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**Student's perception 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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Loja, enero de 2016

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## DEDICATION

There is a small group of people whom I am greatly indebted. First of all, I want to thank Jehovah, God, who makes this possible. To Adrian my son, and my mother, the two special people whom I love so much. And although they are not here with me anymore, I have memories that motivate me to go on.

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## **ABSTRACT**

Speaking in the classroom has been recognized as a key dynamic for the improvement of the English students. Nevertheless, students still show reluctance to participate in speaking activities. To know about the causes of this issue, this research is focused on the analysis of the factors that affect the willingness to orally communicate in the EFL classes in two high schools located in Catamarca and Pueblo Viejo, Ecuador. Pertinent data were collected through a questionnaire which was applied to 20 students selected among 8<sup>th</sup> grade and 2<sup>nd</sup> baccalaureate grade, to study the perceptions of the students on these factors. Teachers were also part of this research. The results revealed that students under observation do not actively participate in speaking activities despite most of them affirm to be motivated to do it. Thus, they are not really motivated due to several factors such as, psychological features as fear of mistake, or a low proficiency level. The type of students' personalities was also under scrutiny.

**KEYWORDS:** motivation, improving speaking skills, influence speaking classes, factors influence speaking participation.

## RESUMEN

Conversar en el aula ha sido reconocido como una dinámica clave para el progreso de los estudiantes de inglés. Sin embargo, los estudiantes todavía se muestran reacios a participar en actividades de expresión oral. Para averiguar las causas de este problema, esta investigación se centra en el análisis de los factores que afectan a la voluntad de comunicarse oralmente en las clases de inglés como lengua extranjera en dos escuelas secundarias ubicadas en Catamarca y Pueblo Viejo, Ecuador. Los datos pertinentes se recogieron a través de un cuestionario que se aplicó a 20 estudiantes seleccionados entre octavo grado y segundo grado de bachillerato, para estudiar las percepciones de los estudiantes sobre estos factores. Los maestros también fueron parte de esta investigación. Los resultados revelaron que los estudiantes en observación no participan activamente en actividades de expresión oral, a pesar de que la mayoría de ellos afirman estar motivados para hacerlo. Por lo tanto, no están motivados realmente debido a varios factores, tales como características psicológicas como el miedo al error, o un bajo nivel de competencia. El tipo de personalidades de los estudiantes fue también objeto de escrutinio.

**PALABRAS CLAVE:** motivación, mejorar tus habilidades comunicativas, la influencia de las clases hablando, factores que influyen en la participación de hablar.



## INTRODUCTION

English language teaching has been part of the curriculum in the EFL classroom in Ecuadorian high schools for many years from primary to secondary. Although it has been taught with the appropriate number of hours, students have not achieved the necessary English level in this field, especially oral communication skills.

Students from Ecuadorian high schools are not able to speak English after finishing their studies. This issue is not a surprise for teachers, authorities, parents or even by students. However, the Ecuadorian government has started a revolution in Education, especially in the English language teaching. Therefore, this research was started in order to find a solution to this problem through a complete investigation which includes a theoretical support on relevant topics such as motivation, proficiency level, personality, and teaching speaking. The investigation carried out a qualitative and quantitative analysis. The researcher collected data through the application of to a sample of students selected from some Ecuadorian high schools.

Additionally, a deep analysis on previous studies by different authors has been taken into account in order to support and get rich information for this research. One of the studies related to the topic was carried out by Bygate in his paper *The Cambridge Guide to teaching English to Speakers of other languages* (2001) there in this text the author give us an up-to-date guide to the central areas of applied linguistics and language studies with particular reference to Tesol's school; offering ideas to both the uninitiated and the experienced teachers, by trying to forge links between theory and practice, research and classroom teaching. Also he concerns that issues such as motivation, confidence in what is taught, good preparation of the classes to teach, and patience are key issues for capturing knowledge in students.

In consequence, to resolve the problem of motivation, it is necessary to accommodate individual differences and offer students meaningful cultural experiences.

Another study related to the topic was conduted by Juhana (2012), who explained some of the psychological factors that hinder the students from practicing their speaking in English class and the causes of those factors as well as the possible solution to overcome them; given as conclusive suggestion that the teachers should be more aware of their students' hindrance to speak in English class. Thanks to the results obtained through this research, it is possible to identify some important factors such as the fear of making mistakes, anxiety, lack of confidence and lack of motivation, as those in which the teachers must be aware to help their students for improving their oral participation in English class.

One more study was developed by Gan (2013), which analyses the results in the application of a questionnaire survey about the English speaking difficulties to two Chinese populations: one group of university students from Mainland China and one group of university students from Hong Kong. The results allow identifying students' perceived difficulties in relation to linguistic deficiency, oral language processes, conversational skills and academic speaking conventions. The results obtained in this study will benefit to pedagogical practices for fostering the development of speaking skills at English classrooms.

## LITERATURE REVIEW

The next literature review responds to the necessity of consulting previously scientific investigations which constitute important antecedents to the present discussion referred to students' perceptions on factors that influence their willingness toward the oral communications at their regular academic activities in the EFL classroom.

### Motivation

Language learning motivation is a concept that has evolved through time. According to Ushioda (2001) who makes emphasis in a qualitative approach, it is the processes in which the learner thinks and interprets in a particular way those events related to the second language (L2) acquisition experience, and afterward, how those learners' cognitions shape their involvement in the learning experience as a whole. However, Lyons (2014) stresses that in recent years the theory about language learning motivation has been deeply influenced by theoretical constructs coming from the psychology field. In this last model, it is relevant the individuals' desire to construct a self that is shaped for both external and internal factors. This self develops particular needs as autonomy, competence and relatedness which are intricately related to self-concept and by extension to personal motivation in learning processes.

