the factors which influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. The development of the research is intended to give rise to an improvement of the teaching-learning process in Ecuadorian high schools. In order to carry out this research three specific objectives were targeted: 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?

Previous researches related to this theme have been conducted in different countries in order to analyze the aspects concerning the factors that influence the students' willingness to orally communicate in the EFL classrooms.

The first study was developed by Padial and Tapia (2007), whose purpose was to identify possible factors that influence students' rejection of using a foreign language orally. The process in recognizing the elements which affect oral communication was developed through qualitative and quantitative methods. The instruments used for this research were the teachers' survey and the learners' survey. Each question included the possibility to add comments. The information for this research was directly attained in some Spanish high schools, and the participants included 170 students aged from 14 to 18.

The authors concluded that students needed to be comfortable in L2 class in order to show good predisposition for speaking the new language; thus, if the students were nervous and reluctant to take part in the class, the teacher is the person who should change this situation and create a good atmosphere in the classroom.

The second study was carried out by Toni and Rostami (2012). The object of this research was to discover the relationship between Iranian EFL/EIL learners' level of motivation and their speaking performance in the English language. The participants included 59 freshman students of English, whose first language was Persian. The method

employed was a quantitative one created on the basis of Gardner's attitudinal/Motivational Test Battery (AMTB) which contains 38 Likert-type five-point scales items, defining several types of motivators and two types of de-motivators, this last was used for understanding the students' reasons in relation to their lack of motivation in the English language learning process.

The authors determined that students' speaking performance is related to their overall level of motivation. That is, when the reason for language learning is useful for their academic and professional lives, such as school, university, job, or achieving a better social prestige.

The third study was undertaken by Yashima, Zenuk-Nishide and Shimizu (2004). The aim of this research was to examine the variables affecting the willingness to communicate (WTC) in the second language and the communicative behavior in this context. A quantitative method was used; the questionnaires measured attitudinal/motivational measures and WTC scales. The participants included 60 Japanese high school students aged fifteen to eighteen.

Yashima, Zenuk-Nishide and Shimizu (2004) concluded that confidence is relevant for interacting in a second language. Moreover, external motivations give pupils good reasons for being willing to use the target language: for example, the prospect of international travel or jobs. The aforementioned authors note that special importance should be given on how the goals can be related through educational initiatives. Also, the authors consider it important to take advantage of the students' personal motivation for learning English and for interacting and communicating with others. However, the scarcity of evidence concerning the relationship between foreign language competence and self-confidence limited the scope of this study.

It is also necessary to point out that this research project attempts to be a contribution to English teachers, students, authorities, and Ecuadorian high schools as it attempts to identify the factors which influence the students' willingness to orally communicate in EFL classrooms. This study will allow for educational attainments and a better quality of English language learning in educational institutions.

Regarding this current research study, some limitations were found. One main limitation was that in most cases, the teachers were reluctant to be observed. Another limitation was students whose behavior was not appropriate and they were a little disrespectful while the study was being conducted. Often, their answers were contradictory with the observed class and the material was invalidated in some cases because they chose more than one option when the questionnaires asked to select one only answer. In addition, it was very difficult for both students and researchers to understand their personality type.

Chapter I: Literature Review

This section contains several theories, concepts and definitions concerning motivation, proficiency level, personality and teaching speaking. It also included, five studies which are related to this field.

Motivation

Harmer (2001) suggests that people need to be encouraged to acquire learning skills in many fields of study and the teacher is key to this process. In the teaching and learning of a second language the teacher's attitude is crucial in motivating learners and creating an appropriate classroom environment. This connection improves the teaching-learning process. However, if the bond between the educator and learners is not strong enough, the learning process may become difficult.

By the same token, Harmer (2001) notes two types of motivation; the first one "Extrinsic motivation is caused by any number of outside factors (p. 51)" that is the learner has personal motives to study the second language: get good grades, get a job, or speak with foreign people. The second "Intrinsic motivation, by contrast, comes from within the individual (p. 51)" that is when the person wants to learn the language because it results pleasant for him/her.

Saville-Troike (2006) mentions two types of motivation closely linked to those mentioned by Harmer. They are integrative: related to the heart and personal relations, and instrumental: related to professional contents. The author points out several factors that prompts a person to make an effort of learning a new language such as having an objective, and the desire of achievement.

Regarding achievement Brown (2001), states that a second language teacher should help learners to reach their independence in the learning process, centering on the objective they have, not in the rewards. Thus, students take their learning seriously and dedicate time to the language acquisition

Similarly, Lightbown and Spada (2011) consider that an apposite stimulus is narrowly related to the desire of getting knowledge of the subject. It is known that assiduous learners are those who are enthusiastic about the topic, most of them influenced by the teacher's attitude. Similarly, teachers need to be cognizant of the importance of students' participation and foster it throughout the class. When the teacher takes into account several points in the development of the class such as topic according to the students' interest, stages of development and proficiency level, learning is more likely to happen. Therefor it is advisable to create a comfortable and supportive environment.

Gower, Phillips and Walters (2005), remark that the most important point is gaining confidence in learners; they need to be enthusiastic and happy in the lesson. Also class

content is relevant: method, resources, speaking activities, everything should incentivize the students to improve their participation and maximize their level.

The aforementioned authors reveal some techniques for helping students to speak English in the classroom, such as eliciting and rapport. Eliciting gets the participation of the learners in the second language class by bringing out their knowledge, and rapport means, in essence, the relationship that the students have with the teacher and vice versa. In the best lessons a positive, enjoyable and respectful relationship can be observed. Rapport allows learners to share concerns among themselves and makes the class a relaxing and cozy area of study. Also, teachers need to come up with engaging activities to foster participation.

With reference to students, Gower, Phillips and Walters (2005) claim "They need something to speak about, such as a picture; or a purpose, such as performing a role play from the context of a reading text (p. 102)."

Dudley-Evans and St John (1998) add that learners need to be encouraged through demanding but feasible concerns, working with known data but introducing unknown designs too. As a result, second language students can extend their speaking skills, beginning in easy concepts and topics and gradually reach a higher proficiency level.

Harmer (2007) points out that getting students produce the second language is not a difficult task, due to pupils only need a relaxed classroom where there is a constant interaction and participation which increases their knowledge and fluency in the target language. Nevertheless, the instructor should be attentive to add thoughts, opinions, and taking part, to ensure the success of the activity.

As a final point concerning motivation Woolfolk (2010) argues that a person can learn any talent in theory, but he/she needs to have the desire to practice it. The author cites a couple of reasons for which some learners study harder, those are: rewards and incentives. In some cases, the educators take them as resources to give their pupils a reason for becoming enthusiastic and so dedicate time and effort to the subject. But the author claims that learners should develop their own interest in the proposed activities, and try to improve without the necessity of any recompense or promise, believing that is healthier for accomplishment in the teaching learning process.

The importance of motivation in the teaching and learning process has been presented and analyzed from different points of view. In the following section the different speaking proficiency levels will be explored and their impact on the above-mentioned process.

Proficiency Level

      Trim, Coste, North and Sheils (2001) in a restructured version of The Common European Framework reference for language learning, teaching and assessment describes the different English levels of proficiency focused on speaking skills and claims that communicative language competence involves a number of elements such as: linguistic, sociolinguistic and pragmatic competences. Linguistic competences consist of lexical, phonological, syntactical knowledge and skills. Sociolinguistic competences refer to the culture and social factors in which the practice of the language takes place. Pragmatic competences, which involves the final result and the correct use of the language, making it understandable and logical.

      The above-mentioned authors explain the different levels of spoken interaction and spoken production, which are identified as basic level A1 and A2, intermediate level B1 and B2, advanced level C1 and C2.

      Spoken interaction; learners at the basic A1 level are able to recite modest sentences arranged previously by others, they can request and reply to easy interrogations. At the A2 level, students are capable of having a dialogue about known issues, but they are not able to maintain the interchange.

      B1 level learners are able to have a dialogue without previous planning about well-known fields. But at the B2 level, students are able to defend their opinion in habitual themes. Moreover, students at this level can interchange with native speakers using the language with certain eloquence.

      Advanced learners in C1 level are capable of communicating in different fields, managing the language with a respectable degree of comprehension. They also convey their thoughts and views accurately. At the upper level, the C2, learners use the language efficiently no matter the area or the interlocutor.

      Spoken production is a relevant aspect in proficiency level. At A1 level, speakers can talk about themselves, their relatives and friends. They practice easy vocabulary. Later in A2 level, pupils are able to express themselves on well-known topics using basic language structures.

      At B1 level, students know how to link expressions in an uncomplicated way with the objective to refer to short stories and activities. Also, they can give concise motives and clarifications. Learners at B2 level are capable of expressing clear details about important topics for them; as well as articulating and discussing their opinion about contemporary concerns.

      At C1 level students are able to talk about complicated issues, expand them and make inferences. C2 level students are able to use the new language easily. They

communicate according to the circumstance, and the receiver can understand and highlight ideas about the conversation.

Trim, Coste, North and Sheils (2001) refer to the qualitative aspects of spoken language such as range, accuracy, fluency, interaction, and coherence. The first aspect is range: at A1 level the speaker can use elementary terms in specific circumstances. In, A2, they use essential forms with arranged practices in common circumstances. B1 level individuals have plenty of terms to begin a dialogue about familiar topics. Students with B2 level also have a wide variety of language; they can refer to different issues effortlessly and show knowledge about demanding forms. At C1 level, learners own an important language repertoire and are able to talk about different areas using the correct form. At this level the students are able to express their thinking with little limitation. Individuals at C2 level manage the language with ease in all its different aspects and requirements.

The second aspect is accuracy; A1 level learners have a narrow management of basic language and use of previously learned forms, while at A2 level, the students are able to talk utilizing basic language structures, however they still have simple inaccuracies.

The specifications at B1 level states that people understand and talk with perfect sequences and arrangements related to easy and common circumstances, while at B2 level a person has an acceptable grade of linguistic use.

At C1 a learner uses a regular grade of linguistic precision; they do not make mistakes frequently, but if one does occur, they are generally able to self-correct. At C2 level, users are able to manage difficult language with precision, generally avoiding errors.

The third aspect is fluency; a person at A1 level is able to use brief and remote, previously arranged expressions, thinking ahead into the next expression. At A2 level, people are capable of using basic structures, but tend to hesitate sometimes.

When learners reach B1 level they are able to have a dialogue with frequent stops for thinking and arranging their expressions. At B2 level, learners are capable of extending their language use by making a small number of prominent extensive gaps.

At C1 level, individuals are capable of talking in the target language in a natural form, unless the topic is difficult, whereas at C2 level, a person shows dominance of the language.

The fourth aspect is interaction; A1 level students use inquiries concerning particular topics, they practice the language using prearranged structures. In the next level, A2 a person is able to ask and answer basic interrogations, but they cannot maintain a dialogue.

At B1 level, learners are able to initiate and finish a dialogue about known issues. They remember and speak recurrent language. At B2 level, students are able to begin a discourse, interact with other people, but they possibly will not do it courteously.

At C1 level, learners are able to use the best word or sentence to express what they want to say, showing knowledge and ability to their interlocutor, C2 level students are capable to keep a conversation with no problems, showing speaking skills.

The final qualitative aspect of spoken language is coherence. A1 level people use simple connectors to then formulate phrases. At A2 level, learners use and, but and because; joining phrases to make sentences and longer expressions. B1 level learners are able to associate limited and basic language. At B2 level it is possible to use a narrow amount of organized procedures to relate statements to formulate a comprehensible discourse. In the more advanced levels as in C1, a person expresses the target language with organized statements, displaying aesthetic consistency, while at C2 level a learner is able to generate logical and organized speech, using a correct and a varied assortment of consistent language.

Trim, Coste, North and Sheils (2001) mention three other language skills which learners have to develop to speak English in a correct form: "plan and organize a message (cognitive skills); formulate a linguistic utterance (linguistic skills); articulate the utterance (phonetic skills) (p. 90)."

Personality Types

In 1920 a Swiss physician: Carl Gustav Jung wrote of Psychological Types, in which he expressed the idea that people have a natural inclination to either extraversion or introversion, combined with what he called the four basic psychological functions: thinking, feeling, sensation and intuition. 30 years later Isabel Myers and her mother Kathryn Briggs developed research focused on Jung's theories. They designed a questionnaire which attempted to recognize sixteen patterns of action and attitude, this questionnaire was called The Myers-Briggs Type Indicator, which indicated a person's personality type. Keirsey (1998) later expanded the theory about why people are unlike, he noted that people differ from each other in essential ways such thoughts, feelings, wants, beliefs, in what say and do.

His sixteen personality types are represented with letters and organized in four groups, artisans, guardians, idealists and rationalists. Therefor: (**E**) means having an "expressive" and outgoing social attitude. (**I**) indicates having a "reserved" and exclusive social attitude. (**S**) suggests being highly "observant" of things in the immediate environment. (**N**) posits being "introspective" or highly imaginative of things that can be seen only with the mind's eye. (**T**) would indicate being "tough-minded" or objective and impersonal with others. (**F**) suggests being "friendly" or sympathetic and personal with others. (**J**) refers to individuals who make "scheduling" judgments. (**P**) means looking around for alternatives, opportunities,

and options, hence "probing" or exploring. The groups are divided according to the personalities which share similar qualities.

Keirsey (1998) suggests Artisans, in this first group are included the following personality types: ESTP, ISTP, ESFP and ISFP.

The Promoters (ESTP) Extraverted Sensory Thinking Perceiving, are masters in working with people and leading them. They have a special skill of communicating with others and influence them based on their desires and thoughts. The promoters live the moment and are always coming up with the new things and ideas. People with this personality type like to catch people's attention. In their professional life the promoters are good managers, they can work in marketing, business, law, etcetera. People with this personality type are found in approximately ten percent of the population.

The Crafters (ISTP) Introverted Sensory Thinking Perceiving are vastly skillful with their hands. These people love to work with machines and are excellent at using them. The crafters do not think before acting and are not concerned with the results. They are short on communication; they prefer actions to words. In terms of education they are not the best students due to their lack of communication and difficulty in focusing their attention on the class. In professional life they work with instruments, are brilliant tradespeople, carpenters, mechanics, plumbers, furniture makers, weavers, jewel smiths, and so on. The people included in this type of personality are hard to get to know and includes up to ten percent of the population.

The Performers (ESFP) Extraverted Sensory Feeling perceiving are communicative and open people; they love life and enjoy every moment, these performers share their happiness with people around them. Individuals with this personality type do not like to be alone; they are nice, friendly and unconcerned. Furthermore, students with this personality do not care about schooling; they go to school but only enjoy alternative subjects as music, sports and having time with their friends. In professional life, they are able to manage persons (can be good teachers, preferably of children) and are helpful to people in need (can get into social labor). This type of personality is found in over ten percent of the population.

The Composers (ISFP) Introverted Sensory Feeling Perceiving, are artists that shape and create through their ability to appreciate with sensitivity, things and situations. They also have a delicate sense of colors and fragrances. Composers are not able to communicate their feelings and thoughts; they transmit with their creations and actions. In their professional life, the people with this personality are good teachers of musicians, dramatists, photographers, artists, and so on. They also have qualities for the pastoral, the out-of-doors, and nature. Composers also have an affinity for business, particularly in decorative design (from automobiles to book covers) and purchasing (selecting a line of clothing, home

furnishing, or gift shop items), nurses, foresters, landscape designers and gardening are ideal professions for composers. People with these characteristics are found in around nine or ten percent of the population.

Keirsey (1998) explains that in the second group "guardians" the following personality types are included: ESTJ, ISTJ, ESFJ, and ISFJ.

The Supervisors (ESTJ) Extraverted Sensory Thinking Judging are those who supervise that everything is finished on time and in the correct way. They respect the rules and oversee that everyone does the same. They are good at taking directions from the director and delegating to the employees, their eyes are always attentive that the directions are completed appropriately. Supervisors are conscious of their position and possibilities; they trust in facts not in suppositions or promises. ESTJs like to help people, they are well-disposed to devote part of their time for supporting noble causes. In their professional life supervisors are capable of developing activities in a wide range of areas in which perseverance and discipline are required: Keirsey (1998) "Corporate law, politics, military service, and especially business (p. 106)." Supervisors try to improve their life quality by studying and learning when it is possible, so they can provide a better work. In school they are the best students and are benevolent classmates. The people with this personality reach at least ten percent of the population.

The Inspectors (ISTJ) Introverted Sensory Thinking Judging, are reserved people with a desire to ensure that things are finished precisely and accurately. They are invisible workers; people do not often see them, but their work is essential to achieve excellent outcomes. These people are rigorous with their work and do not have considerations when the task is not completed. But they are very dependable and work well with young people. Individuals with this personality are able to work in banks, offices, financial institutions and legal representatives. Also, they make good librarians, dentists, optometrists, attorneys and law researchers. They are found in about ten percent of the population.

The Provider (ESFJ) Extraverted Sensory Feeling Judging, people with this personality type are friendly and enjoy helping people in all aspects of health and safety, which is what they are looking for. In relation to the activities that they can develop are those which are focused on social work: nurturing established institutions such as schools, churches, social clubs and civic groups, they also are able to be in charge of banquets, activities devoted to collect items and help people in need. They can be teachers, clergymen, personal secretaries and office receptionists too; their superiors will love them. ESFJs are very communicative; they can begin a dialogue with familiar or unknown people and enjoy gossip. They like to talk about recent and previous events, but they are not interested in sciences. ESFJs are sensitive and need affection and consideration to be fine and happy. At

school, providers carry out their tasks on time and are good learners. These people reach about ten percent of the population.