Dörnyei stands out among the authors who adhere to the self-approach, developing a new theory labeled as '*L2 Motivational Self System*' (Dörnyei, 2009) which represents an important antecedent for every research in the field. Dörnyei's theory has three components: i) The '*Ideal L2 Self*'. In here the learner's desire of reducing the difference between the actual and the ideal self-image at speaking a foreign language is a powerful motivator; ii) The '*Ought-to L2 Self*'. This dimension refers to the learner's beliefs about what he or she ought to possess in order to meet high expectations and how these beliefs become another dominant motivator; iii) And the '*L2 Learning Experience*', where the motivators come from the immediate learning environment and experience, a dimension that involves the interactions between teachers and students, for example, as also the curriculum, the social group dynamic, etc.

Regarding the theoretical framework of the previous paragraphs and the context of the present investigation, according to Shrum and Glisan (2009) the motivation of oral interpersonal communications in the EFL classroom depends profoundly on the interactions between teachers and learners. Thus, during the class, the teachers have to make maximum use of the target language in a fully comprehensible way. They also have to use the maximum amount of

Initiation-Response-Feedback (IRF) activities during which the teachers initiate a discussion asking questions and after the learner has responded the questions, the teachers give feedback based on the student's response (Kumpulainen & Wray, 2002). Finally, the teachers should incorporate to the classroom, resources such as books and videos that bring context and increase interest in the topics that they show to the students. All these are motives which encourage students to orally express their ideas and opinions.

The Theory of Planned Behavior (TPB) states that human behavior is determined by behavioral, normative and control beliefs (Ajzen, 1991). Behavioral beliefs are referred to the individual's subjective beliefs about the consequences of a particular behavior. Normative beliefs are the result of the individual's social interactions, thus is how other people judge individual's behavior. Control beliefs are those a particular person has about his or her proficiency to reach meaningful goals. Zhong (2013) makes a great contribution when studying learner's beliefs, another important motivator in the L2 Motivational Self System, from the TPB's perspective. The research undertaken by Zhong revealed that the three beliefs "jointly influence learner's willingness to communicate which in turn determines their actual oral communication" (p. 749).

Based on the above, Zhong concludes that the L2 learners have to be motivated by the society and they should have a favorable attitude toward the learning process, along with a perception of being capable of finishing this process successfully. Specifically, about the willingness to orally communicate, the author presents the following hypothesis: Related with behavioral beliefs, the concerns for accuracy are the most influential factors that hamper to orally participate in class. In other words, when the students have the perception of being making mistakes when speaking the target language (grammar, pronunciation, general understanding), they abstain of participating (Zhong, 2013).

### **Proficiency level**

Language practitioners have different levels of need of assessing their progress in language learning. Some institutions have developed common reference levels to support not just the evolvement of L2 learners but also the work of all kind of professionals related to the L2 learning process as is the case of teachers, textbook writers, educational institutions, etc. (Council of Europe, 2001). With this aim, The Council of Europe has built The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). The CEFR is actually a description of those skills and understandings that a learner has to

acquire in order to effectively communicate in a specific language. It has branded proficiency levels using illustrative descriptors which come from the rigorous analysis of language use and the better strategies to improve the communicative aptitudes. Such descriptors are a set known as the Descriptive Scheme which in turn recommends the adoption of a hypertext branching principle, a division of three levels A, B and C.

Level A is labeled '*Basic User*', subdivided into levels A1 and A2. A1 is a level where users can communicate through very basic oral expressions with the help and patience of the other person. In the A2 level, the people can understand sentences related to their immediate personal context such as their job, their family, their cultural background, they can share that kind of routine information. Level B is regarded as '*Independent User*', also subdivided into levels B1 and B2. B1 is a level where people can understand the main point of a conversation that take place in their job or during a travel and also they can describe dreams and make opinions, while in level B2 the users can communicate more spontaneously with native speakers and talk about more complex issues such as technical details in their field of specialization. Finally, level C is labeled '*Proficient User*', subdivided into levels C1 and C2. In the Level C1, the language practitioners are capable of understanding complex texts and recognize implicit meaning. They are also qualified to produce documents on complex subjects showing the optimal use of written language resources. C2 is the maximum level in the scale. It designates those people who can understand everything read or heard. They can communicate fluently in any situation no matter how complex it could be, and can produce documents reinterpreting information and arguments collected from other written or spoken sources(Council of Europe).

In recent Research about second language acquisition (SLA), the term '*fluency*' has acquired prevalence, due to the scientific interest of designing quantifiable indicators which objectively allow the measuring of oral language proficiency (Segalowitz, 2010).

Precisely, the CEFR designates the following descriptors based on two qualitative factors which are fluency and propositional precision. In the level C2, she or he can express thoughts accurately, without hesitation and smoothly. They back the oral communication with examples and explanations. The level C1 labels those people who can express with spontaneity, almost effortlessly and just some difficult topics can avoid them to use the target language with total fluency. The level B2 consists of spontaneous speakers who sometimes can show notable fluency at even complex pieces of speech. In the level B1, even with some problems with

formulation, people can express themselves with relative comfort. However, it is evident the pause they need to build the grammatical and lexical structure. In the level A2, it is also evident the pauses, the false starts and reformulations that make it harder to construct long phrases. Thus, he or she can express ideas using short sentences related to familiar topics while showing noticeable hesitation. The level A1 consists of users who need long pauses to search and articulate expressions. They use mostly pre-packaged utterances(Council of Europe).