The Protector (ISFJ) Introverted Sensory Feeling Judging is a person who feels the necessity of protecting people who are facing eventual needs. They work a lot but they are not focused on getting any reward, these individuals can develop the entire work before asking for help or delegate tasks to other. What is more, protectors do not like being leaders, they like to serve and respect their managers. ISFJs enjoy being alone because they are not very communicative, except with their closest friends and relatives. Protectors are valuable and very important people in the world, but others do not notice it. They also are excellent savers. ISFJs are curators, office assistant, librarians, middle-management personnel, doctors, because these buildings act as their shelter. People with this description are found in about ten percent of the general population.

Keirsey (1998) cites idealists, in this third group and includes the following personality types: ENFJ, INFJ, ENFP and INFP.

The Teacher (ENFJ) Extraverted Intuitive Feeling Judging, is a person able to teach and manage people. They give instructions and wait for a good performance from their pupils. Teachers are good individuals interested and worried about other people, they try to give assistance and encouragement, and as a result ENFJs are seen as counselors or advisors. In their professional life, these individuals can communicate with ease no matter what their audience and circumstance. They also are good therapists, educators, and primary care physicians. Teachers are found in about two percent of the population.

The Counselor (INFJ) Introverted Intuitive Feeling Judging are people who possess a solid wish to contribute to the safety of others. These counselors have a tendency to be discrete; they develop their skills quietly. Counselors are solitary, cordial and a little austere, these characteristics enable them to understand difficult persons and issues. Moreover, INFJs are introverted and it can take some time to know them. However, they are very affectionate and they can share certain of those affections with their closest friends and relatives. In addition, counselors are good students, able to resolve complex tasks achieving perfect outcomes; for that reason, they place more emphasis on their work than they should. In their professional life, they gravitate towards medical concerns, have special ability for psychotherapy, because they can understand and help individuals with their problem, it affects their own lives as well. They can be teachers in subjects such as psychology, psychiatric medicine or work related to them. INFJs are found in around one percent of the general population.

Champions (ENFP) Extraverted Intuitive Feeling Perceiving are really friendly, communicative, passionate and tireless; their life is an explosion of endless emotions. They

enjoy new and varied deeds, predictable and monotonous events are avoided for the champions. Further, ENFPs are suspicious observers of every detail about people and situations. Their leadership is one of the reasons for being surrounded by people who support them, but it is not a healthy situation. Champions are able to develop in communicative arts: press officer, presenters, writers of screenplays, storywriters, and they should also be competent ministers and teachers, employed for their proficiency in dealing with people and problems. Additionally, ENFPs are wasteful, it is probably that they get unnecessary items and forget needs. These champions are found in about three percent of the population.

Healer (INFP) Introverted Intuitive Feeling Perceiving are solitary peaceable and devoted to taking care of a particular cause with love and devotion. They want everyone to stay in harmony and they live and work to make it possible. Healers are more intuitive than logical. In their professional life, INFPs are focused on social and missionary work; they are also able to work with children and teach humanities in institutions. Working in business is not for them. Healers reach about one percent of the general population.

Keirsey (1998) display Rationals, in this fourth group are included the following personality types: ENTJ, INTJ, ENTP and INTP.

The Field Marshal (ENTJ) Extraverted Intuitive Thinking Judging are the best leaders and are able to accomplish proposed goals. They join all materials and items needed to engage the final product without forgetting any detail. ENTJs are interested in systems, science and technology. The field marshal type always has a vision of a project to transmit to people involved in the plan and they work together to reach the objective. Their appropriate leadership makes them capable of being at the head of armed forces, business, government, and so on. ENTJs reach about two percent of the total population.

The Master Mind (INTJ) Introverted Intuitive Thinking Judging are very organized, take into account all the details and always have another strategy in case it should be needed. They have an objective, a schedule, which is done in stages to reach the goal. INTJs do not like to command groups, but if it is necessary, they can be good guides. In times of planning they are open to new ideas, but only those convenient for reaching their goals. Personalities with important titles or credentials have no a reason for being captivated or nervous. INTJs are good at making decisions and do not stay quiet if they come across unresolved situations. Masterminds are successful in academic subjects and employment. INTJs are found in about one percent of the population, and are not often encountered outside their office, factory or laboratory.

The Inventor (ENTP) Extraverted Intuitive Thinking Perceiving, these people are born with an excellent inventive talent which is displayed in their job. Moreover, ENTPs are always

eager to try new projects, no matter how difficult they can be; they are open to trying new ideas. ENTPs are focused on proficiency and success. The inventors can develop their abilities in professions such as: interactive and successful teachers, developers of challenging projects. People with this personality are found in approximately two percent of the population.

The Architect (INTP) Introverted Intuitive Thinking Perceiving, is an intelligent and creative person with the ability to invent structures and establish social organizations, for an architect the world is a rock that can be shaped. INTPs are analysts of everything, because the whole thing has a reason and a justification. Sometimes they can be obsessive when they do not understand certain matters, then they search, analyze and comprehend the situation or problem. Architects are brilliant people who show prodigious accuracy in thought and speech. As a result, keeping a dialogue with an architect can be a challenge. Keirsey (1998) argues, "This type of Rational is the logician, the mathematician, the technologist, the scientist

(p. 206)." INTPs are able to teach to advanced learners, but they like to work in isolation. People with this personality are found in nearly one percent of the population.

According to Berens and Nardi (1999) the abbreviations used above can attest to different meanings: Artisans: ISTP (Analyzer Operator), ISFP (Composer Producer), ESTP (Promoter Executor), and ESFP (Motivator Presenter). Guardians: ISTJ (Planner Inspector), ISFJ (Protector Supporter), ESTJ (Implementor Supervisor), ESFJ (Facilitator Caretaker). Idealists: INFJ (Foreseer Developer), INFP (Harmonizer Clarifier), ENFJ (Envisioner Mentor), ENFP (Discoverer Advocate). Rationales: INTJ (Conceptualizer Director), INTP (Designer Theorizer), ENTJ (Strategist Mobilizer), ENTP (Explorer Inventor).

Teaching Speaking

According to Gower, Phillips and Walters (2005), it is important to treat any moment in the classroom as an opportunity to improve students' speaking skills, however sporadic or frequent, with different topics. It is imperative that students find many reasons for utilizing the second language. These authors remark that the teacher needs to make their students understand the benefits of increasing their speaking level, but they have to be conscious that students should have time to become more confident. To begin with, interaction in the target language is a complicated task, because the learners feel afraid of making mistakes. In this case the teacher should apply a variety of techniques to help students improve their speaking skills, for example: to repeat known sequences and working in pairs, in that way students feel more confident to interact with a partner rather than the whole class.

Furthermore, speaking skills comprise aspects such as: accuracy and fluency. Gower, Phillips and Walters (2005) state that "Accuracy involves the correct use of vocabulary, grammar and pronunciation (p. 99)." When teachers develop interactive tasks in the classroom, the main emphasis is on the use of the language. Moreover, corrections when the interaction is taking place are useful in tasks about precision in second language use. Gower, Phillips and Walters (2005) state that "Fluency can be thought of as 'the ability to keep going when speaking spontaneously' (p. 100)." When fluent conversations take place, they should be allowed to continue in spite of any mistakes, when the task is finished the teacher needs to take time for explanations and recommendations to improve the next dialogue. Creative activities are an excellent way of promoting proactive and interactive second language classes.

In the same text, Brown (2001) mentions some points that should be present in spoken language, they are: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation. First: clustering, is the ability to speak in phrases without separating words, giving sense to the interaction. Second: redundancy, learners can repeat some structures to explain or highlight meanings. Third: reduced forms, concerning this theme Brown (2001) mentions, "Contractions, elisions, reduced vowels (p. 270)." The aforementioned forms make the words or phrases shorter, as a result the conversation is more fluent.

Succeeding in the features of spoken language, Brown (2001) refers to the fourth one: performance variables, students are able to use different resources in using the target language; they should understand that it is valid to stop talking and fill those gaps with different sounds or short known phrases. Brown (2001) cites the following ones "uh, um, well, you know, I mean, like, etc. (p. 270)." The fifth one is colloquial language, the author mentions that it is important that pupils learn and practice informal language to give a special effect to the conversation. In the sixth point the author remarks on the importance of the speed in which the learners use the target language, this is linked to eloquence.

Finally, Brown (2001) explains stress, rhythm and intonation; for the author these aspects are of superior relevance in speaking, because when learners practice, they can transfer significant meanings.

It is crucial to pay attention to some studies concerning student´s perceptions on the factors that influence their willingness to orally communication in EFL classrooms because they have detailed information of the findings achieved by other researchers on the same topic.

First, Padial and Tapia (2007) carried out a study to identify the possible factors that influence the students' rejection to use the foreign language in the oral mode. The

researchers performed a qualitative and quantitative method, and the techniques used to gather data were teacher's survey and learner's survey and it was open to complement with any observation. The participants were 170 students aged from 14 to 18. This research took place in various Spanish high schools.

After analyzing the information, the researchers found that an important number of students were interested in acquiring abilities to communicate in the foreign language, realizing that the subject would be of great help in their forthcoming professional lives. However, the authors claimed that although students felt themselves interested about learning English, they did not use it a great deal, because their pronunciation was not good; the learners thought that the sound of their speech was not correct, and consequently they abstained of participating in the second language class.

At the end, Padial and Tapia (2007) concluded that students need to be comfortable in a L2 class in order to show good predisposition for speaking the new language; thus, if the students are nervous and reluctant to take part in the class, the teacher is the person who should change this situation and create a good atmosphere in the classroom. As determined by factual information this can be reached providing stimulus to the students to participate in class, how can this be done? The researchers suggest teachers use some interactive techniques to improve second language speaking; it is also recommended to display encouraging subject matter in order to get pupils enthusiastic to take part in the class.

Secondly, Toni and Rostani (2012) developed a research focused on knowing whether motivation has an influence on developing learners' speaking proficiency in Iranian EFL. The researchers used the Mihaljevic Djigunovic (1998) system to determine the subjects' motivation level. This system was created on the basis of Gardner's attitudinal/Motivational Test Battery (AMTB) and contains 38 Likert-type five-point scale items, determining several types of motivation and two types of demotivation, this last is for understanding the students' reasons concerning their lack of motivation in the English learning process. The participants were 59 freshman students of English, 34 male and 25 female. These students were Persian native speakers who were learning English at the lower intermediary level.

The researchers determined that learners' motivation had a significant correlation with their speaking proficiency. The results indicate the existence of a direct positive relationship between motivation and the speaking proficiency level of Iranian EFL learners.

Toni and Rostani (2012) determined that students' speaking performance is related to their overall level of motivation. That is, when the reason for language training is useful for their academic and professional lives, such as school, university, work, or achieving better

social prestige. Therefore, the investigators recommended teachers to consider the effects of students' instrumental motivation in their language learning progress.

Third, Yashima, Zenuk-Nishide and Shimizu (2004) developed a research to examine variables which affect willingness to communicate in second language and communicative behavior in this context. A quantitative method was used; it involved interviewing 60 Japanese high school students aged fifteen to eighteen. The questionnaires measured attitudinal/motivational measures and willingness to communicate scales. The process was developed by the home-room teacher who distributed the questionnaires and gave the students the necessary explanations for developing it at home.

The analysis of results shows that self-confidence is relevant for interacting in a second language. Moreover, external motivations give pupils good reasons for being willing to use the target language: for example, the prospect of international travel or work. The previous results lead Yashima, Zenuk-Nishide and Shimizu (2004) to suggest that special importance should be given to how the goals can be related through educational initiatives. Also, the authors consider it is important to take advantage of the students' personal relevance of learning English for interacting and communicating with others.

However, scarcity of evidence concerning the relationship between foreign language competence and self-confidence limited this study.

Fourthly, Huang (2011) wanted to discover differences between motivating learners' conduct in CBLI (content-based language instruction) lessons and language lessons, if the differences exist, what are these? Are there some differences in the verbal interaction in CBLI lessons and language lessons between teachers and learners? If differences are found, what are these?

A quantitative and qualitative method was used in this research, and the researchers combined them with observations. Also, a system was applied for motivational teaching practice.

The results showed that Content based language instruction contains important findings in second language acquisition, the learners responded positively interacting and providing material according to the topic. In the language lessons the feedback was less favorable and regular.

Based on the outcomes, the researcher concluded that the instructor is responsible for the performance of the pupils and He/She should be able to change methods, activities and resources with a view to catching the learners' attention and engage them in second language acquisition. Finally, the researcher argued that the teachers should record their performance in the classroom; so they can reflect on what they need to do in order to improve the teaching learning process.

Hadavi and Temizel (2010) developed the last study and this focused on what motivates Iranian learners for speaking English and the right motivational strategies for an Iranian classroom setting.

The researchers applied a qualitative and quantitative approach and the data was gathered through a questionnaire that was designed according to the characteristics of the educational system. The semi-structured interview was applied in the native language, however, students answered the questions in English. The participants were 101 Iranian EFL learners from a high school and a pre-university high school in Kerman City, Iran.

It was found that the English language was being taught through the grammar translation method. The aforementioned method was the first point and the second is the lack of motivation to learn English as a second language; the students claim that they do not need to study this subject, because it is not required in Iran, for that reason they do not have any interest in practicing the second language.

According to the researchers, teachers should use more modern methods and approaches to provide to students with opportunities to use the target language in interactive activities. Finally, the second language students need to be motivated to find reasons for learning the foreign language.

Chapter II: Method

Settings and Participants

The research study was carried out in Quevedo, which is located in the Province of Los Ríos. Two public high schools were selected and some surveys and class observations were carried out. A sample of one hundred students (five classes of 20 students,) 52 males and 48 females were asked to participate. These students were from 8th, 9th and 10th years of basic educational and 1st and 3rd years of senior high school. The learners ranged from 12 and 18 years old and they received five hours of English classes per week.

Procedures

The first stage for developing this paper consisted of reviewing the information related to these topics such as motivation, proficiency level, personality and teaching speaking as well as five previous journal studies related to the factors that influence students' willingness to orally communicate in a foreign language, that would contribute with scientific theories to support this research process. The information was gathered from books, on line sites and journals.

During the research process quantitative and qualitative methods were applied to analyze the results. The instruments used to gather the information were students'

questionnaires; completed by learners, and observation sheets; completed by the researchers.

The results obtained were analyzed and presented in statistical charts. Then the results were described, interpreted and explored taking into account scientific information from books, previous studies from journals and the valuable information achieved in the observation process. Finally, the most important findings were considered for writing conclusions and recommendations.

Chapter III: Results and Discussion
Description, Analysis and Interpretation of Results

This section describes, analyzes, and interprets the data gathered through the questionnaires applied to the students. The information is presented on statistical charts that show the percentages for each statement. Those percentages are explained and supported with the theories from the literature review and the observations carried out in the classroom.

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

Do you feel motivated to speak English in class?

Graph 1

- Yes
- No

23%

77%
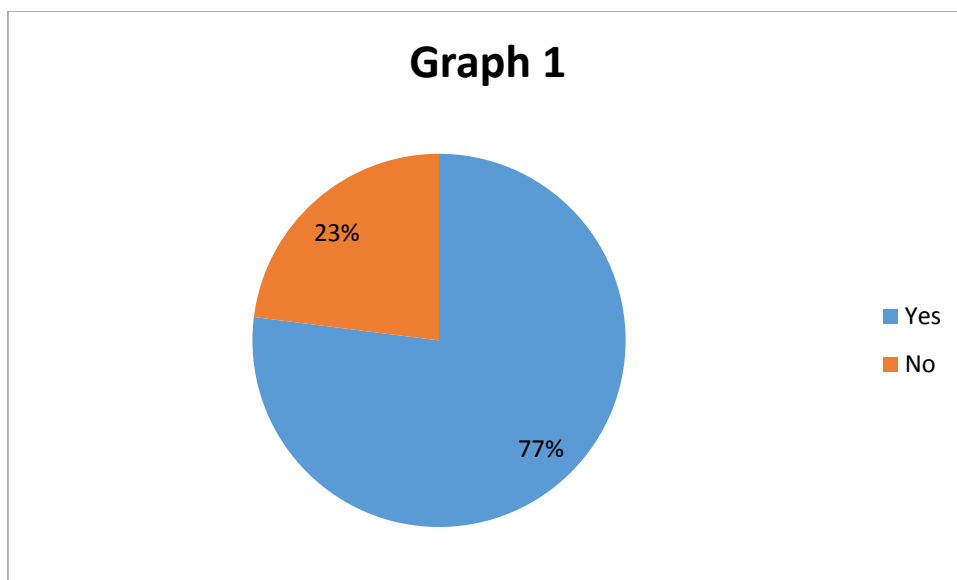
Author: Johanna Paola Sánchez Suárez
Source: Students' questionnaire

According to the results, it can be seen that 77% of students feel motivated to speak English in class, while 23% of students do not feel motivated.

The higher percentage indicates that students have a good disposition to learn English. They feel motivated to speak English in class because they like this language.

Furthermore, the learners argue that they want to learn English because it is used all over the world. The findings from the observation sheet are in disagreement with the findings from the students' questionnaires. In fact, the researcher noticed that most of students did not show such motivation in the English class, only few of them participated during speaking activities.

These findings support statements made by Harmer (2001), He cites two types of motivations; the first one "Extrinsic motivation is caused by any number of outside factors (p. 51)" that is the learner have personal motives to study the second language: get good grades, get a job, or speak with foreign people. The second "Intrinsic motivation, by contrast, comes from within the individual (p. 51)" that is when the person wants to learn the language because it gives positive results for him/her. The learners in this research showed both; they like the English language, and they have external factors that motivate them to study the subject

On the other hand, 23% of the students answered that they do not feel motivated to speak English in class. This figure is quite representative and shows they do not have much interest in learning, in support of their reasons; they explained that their speaking and listening skills are very limited; consequently, they do not understand the teacher and cannot answer their questions. As a result, students do not try to speak English because they do not want to make mistakes in front of the teacher and classmates; their lack of knowledge generates reluctance toward the target language. The students also consider that teachers should try new forms of teaching English to make the process more dynamic and easier to understand. Finally, a few students expressed that they do not like English, that is why they do not make an effort to produce oral activities.