## **Personality**

Language learning styles and strategies are among the main factors that help to determine how—and how well –our students learn a second or foreign language(Oxford, 2003). All our personality and emotions are connected in the English language process. The way to manage the feelings that come up during the learning process, the kind of emotion students bring to the classroom, as much as beliefs, attitude related to learning, if they prefer to work in groups, pairs, or individually, and the connection they want to have with teachers and classmates.

Regarding personality, Keirse(1998) reported that there are 16 personalities which are described as follows. Envisioner Mentor (ENFJ), they are responsive, showing a due consideration of what other people feel and need, looking for opportunities to grow as a group. They manage very well in seeing potential in other and can lead team work with great intuition and creativity, without disregarding the results at their own studies. They are skillful on the face to face communication and they demonstrate remarkable fluency, especially in speech(Berens & Nardi, 1999).

Foreseer Developer (INFJ). They have a great talent for foreseeing and to reach the success due to the perseverance and the passion for doing whatever is needed. They place their greatest effort for the common well, following clear convictions and connecting people to overcome differences. They prefer to influence from behind the scene rather than being leaders, focusing on possibilities and problem solving by mean of a great ability to understand and deal with complex people.

With respect to Discovered Advocated (ENFP), they display enthusiasm and high spirit to do whatever is important to them. They find easy to come up with solutions in front of any difficulty, but frequently they trust on their ability to improvise instead of acting according to a plan. They are always ready to help other people and they really enjoy the innovation process of doing things through new ways with a natural talent for seeing what is not evident.

With reference to Harmonizer Clarifier (INFP), they like to go with the flow while tending to be concerned about their own projects and putting their lives in order. They could be full of enthusiasm and loyalty about the activities of other people, but they rarely speak about it until they are familiar, thus, they can seem shy and uncommunicative. They show little interest in possessions, but they care about learning new ideas and languages.

People who are Strategist Mobilizers (ENTJ), they are very good at everything which requires reasoning, clever and well-informed talking, as public speeches, business presentations, workshops, etc. They are good at managing multiple projects and resources. They have a basic driving force of being leaders, thus, they frequently take charge of groups of work, making use of an excellent talent to set objectives through empirical thinking. They inclined to assume top levels of responsibility at several kinds of organizations.

Conceptualizer Director (INTJ) enjoy of a natural talent for brainstorming and to build new concepts due to their strong theoretical thinking. At work, they are skillful to carry out difficult tasks with or without help and due to their tendency to be independents, their interpersonal relations are better at the workplace than anywhere else. They invest very much effort on self-mastery and through systematic actions, continually look for the maximum achievement.

Explorer Inventor (ENTP) are very frank in stating one's opinion, very stimulating company and resourceful when resolving interesting problems. They are good at looking for logical reasons for what they pursue, for designing prototypes and formulating strategies to get success once new projects have been launched. However, they can fail of meeting routine assignments. They can be a source of inspiration to others when expressing enthusiasm for almost everything and frequently they try to be diplomatic.

Designer Theorizers (INTP) are brilliant in theoretical and scientific topics and have a special talent for designing and redesigning. They like to reflect on the process of thinking itself and have very defined interests produced by a sharply logical rationality. That is why they can exhibit the greatest precision in the use of several languages. They also prefer to be quiet and reserved, talking about main ideas and working on a field where they can use the imagination.

Implementor Supervisors (ESTJ) are competent to bring order to chaos, trying to correct those who fail in carrying out procedures with enough precision, and reinforcing the method by which things are done correctly, with natural talent to come up with practical and realistic solutions. They are workaholics; however, they keep a well-balanced life because they are

good administrators. They like businesses and mechanical topics and choose to be autodidactic.

Planner Inspectors (ISTJ) are very responsible, placing the higher commitment to what should be done, with natural talent to overcome adversity and obstacles such as the lack of resources, deficiency of organizational discipline or other distractions. They reach the success, thanks to their power for concentration, discovering what is missing and cultivating good qualities. They enjoy being quiet, acting sequentially according to a plan.

Facilitator Caretakers (ESFJ) were born to be cooperators and active members of any kind of committees, with a tendency to look for harmony and fix things that directly affect people's life. They better work through encouragement and praise, energized by social interactions. They have little concern in technical issues or abstract thinking, always trying to do something helpful for those who need it.

Protector Supporters (ISFJ) like to meet their obligations at work with devotions and loyalty, serving the community they belong to. They may need time to understand and assimilate technical issues due to they are not naturally interested in those subjects. They have a deep intuition to find out what is valuable, thus they like to work for a better future, and they are easily volunteers of a superior cause.

Promoter Executors (ESTP) place a superior valor in the respect of others as a prerequisite to the existence of any relationships. They admire to those who can show special talents or skills; however they do not like long explanations although they can do math or scientific tasks if it is necessary. They also like mechanical ways of doing things. Because of that, they can seem insensitive or a bit obtuse.

Motivator Presenters (ESFP) prefer to think of facts rather than theories, as well as finding solutions making use of common sense, personal experience and practical thinking. They enjoy sports, prefer active jobs and adore working with people. Thus, they refuse to do solitary tasks. They like to stimulate action and to show new possibilities to other people. They have respect for freedom.