The observed class supports this result; the learners felt tense and diffident to participate, because they did not have the appropriate level. Moreover, the class atmosphere was not adequate and the English teacher did not get all the students' attention because the method in use was not appropriate.

These results are in agreement with Padial and Tapia (2007) they add this finding: although students felt themselves interested about the English learning, they did not use it a great deal, because their pronunciation was not good; the learners thought that the sound of their speech was not correct, and consequently they abstained from participating in the second language class.

In the same way, Gower, Phillips and Walters (2005) claim that to begin with the interaction in the target language is a complicated task, because the learners feel afraid of making mistakes. In this case the teacher should apply different techniques to help students improve their speaking skills.

Toni and Rostani (2012), state that learners' motivation has a significant correlation with their speaking proficiency. The results indicate the existence of a direct positive relationship between motivation and speaking proficiency level

Finally, Hadavi and Temizel (2010) determine that the second language students need to be motivated to find reasons for learning the foreign language.

In conclusion, most of the students affirmed they felt motivated to speak English in class because they wanted to learn and improve, but they were not making progress due to several factors which prevented them achieving their goal.

Do you feel motivated to speak English with your classmates?

Graph 2
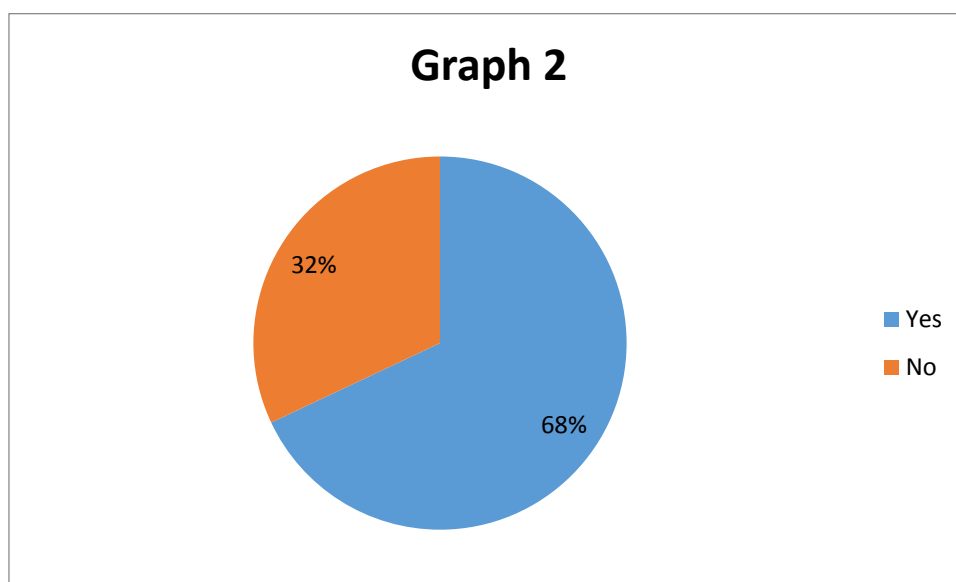
Author: Johanna Paola Sánchez Suárez
Source: Students' questionnaire

The second pie chart depicts information concerning the motivation to speak English with their classmates. 68% of students felt motivated to speak English with their classmates in class; however, 32% of students did not.

The higher percentage indicates that students wanted to learn English and felt confident to practice it with their classmates under the teacher`s direction. These learners supported their answers with the following reasons; first of all, they can practice the target language with students who have the same level as they do. Second, they felt confident among them and were more receptive to the learning process. By the same token, the learners stated that they support each other in difficult situations.

However, the researcher observed that only few students were interacting during the English language activities, and most of students were speaking in Spanish.

In agreement with this result Harmer (2007) expresses that pupils only need a relaxing classroom where interaction takes places and helps them to increase their knowledge and fluency in the target language.

Similarly, Phillips and Walters (2005) state that it is important to catch any moment in the classroom as an opportunity to improve students' speaking skills however sporadic or infrequent, with different topics but it is imperative that students find many reasons for talking in the second language.

Conversely, 32% of students did not feel motivated to speak English with their classmates. This is a significant number; it means that English teachers need to find a way to get the whole class to interact and as a result, pupils are able to feel successful with the English learning process. The learners supported their answers stating that they were unwilling to interact with their classmates because they did not speak the language very well, and sometimes their classmates made fun of them when they did not pronounce any word or phrase correctly, thus they did not produce the language. Also, the students expressed that teachers did not provide them with situations where interaction and spontaneous participation can take place. Moreover, they stated that they tended to create confusion in the classroom.

In fact, the observations revealed that students enjoyed working in groups, but hardly any of them participated in communicative activities using English. The main problem was the lack of knowledge and ability to speak fluently and accurately; the students only articulated isolated words in the target language or very short phrases. The researcher concluded that the failure to practice English was the result of a not well-structured language practice because the class was focused on grammar topics and reading activities.

Gower, Phillips and Walters (2005) suggest alternatives to engage students' participation: repeat known sequences and group work to develop activities, in that way student feel more confident to interact with a partner rather than whole class.

Additionally, Gower, Phillips and Walters (2005) say "They need something to speak about, such as a picture; or a purpose-like performing a role play from the context of a reading text (p. 102)."

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

Graph 3
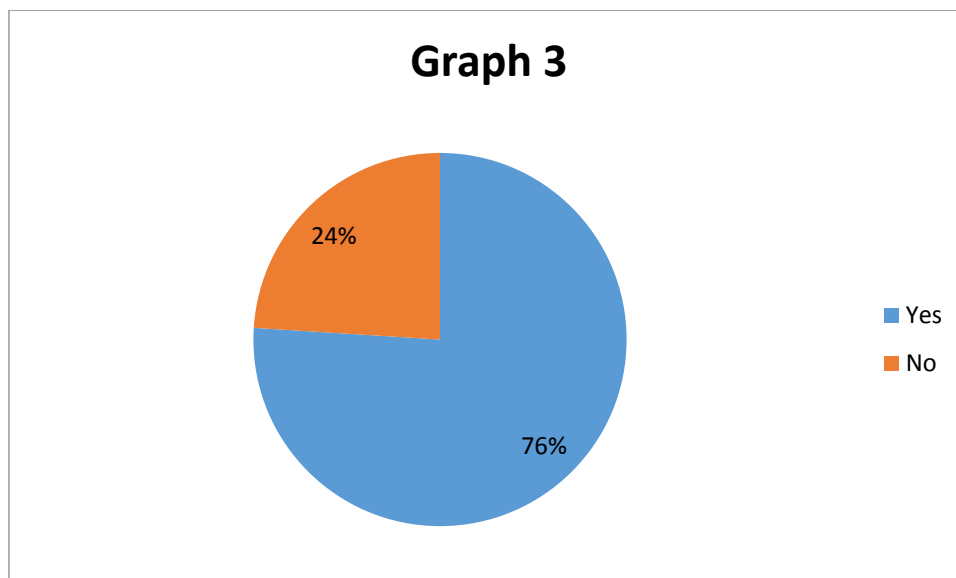
Author: Johanna Paola Sánchez Suárez

Source: Students' questionnaire

The outcomes for the third statement show that 76% of students participated voluntarily in speaking activities in the classroom, whereas 24% of students did not have such an attitude.

This first positive result highlighted students' willingness for speaking activities. The learners stated that they felt motivated to participate because they liked English and wanted to acquire more knowledge. Also, the students thought that getting feedback from the teacher is the key to completing and assuring the process of language learning, as they knew what they need to improve. These students were aware of their lack of knowledge of English, however it did not stop them from learning because mistakes are part of this process. Based on the observations the researcher discovered that most of students participated when the English teacher asked them to do so and some of them were spontaneous participants.

Gower, Phillips and Walters (2005), note that eliciting reaches the participation of the learners in the second language class. That is, the second language teacher can implement techniques to reach participation in the classroom.

In contrast, 24% of students did not participate spontaneously. They did not feel confident about their speaking skills in the target language. They claimed that they did not speak English fluently; for that reason, they felt embarrassment at making mistakes during oral communication. Furthermore, it was explained that they have difficulty in understanding the teachers' instructions. This was sustained by the researcher's reflections and it is

believed that the observed teachers need to undertake research into the English teaching learning process, and be up-to-date with new ideas and methods for improving the students' listening and speaking skills. This will result in getting a voluntary and fluent participation from the learners.

Padial and Tapia (2007) stated that if the students are nervous and reluctant to take part in the class, the teacher is the person who should change this situation and create a good atmosphere in the classroom.