Analyzer Operators (ISTP) prefer to observe how things work. Afterward, based on their intuitions and hunches, they are adept to problem-solving, with a natural skill to use the needed tools for the best approach. Always interested in cause and effect, they have a curiosity for



mechanical processes and observe life in detail. They choose to communicate through action instead of developing verbal skills.

Composer Producers (ISFP) are sensitive and modest about their personal attributes, not interested in being leaders but look for loyalty in others and can be loyal followers. They like to have their own personal style, always showing respect about the values and opinions of others. They are calm and relaxed. They also like to enjoy the moment, taking advantage when opportunities appear, not concerned about developing speaking skills or writing.

### **Teaching speaking**

As Bygate (2001) has said the history of L2 teaching shows that teachers have found easier to focus on written language rather than spoken language, avoiding the difficulties of studying talk. Even more, “most of the focus in teaching oral skills was limited to pronunciation” (p.14). The influence of the grammar-translation technique is one of the fundamental reasons of this reality, but recently Speaking has been recognized as a branch of the second language teaching by itself and an important part of language pedagogy. Audio lingualism, a method of teaching focus on grammatical and phonological structure (British Council, 2015), is one of the first approaches to bring a clear perspective on the teaching of oral skills, applying the four phase cycle of listening-speaking-reading-writing, with the oral skills preceding the written.

According to Brown (2007, p. 267), “listening and speaking are closely intertwined”. These two factors and their interaction are fundamental to a conversation, which is the most popular discourse category and at present has two principal approaches. The first is the direct approach, where the teaching strategy consists of a program of academic activities which try to reinforce the micro skills and processes involved in fluent conversation. Here the emphasis is in conversational rules and conventions. The second is the indirect approach, where the learners are freer to participate in interactions while the mission of the teachers is not to teach but to facilitate the conversation of students through meaningful tasks, where they peripherally acquire conversational competence.

There are other interactive techniques which can be used during the speaking activities, such as problem-solving activities, role-play, simulations, interviews and discussion, all which can support teaching speaking. But a lot of concern is also put in pronunciation. The top-down is the current approach and consists of giving high priority to relevant features of pronunciation which are stress, rhythm and intonation. Recent pedagogy research now promotes to pay more

attention in rhythm and intonation rather than in individual sounds at the teaching speaking programs, thus giving a new communicative and interactive perspective to English pronunciation (Brown, 2007).

Finally, affective factors and interaction effects are between the most important in relation to the willingness to oral communication. In their attempt to speak, learners should count on the teachers to provide a warm climate that stimulates them to orally participate. About interactive discourse, Nunan (2000) points out a major complication when teaching speaking that must be considered, one that he called 'interlocutor effect'. This is that every learner's performance at speaking tasks could be overwhelmed by the skills of the person with who he or she is talking to.

The English language learning process can have better results, depending on how teaching is being performed. Regarding to students' willingness to orally communicate, factors that influence, it must be taken into consideration. That is why an analysis and comparison among five studies were necessary. Teachers will get useful information about what is happening in other schools and analyze different points of views.

One study was conducted by Juhana (2012) and the purpose of the study was to find out the main psychological factors that hinder students from speaking in English class. The study also aimed to discover the origins of those factors and the possible solutions to overcome them. It was selected a sample of 62 second-grade students from a senior high school in South Tangerang, Banten Province. To collect the data this research employed three techniques, observations, questionnaires and interviews. As a conclusion, the study revealed that the fear of mistake, shyness, anxiety, lack of confidence and lack of motivation, are the main obstacles to speak in English classes. According to the results, the fear of mistake is mainly caused by a worry of students of being laughed at them in front of the rest of the classmates. The students have stated that they are shy by nature and they feel anxious to speak because they get nervous if what they say is wrong or not.

Another study was carried out by Zhong(2013)and its aim was to analyze five Chinese immigrant learners' willingness to communicate in both teacher-led and collaborative learning situations in L2 classrooms. The study was conducted on the Certificate Program of a language school in a tertiary institution in New Zealand and used semi-structured in-depth interviews, learning logs, class observations and stimulated recall interviews. The study reveals that students' willingness to communicate (WTC) and oral communications varied in different

situations in L2 classrooms, supporting the argument that WTC is context-dependent and situational.

Another study regarding the topic was done by Byrne, Flood and Shanahan (2012). The purpose of the study was to qualitatively explore the phenomenon of oral communication apprehension experienced by business and accounting students. The study conducted interviews between 17 students selected from a cohort of 285 first-year business and accounting students at a higher education institution in Ireland. Before the interview took place, an interview guide was prepared with an emphasis in the literature on variation in communication apprehension levels in different contexts or situations. The findings clearly demonstrated that, while there is considerable variation in the apprehension experienced by different students, apprehension level typically increase for all students in the more public communication settings.

One more study related to the topic was carried out by Powell (2005) who studied motivation in Japanese high school students of English. The subjects for this study were a class of 49 first year senior high girls at Hijiyama High School. Students were given a four-part questionnaire at the end of the second term. Results indicated that the students displayed a wide range of orientations with no dominant tendency emerging. The top two reasons were “English is fun and interesting” and “I want to study/live /work abroad”, a combination of intrinsic enjoyment and instrumental motivation. Just over half the students reported concerned about making mistakes and language anxiety was felt by 36.7% when speaking in front of people.

The next study was conducted by Chen, Thompson, Kromrey and Chang (2011). The purpose of the study was to investigate the relations of students’ perceptions of teachers’ oral feedback with teacher expectancies and student self-concept. The study took place in a total of 47 classrooms in 10 schools collected from four cities in Taiwan. Participants consist in 1,612 elementary school students ranging from grades 3 to 6. Results showed that Taiwanese elementary students who perceived more positive academic feedback tended to have higher self-concept. Thus, there was a strongest relation between positive academic feedback and academic self-concept. Regarding gender effects on perceptions of oral feedback, the results concluded that male students perceived more negative academic and nonacademic oral feedback from teachers than female students, but there were not significant differences across boys and girls on positive teacher oral feedback.

## **METHOD**

### **Setting and participants**

This research was conducted in Catarama and Puebloviejo, both towns in the Province of Los Rios, Ecuador. The participants of this study consist of regular students from two public high schools enrolled between 8<sup>th</sup> grade and 2<sup>nd</sup> baccalaureate grade.

### **Procedures**

Some important literature was reviewed in order to gather relevant information and develop scientific content on the main topic.

The design of this investigation is focused on the Qualitative and Quantitative Method. Therefore, using the appropriate instruments data was collected both through observation and interview of participants.

The first step in the field investigation process was the selection of high schools in Los Ríos Province. After that, the survey was the technique used and the questionnaire was the instrument applied to collect relevant information, together with some classroom observations that took place. Subsequently, the collected information was tabulated to carry out the analysis and interpretation.

For a better appreciation, the information was tabulated as soon as the survey was applied and the class observation was done. The questionnaire was focused on how motivation, proficiency level and personality can influence student's willingness to orally communicate. Some tables were created and organized by criteria, number of students and percentages. The information put in the tables was also used to create Excel graphs which constitute an important visual tool to facilitate the interpretation of the results.

The analysis and interpretation of the results were done using the quantitative and qualitative method. With this information, the researcher studied not only the students' reply but also the results of the class observations. The researcher also enriched the analysis with the scientific information gathered from the literature review, providing comments and understandable arguments about the researched topic.

## DESCRIPTION, ANALYSIS AND INTERPRETATION OF RESULTS.

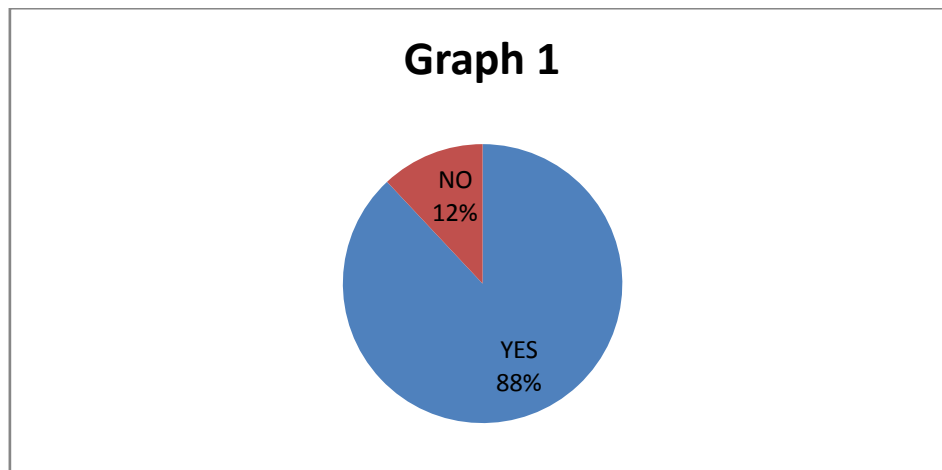
Oral communication in the EFL classroom is essential and the key to succeed in the language learning process. In order to have students speak English in class, teachers have to find out what encourages them to speak and what not to.

Key information for teachers will be described, analyzed and interpreted on this section. To succeed in this purpose, graphs that show information in percentages obtained will be displayed for future references. The data comes from a previous selection of two high schools in Los Ríos province, Ecuador. Specifically, the research took place on two classes in one school and 3 classes on other school. They were both public institutions. 20 students were selected among all the courses. They were from 9<sup>th</sup> grade, 10<sup>th</sup> grade, 1<sup>st</sup> and 2<sup>nd</sup> of Baccalaureate. Teachers were also part of this research. Essential information was taken as evidence about what is happening in EFL classroom in Ecuadorian high schools.

### Qualitative and Quantitative Analysis.

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

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



Author: Jutlandia Edilma Villavicencio Cabello  
Source: Student's questionnaire.

The results in Graph 1 show that eighty-eight percent of students surveyed confirmed that they do feel motivated to speak English in class. At the same time, a small amount of student (12%) said no to this question.

According to the students surveyed, 88% of them indicate that different reasons motivate them to speak English in class, such as language understanding, practice and improvement desire; others say that teacher's creativity motivates them during the speaking activities no

matter if they make mistakes or not. These students are also aware that English is important for their future; some of them also say that they just like the English language; others say that they want to show their teacher that they are learning thanks to her/his class, so they can get good grades. Not only studying abroad but also traveling to another country is also a reason for them to speak and improve their English speaking skills; great class environment also motivates them to speak, which is, according to Pinter (2006), the first stage for motivational teaching. In other words, it can be seen that this group of students are eager to speak English in EFL classrooms as well as motivation exists.

On the other hand, a small amount of the students surveyed (12%) agrees that there are some things that do not allow them to speak English in class. For instance, they think that the teacher must be more dynamic when performing a lesson; others do not like the language, so they do not understand it; other students say that due to their low English level, they do not understand their teacher when they speak; some are shy and afraid of making mistakes. Regarding to this last issues, Juhana (2012, p. 104) reported that “This needs further concern that the teachers should be aware of the fact that the students were afraid to make mistake is the biggest problem that they have in speaking”. The above author also suggests that during fluency activities students should not be corrected.