Gower, Phillips and Walters (2005) argue that the teacher needs to make their students understand the benefits of increasing their speaking level, but they have to be conscious that students should have time for gaining confidence.

Hadavi and Temizel (2010) determine that teachers should use more modern methods and approaches to provide students with opportunities to use the target language in interactive activities.

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

Graph 4
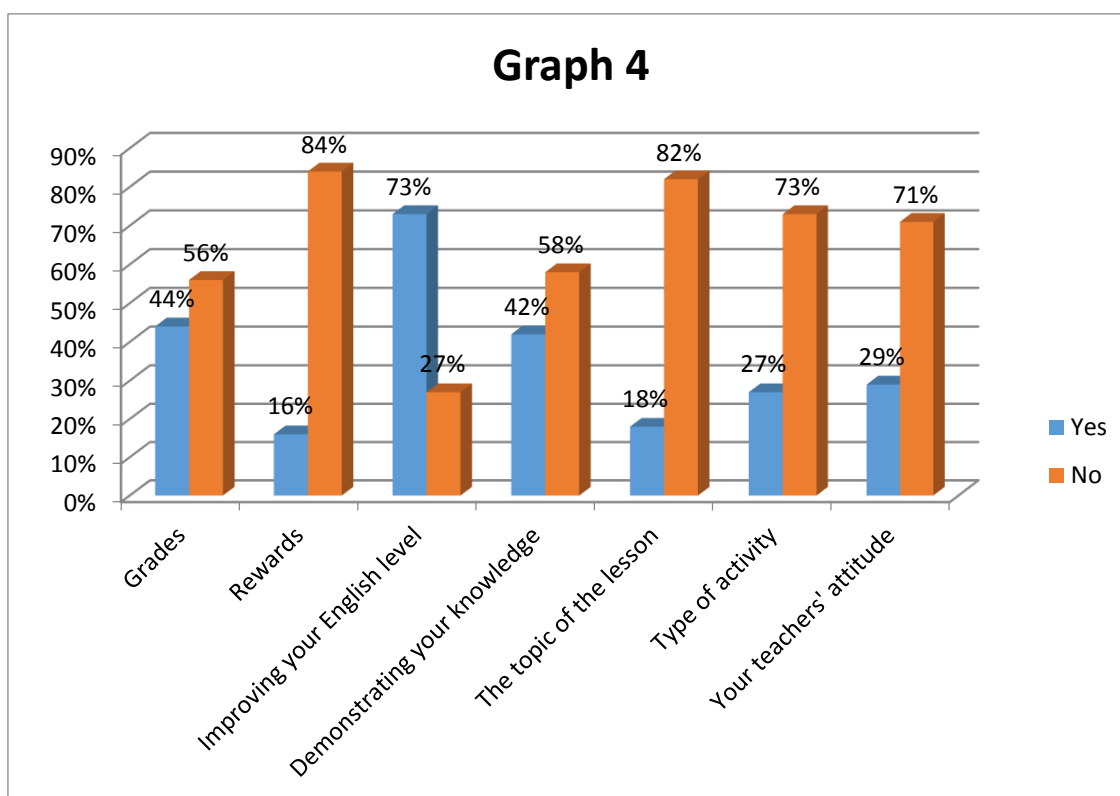
Author: Johanna Paola Sánchez Suárez
Source: Students' questionnaire.

The above question had some multiple choices and the students had the possibility of selecting more than one question. The purpose of this question was to know which of the

24

following aspects motivate students to participate in speaking activities: grades, rewards, improving their English level, demonstrating their knowledge, the topic of the lesson, type of activity, and teachers` attitude.

Analyzing the figures, 73% of students pointed out that they were motivated because they wanted to improve their level, 44% of students said they wanted to have good grades, 42% of students liked to demonstrate their knowledge, 29% of students chose the teacher's attitude as one of the most important factors, 27% said that their motivation varied according to the type of activity, 18% of students felt motivated to work based upon the topic, and finally 16% of students stated rewards were a key factor in the class.

The three most popular options need to be analyzed deeper. First, 73% of students indicated that they participated in speaking activities to improve their level. This meant that language usage is the best way of learning English and practicing communicative skills. Gower, Phillips and Walters (2005), state that class' content is relevant: methods, resources, talking activities, everything should incentivize the students to improve their participation and pursue a better second language level. Woolfolk (2010), states that learners should develop their own interest in the proposed activities, and try to improve without the necessity of any recompense or promise, that is healthier for the accomplishment in the teaching learning process.

Finally, Harmer (2001) mentions intrinsic and extrinsic motivation, related to external and internal factors that can motivate to learners to make efforts for improving their level.

44% of students felt motivated to participate in oral activities in order to obtain good grades. In fact, it was observed that students were very assiduous in activities that the teacher would grade; they were aware of the level of difficulty of this subject so they made efforts to answer any questions and thus improve their score. In this sense, Harmer (2001), says "Extrinsic motivation is caused by any number of outside factors (p. 51)" that is the learner has personal motives to study the second language: get good grades, get a job, or speak with foreign people.

The third group of students (42%) wanted to demonstrate their English knowledge to the classmates. The observations indicated that some students with good English level attempted to show off their English to their classmates. This corroborates the information given by Lightbown and Spada (2011), very studious learners are those who are enthusiastic about the subject. Furthermore, Gower, Phillips and Walters (2005) rapport is the point where learners are sure about their knowledge and conscious in their necessity of improving. Also, it lets the learners share concerns among them and make the class a comfortable area to study.

An important percentage was the teacher's attitude and type of activity. Teachers' attitude was chosen by 29% of students. Harmer (2001) states that when the individual in charge of teaching presents a good attitude toward the target language, this enhances the learning process and a valuable environment for teaching the language can be created.

Harmer (2007) also says that the instructor should be attentive to add thoughts, opinions, or maybe to take part in the activity. Thus, keeping up the dialogue and ensuring the success of the activity.

Huang (2011) points out that the instructor is responsible in the performance of the pupils and He/She should be able to change methods, activities, resources or do whatever is necessary to catch the learners' attention and engage them in the second language acquisition.

Regarding this issue, it was noted that teachers were kind and friendly with students during class time, but there were few learners who misbehaved in class causing a disruptive classroom.

Concerning the type of activity 27% of students said that this was an aspect that motivated them to participate in speaking activities. There were some topics which motivated the students' interest and they participated more often in order to express their opinion or work in the activities. In this view, the students' opinion and behavior met the description given by Gower, Phillips and Walters (2005), creative activities are a good start to have a productive and interactive second language class.

Dudley-Evans and St John (1998) claim that learners need to be encouraged through demanding but feasible concerns, working with known data but introducing unknown designs too.

By the same token, the 18% of students considered that the topic had relevance for them and this is a type of motivation which lead them to participate in speaking activities. Lightbown and Spada (2011) state that when the teacher takes into account several points in the structure of the class, such as topic according to the students' interest, stage of development and proficiency level, the pupils' learning is more likely to happen.

Padial and Tapia (2007) recommend displaying encouraging subject matter to get pupils enthusiastic to take part in the class.

Finally, "rewards" was the option with the lowest percentage. This was supposed to be an aspect which stimulated their participation in oral activities. However, teachers did not use rewards and this was confirmed through the observations. It was also seen that most of the students participated in class because they wanted to learn rather than getting a reward. These findings are in agreement with the description provided by Saville-Troike (2006) who points out several factors that can move the person to make an effort for learning a new

language: having an objective and wanting to achieve it, but keeping in mind that the learning of the second language is linked with the accomplishment of the objective.

Brown (2001) says that second language teacher should help learners to reach their independence in learning, focusing on the objective they have, not in the rewards. So, the students get involved in the matter and find studying pleasant and dedicate their time to second language learning.

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?
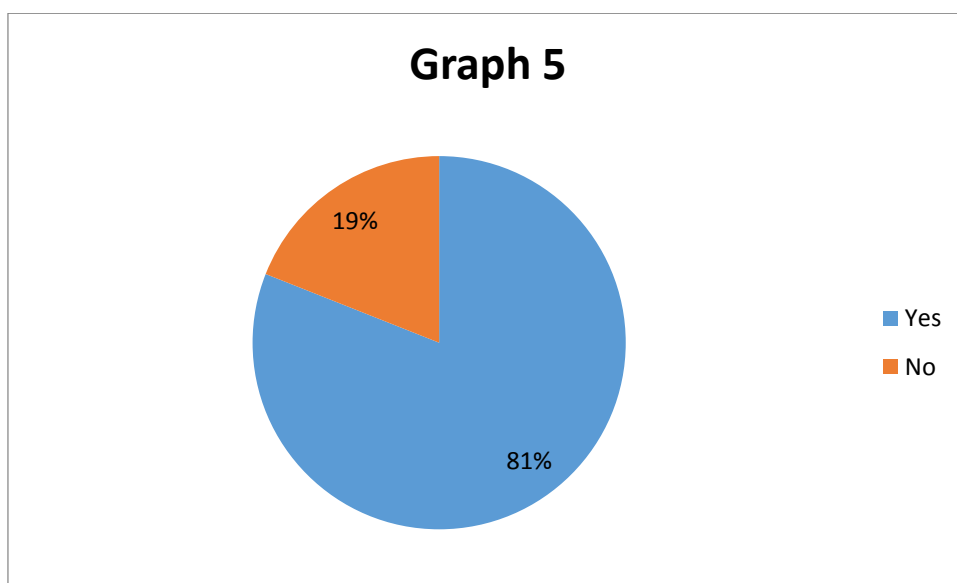
Author: Johanna Paola Sánchez Suárez
Source: Students' questionnaire

Graph 5 depicts information about proficiency levels and their influence on participation in speaking activities. Eighty percent of students thought their proficiency level did influence their participation in these kind of activities, whilst 19% of students attested their proficiency level did not have much influence on their participation.

This highest percentage showed that the proficiency level was a relevant point when practicing a foreign language. Practice and proficiency level are linked to each other. It can be said that the more practice there is, the higher proficiency level will be achieved. These students believed they did not have the necessary knowledge to communicate in English, which is why they did not like to participate frequently. During the observations it was evident that students had low English language levels and they mix English and Spanish to express

their ideas; however, they were able to ask and answer simple questions using a basic repertoire of words, but they could not keep a fluent dialogue going. English learners need to understand that the practice of the target language is the key to succeeding in learning. On the one hand, it is true that making mistakes in front of the class is not pleasant, but it is the only way to receive the English teacher's feedback and so improve their English skills.
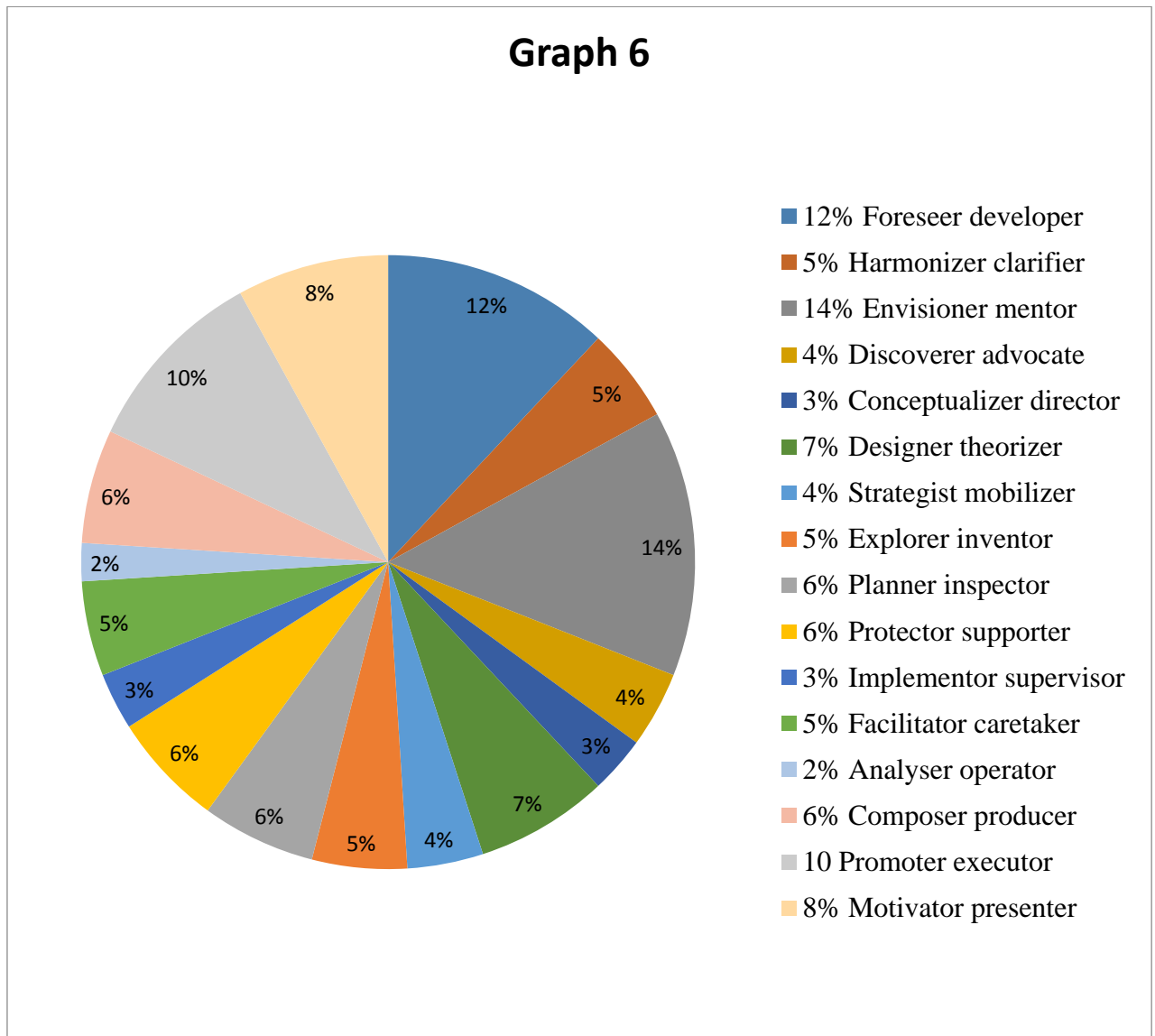
This result is in agreement with Trim, Coste, North and Sheils (2001), they identified the different levels of spoken interaction and production. According to their findings, students in the basic A1 level are able to recite modest sentences previously learned. Concerning range, learners use elementary terms in specific circumstances. In general, learners in the first level possess limited vocabulary and the development of the different aspects of spoken language is basic. Similarly, Brown (2001) says that clustering means to speak in phrases without separating words, giving sense to the interaction.

On the other hand, 19% of students said that their English level did not much influence their participation in the English class. This is an important conclusion because proficiency level should not prevent them in making an effort. Instead they should take the risk and try to speak English in class. The students indicated that though they had a low level (A1), they wanted to learn and they considered it important to participate since they wished to improve their learning language acquisition. In addition, they stated that their teachers' corrections helped them to make progress. They did not feel embarrassed of making mistakes, as they understood that practice is the only way to learn.

This result shows students intrinsically motivated to learn the second language. Harmer (2001) "Intrinsic motivation, by contrast, comes from within the individual (p. 51)" that is when the person wants to learn the language because it is pleasant for him/her.

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

What type of personality do you have?

Graph 6

- 12% Foreseer developer
- 5% Harmonizer clarifier
- 14% Envisioner mentor
- 4% Discoverer advocate
- 3% Conceptualizer director
- 7% Designer theorizer
- 4% Strategist mobilizer
- 5% Explorer inventor
- 6% Planner inspector
- 6% Protector supporter
- 3% Implementor supervisor
- 5% Facilitator caretaker
- 2% Analyser operator
- 6% Composer producer
- 10 Promoter executor
- 8% Motivator presenter

Author: Johanna Paola Sánchez Suárez
Source: Students' questionnaire

Graph 6 discloses the findings obtained about personality types. The results were the following: 12% for foreseer developer, 5% for harmonizer clarifier, 14% for envisioner mentor, 4% for discoverer advocate, 3% for conceptualizer director, 7% for designer theorizer, 4% for strategist mobilizer, 5% for explorer inventor, 6% for planner inspector, 6% for protector supporter, 3% for implementer supervisor, 5% for facilitator caretaker, 2% for

analyzer operator, 6% for composer producer, 10% for promoter executor and 8% for motivator presenter.

There were two personality types that were selected by most of the students, they were: envisioner mentor and foreseer developer. Envisioner mentor had a total figure of 14 %, concerning this personality type Keirsey (1998) says, they are Extraverted Intuitive Feeling Judging persons able to teach and manage people. They give instructions and wait for a good performance from their pupils. Teachers are good individuals interested and worried about other people, they try to give assistance and encouragement, and as a result ENFJs are seen as counselors or advisors. In their professional life, these individuals can communicate with facility no matter what or whom their audience and circumstance.

This result agrees with the observations where it was evident that some students participated more, expressed in a better way, they were also good leaders and made an effort to succeed in the English class. These students were clearly identified as envisioner mentors.

The second most popular personality type was Foreseer Developer with 12% of students. According to Keirsey (1998), they are Introverted Intuitive Feeling Judging, people into this type possess a solid wish to contribute to the safety of others. These counselors have a tendency to be discrete; they develop their skills in isolation. The counselors are solitary and cordial, these characteristics allow them to understand difficult persons and issues. Moreover, they are good students, able to resolve problems, obtaining perfect results; for that reason, they place more emphasis on their work than they should.

During the observation Foreseer Developers students were willing to help their classmates, at the same time they were developing their activities alone. In the oral activities, they were nervous about having to express their ideas in front of the class. Although they showed knowledge about the topic.