During the observations, it could be noted that the students do not actively participate in speaking activities and the teachers could not connect with them. In some cases, the teacher did not prepare the class correctly or just came to the class and gave directions about what to do, but most students looked like lost in class and they did not show any interest to participate, so the teacher had to insist on it. About this lack of effectiveness at teaching, Gower, Philips, and Walters(2005, p. 101) stated, “The most important point to remember is that the students must have a reason for speaking in order for the activity to be truly communicative”. This implies teacher preparation before teaching speaking in EFL classrooms. The authors also say that teachers should try to create an atmosphere where everyone wants to cooperate, learning to share language and ideas.

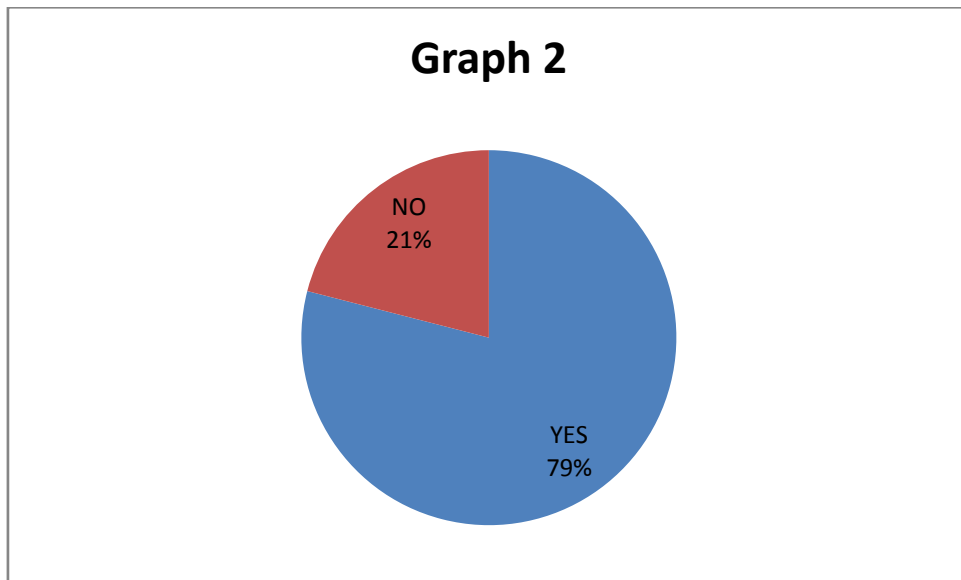
Resources or materials to motivate students during the classes were also scarce and, as a result, most of the students did not pay attention to the teacher’s directions. The teachers looked tired to perform correctly during the class. Yet, in some cases, there was a positive answer for the participation in speaking activities and students worked well. Related to these

last observations, Pinter (2006, p.101) stated that “The aim of communication activities is to encourage purposeful and meaningful interaction between students”.

It can be seen that there are more many positive answers in the students’ questionnaire; on the other hand, class observations have negative results in 4 of the observed classes. The researcher establishes that the class observation shows real results. Thus, she confirms the influence of student’s perception to orally communicate in class. On the other hand, students do not feel motivated to speak English in class due to the fact that teachers do not prepare good lesson activities and do not have a good attitude to teach; therefore, students are not receiving any kind of motivation during the class. There is also no cooperation from students, and lack of visual material that can encourage students to speak in class.

However, it can also be seen that a small amount did receive motivation in class. Powell (2005, p. 60), in his study, concluded that “Significant number of students are motivated to study English for a variety of reasons, and will respond positively, if given the chance to do so in a challenging stimulating environment that accommodates their individual differences and offers them meaningful cultural experiences”.

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



Author: Jutlandia Edilma Villavicencio Cabello

Source: Student’s questionnaire

Clearly, it can be seen in question 2 that seventy-nine percent of the students surveyed indicated that they do feel motivated to speak English with their classmates, which is a high number that might reflect good teaching speaking procedures in class. However, 21% said no to this question.

These results and the class observations confirm that most of the students feel motivated to communicate in English with their classmates because they can improve their pronunciation and stop feeling nervous by mean of the speaking practice. Additionally, the students surveyed say that speaking with their classmates can help them to improve their English level as well as they can help each other. Some students think that they do it because they want the teacher to see their work, so they can get good grades while others say that they feel better when speaking to a classmate in English because they do not feel afraid of making mistakes, and if so, their classmates help them. During the observations, some students also said that they like to talk in English with their classmates during the speaking activities because they can have a better friendship with their classmates and do not have any problem doing it.

Nonetheless, there is a small amount of students (21%) that do not feel motivated to speak English in class with their classmates. In accord with students' answers, they do not want to speak because they are shy and afraid of making mistakes. Other students do not speak during the English class just because they do not understand English or do not have the appropriate language level that helps them to communicate fluently. The observations revealed that some students do not like English and think most students do not like it too, and they consider that speaking English in class is disappointing. Also, there were students saying that their classmates laugh at them at the speaking time. The researcher could easily notice that during some class observations, there were not enough motivation and the students focused on bothering than speaking with their classmates.

It was also noticed that although the students have fun while speaking English with their classmates, the high English level that the course requires is not the one that students have. This was something that the teacher confirmed while talking with the researcher. Yet, last class visited was interesting because students enjoyed speaking with their classmates due to the fact that it was a very basic level.