In addition, the results indicated that few students marked two options; these personality types were Conceptualizer Director with 3% and Analyzer Operator with 2%.

With reference to Conceptualizer Director, Keirsey (1998) says Introverted Intuitive Thinking Judging are very organized, they take into account all the details and always have another strategy in case it could be needed. They have an objective, a schedule, and it is done in stages. They are successful in academic subjects and employment too.

The observations also revealed that these students were the first to complete the activities and tasks demanded by the teacher.

The aforementioned author refers to Analyser Operator as introverted, sensory, thinking, and perceiving. They are short in communication; prefer performing actions. In

terms of education they are not good students due to their lack of communication and difficulty in focusing their attention

Analyser Operators were observed in the class and hardly ever gave their opinion or participate in the activities during the period of class, once it was over and they did not conclude the tasks required by the teacher.

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

Graph 7

9%

91%

Yes
No
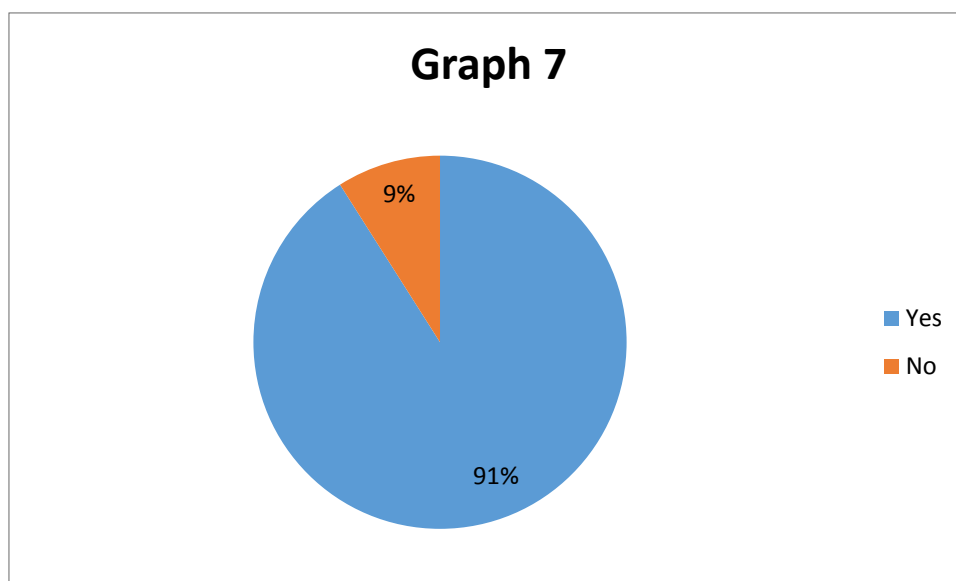
According to the pie chart, 91% of students believed that their personality influenced their participation in class, however 9% of students think thought that their personality did not have any influence on the above mentioned topic.

This result showed that people's behavior depends on their personality type, they act according to their personality characteristics. Some reasons were given, extraverted students felt open to participate even though their knowledge was quite limited, and these students did not feel discouraged because they made mistakes at the moment of speaking. Instead they took advantage of taking part in the class. Observations showed that these learners were attentive to the teacher's indications and interacted with both the professor and classmates. It is important to highlight that they were in a small group. Some learners liked to deal with people and help them, so they developed well in groups. Keirsey (1998) reinforces this finding, (ENFJ) Extraverted Intuitive Feeling Judging or Envisioner Mentors are people fluent in language, they enjoy talking to others and are well-disposed to help when somebody needs support.

Similarly, several students said they were independent; they liked to participate and wanted to work by themselves. Introverted students argued that they felt worried and nervous of talking in front of the class and make senseless sentences; that is why they preferred to remain silent. These students were observed and in fact they were paying attention to the class, but did not volunteer to take part in class activities. Padial and Tapia (2007) corroborate the above idea, these authors conclude that students need to be relaxed in the second language class in order to show good predisposition for speaking the new language.

It is worth mentioning that many introverted learners are good students and participate in class, not very often but they do. As Keirsey (1998) cites, (INTJ) Introverted Intuitive Thinking Judging or Conceptualizer Director, are successful in academic subjects; they possess a strong personality, are very organized, and are smart individuals.

Indeed, introverted learners tend to be dedicated in their scholarship; whereas, extraverted learners have a tendency to be more relaxed about their scholarship.

The same graph shows 9% of students who believed their personality type was not related to their participation in speaking activities. Some of them did not participate because they did not like the subject; therefore, they did not make any effort to learn. Likewise, a few students claimed that they did not participate because of their lack of knowledge. Other students explained that they were good at other subjects except in English. That was perceived in the observed class, as few students seemed no to have interest in the lesson.

Finally, it can be said that the characteristics that make the difference among people are highly apposite and the teacher needs to find the precise resources and methods to get all students involved in the English learning process.

Conclusions

- Motivation has a huge impact on students' willingness to communicate both in class among teachers and peers. They do not have enough extrinsic or intrinsic motivation and as result; they are not very successful in the sense that they do not get most out of the subject.

- The findings from the research revealed that participation during the development of the class is acceptable. Students take part in class activities even though their level of English interferes with communication. Some of the crucial factors that mostly influence students are the desire to improve and speak better English. By the same token, they want to have a better academic performance.

- English proficiency level is by far the most defining issue in terms of participation and motivation. Students are cognizant that they do not have the appropriate English level and it inhibits them from sharing their ideas and thoughts. Apart from this factor, there are a group of students who state that English is not their favorite subject and that is why they find it even more difficult to participate.

- Based upon the surveys and direct observations, it was confirmed that the different types of personality have a direct influence on oral activities. Thus, the extrovert students find it easy to express their ideas whilst introverts struggle when they have to speak in front of the class. These last types of students feel more confident in written activities.

Recommendations

- Extrinsic and Intrinsic ideas are key factors in enhancing the learning process. That is why it is recommended to provide students with valid reasons why English, which is generally recognized as a universal language, is useful for them, in order that they can reflect on their learning and do their best in class. Teachers should prepare activities which set students tasks in real contexts where English is spoken, for example dialogues to be used when taking the bus, at the bank, getting things at the store, about social networks, technology issues and so on.

- Participation enhances and defines the success of the academic performance with students. In this case, teachers should prepare engaging activities according to the students' age and level. For example: songs, presentations, projects, role-plays, communicative games, innovative oral activities and etc.

- In order to increase the proficiency level, catch-up classes should be taught to those students who still do not meet the required English level for their course. These classes can begin by going over elemental and basic grammar and gradually, intermediate and advance topics can be included. In this way, learners will overcome their learning gaps and eventually they will be able to communicate their ideas confidently.

- Teachers need to be up-to date with the latest techniques for teaching and dealing with diverse types of personality, thus it is necessary to offer workshops that efficiently train teachers to get the most out of the students, considering each different type of learning. In case institutions do not have the financial support to

carry out these workshops, teachers can take up online courses. There are a variety of recognized free courses on the internet.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

STUDENTS' QUESTIONNAIRE

Dear student:

The objective of this questionnaire is to know your opinion about how motivation, proficiency level and personality type influence in the use of English language in the speaking activities in the classroom. The information that you provide is going to be utilized only with academic and investigative purpose.

Informative data:

Institution Name:	
Type of Institution:	Public ( ) Private ( )
Year of basic education:	8vo ( ) 9no ( ) 10mo ( )
Year of bachelor	1st year ( ) 2nd ( ) 3rd ( )
City:	

Instruction: Mark with an X according to your judgment, and say the reason of your answer.

1. Do you feel motivated to speak English in the classroom?

Yes	No
Why	

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

Yes	No
Why	

3. Your participation in the speaking activities in the classroom is voluntary?

Yes	No
Why	

4. What motivate you to participate in the speaking activities carried out in the class?

Activity type	( )
Rewards	( )
Improve your level	( )
Show your level	( )
The topic	( )
Grades	( )
Teachers' attitude	( )

5. Do you consider that your English level influence in your participation in the speaking

   activities?

Yes	No
Why	

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

1	**Foreseer developer**	( )
2	**Harmonizer clarifier**	( )
3	**Envisioner mentor**	( )
4	**Discoverer advocate**	( )
5	**Coceptualizer director**	( )
6	**Designer theorizer**	( )
7	**Strategist movilizer**	( )
8	**Explorer inventor**	( )
9	**Planner inspector**	( )
10	**Protector supporter**	( )
11	**Implementor supervisor**	( )
12	**Facilitator caretaker**	( )
13	**Analyser operator**	( )
14	**Composer producer**	( )
15	**Promoter executor**	( )
16	**Motivator presenter**	( )

7. Do you consider that your personality influence in your participation in the speaking

   activities?

Yes	No
Why	

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

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 level	( )

To impress the class with their knowledge	( )
The topic	( )
Type of activity	( )
Teachers' attitude	( )

Why?

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

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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.

Yes	No
Why	