Byrne, Flood, and Shanahan (2012), who did a qualitative exploration of oral communication, found that all the students feel comfortable in one-to-one situations with

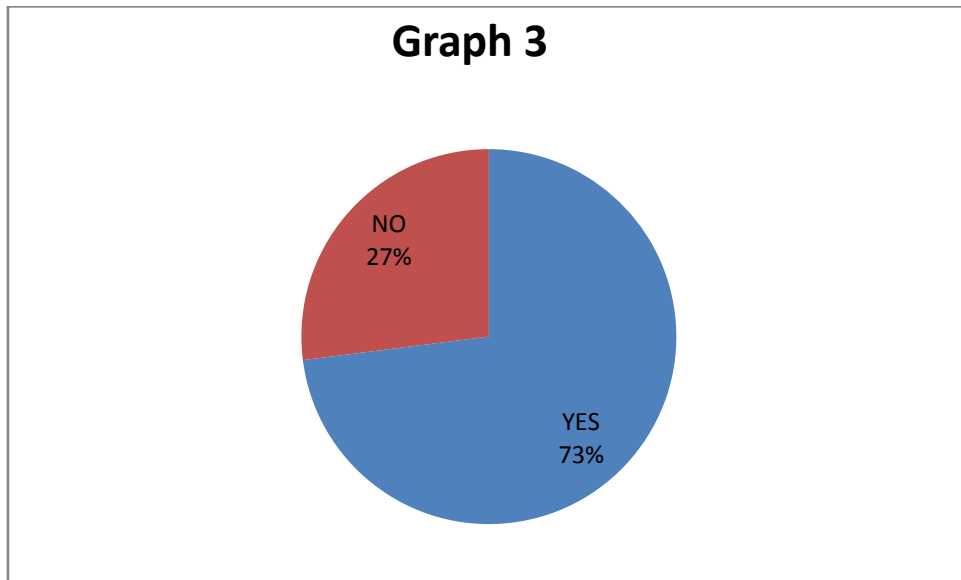


friends. These conclusions are also supported by a student survey applied by Powell (2005). The students answered that English is fun and interesting.

About those students who do not like to orally participate in the English classes, Powell (2005) reported in his study that more than half of students are worried about making mistakes, which can imply a lack of confidence. Juhana (2012, p.6) reported that “students said that they felt anxious to speak because they got nervous and fear what they said was wrong”. Juhana (2012, p. 101) also reported that “They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students’ shyness is their perception of their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English”. Thus, some authors suggest different approaches to overcome these obstacles that students find in their English learning process. Gan (2013) stated that in order to speak English fluently and accurately, students have to acquire a sufficient knowledge of language systems. Juhana (2012, p. 101) recommended that “it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes”. Regarding the motivation issue, Nunan (2000) suggested activities that can help students feel motivated to speak English, especially with their classmates. For example, listening and reading the two-line dialogue with a partner, listening to a model dialogue and repeating of the interpolating own name, practicing questions and answer with their partner. The researcher suggests that looking for activities that necessarily need two participants can motivate students to speak with their classmates.

Gower, Phillips, and Walters (2005) suggested that some activities such as repetition and pair work can provide a safer and less public environment where students may be more confident to practice speaking. Moreover, Juhana (2012) concluded that the psychological factors which mostly hinder the students from practicing their speaking in English class are fear of mistake, shyness, and anxiety. Thus, teachers have to take care of these factors to design and implement strategies to promote the participation of most students through oral communication.

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



Author: Jutlandia Edilma Villavicencio Cabello

Source: Student's questionnaire

It is noticed in question 3 that seventy-three percent of the students respond positively that they voluntarily participate in speaking activities during the English class. Notwithstanding, 27% responded no to this question.

The seventy-three percent of students also reported the reasons why they answered this question positively. They consider that participating in class can help them to correct their mistakes by themselves and through the teacher's help. They also state that participating in the class is the only way to stop feeling afraid of speaking English. During the class observations, some students from this group said that they are always eager to participate in class and are always raising their hands when the teacher asks them for participation. A few expressed that they participate just when the teacher calls them or they have to; otherwise they would not get extra points for the final grade. They also feel obligated to participate by the teachers. However, others say that they participate only when they know their answer or how to.

In contrast, the other 27% of students state that they do not participate voluntarily in speaking activities due to the fact that they are shy and ashamed when speaking in class because their classmates laugh at them. A few says that they do not participate simply because they do not understand or even do not like it. Other students from this group say that they are afraid of making mistakes during the speaking activity. During the class observations,

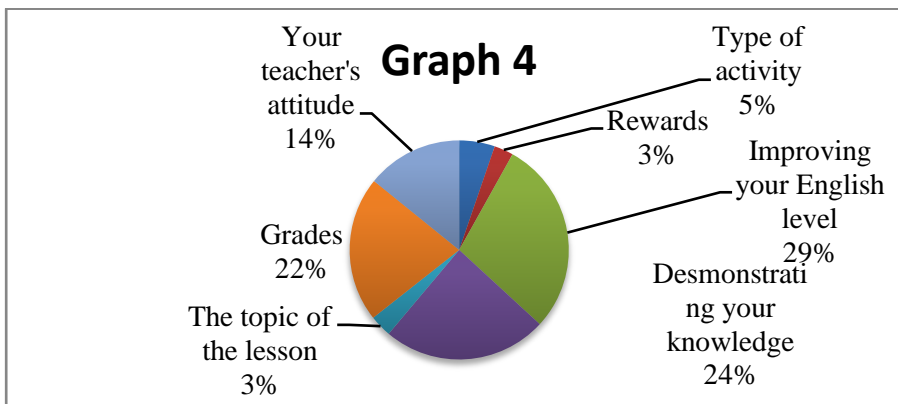
some students say that speaking English in class is boring. The researcher noticed that some students have felt obligated to participate in class. Such obligation cannot be cataloged as voluntary participation.

The percentage of students who are willing to participate is much closed to the study done by Powell (2005), who stated that over 70% of students said they enjoy practicing English. The results of Powell's research showed that there were some students who take part voluntarily in the English class activities because they like the language and can learn more every time they do participate.

The researcher suggests that one of the reasons that might cause the unwillingness to participate was reported by Gan (2013), who said that the students intend to think of their first language and then translate it into English which shows that they are not prepared yet. In fact, Gan reported on his study that most students within each group reported having experienced pronunciation problems. This author also reported that almost half of students find speaking activities a stressful and uncomfortable experience.

The researcher settled that student will participate voluntarily only if they are motivated to do so. They will respond positively if they are given the chance to do so in a challenging stimulating environment which allows accommodating their individual differences and offers them meaningful cultural experiences.

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



Author: Jutlandia Edilma Villavicencio Cabello

Source: Student's questionnaire

It is noted in question 4 that 29% of the students believe that improving their English level motivates them to participate in speaking activities. Twenty-four percent of them believe that the aspect which better motivates them is the demonstration of their knowledge. In addition, 22% of them believe that grading is the reason for their motivation. While 14% of them believe that motivation depends on their teacher's attitude. A small percentage, which corresponds to 5% of the students, believes that the type of activity plays an important role. A similar percentage, 3% of the students, believes that motivation comes from rewards. Finally, 3% of the students believe that motivation comes from the topic of the lessons.

Twenty-nine percent of the students reported that improving their English level is the highest reason that encourages them to participate in speaking activities. It seems that this group of students is eager to practice their language, especially in speaking skills. This might indicate students' preparation in English language. According to Byrne, Flood, and Shanahan (2012), who did a qualitative exploration of oral communication, the preparation makes students feel comfortable when speaking English in the classroom. With a considerable difference, the 24% of the students indicate that grading reinforces motivation to participating in speaking activities. Another significant amount of students (22%) thinks that grades are the reason why they feel motivated to participate in the speaking activities done in class. It appears that teachers set rules to participate in speaking activities such as getting extra points as it was confirmed with one teacher during the class observation. Fourteen percent of the students believe that the teacher's attitude also plays a role in students' motivation to speak English in class. According to Shrum and Glisan (2009), the teachers have to pay close attention to the quality of their interaction with the students, due to its influence in the quality of the learning process, especially in oral interpersonal communications.

A small amount (5%) of the students indicates that the type of activities stimulated them to speak in the English class. It seems that in most classes, teachers are doing a very good job incorporating different types of speaking activities in their lesson plans. Nunan (2000) recommended that teachers must help learners to use the language essentials to real-life situations through activities such as listen to an interview, then ask and answer similar questions with a partner. Another activity that the above author recommended is to read a model dialogue and have a similar conversation using cues provided.

A similar amount of students (3%) claims that motivation comes from rewards. According to the students' opinions, there wards are excellent motivators to improve their participation in the English classroom. Thus, the teachers can use this aspect more frequently.

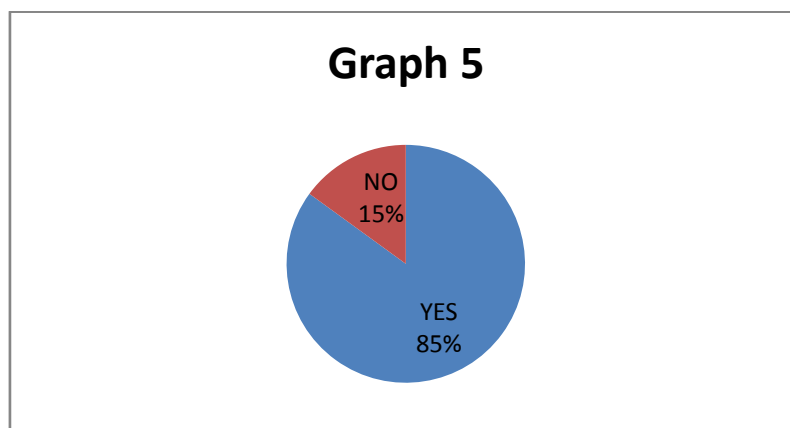
The other 3% of participants indicate that the topic motivates them in speaking activities. This result might indicate that teachers are using topics according to the age of their English students, a factor to which the research attributes importance to connect students with their real-life situations.

Furthermore, during the observation, the researcher noticed that just a few students participated in speaking activities due to the fact that the teacher offers to improve their grades in that school year. It was also observed that improving their English was what motivates students to participate. The type of the activity that the teacher used and her attitude also motivated students to do so. Likewise, the researcher could clearly see that students also were encouraged to get the highest grade if they participate in class. In consequence, some did it to improve their English level, and others to improve their grades. Finally, the students wanted to improve not only their grades but also their English level and the teacher's attitude helps them to do so.

It is visibly noticed that what motivates student in these 5 classes were to improve their English level and improving their grades, together with the activities and teachers attitude. Regarding improvement, Gower, Phillips, and Walters (2005) suggested that in order to improve the accurate use of words, structures and pronunciation and to foster confidence, teachers should use controlled activities such as repetition practice or set sentence prompted by picture or word cues.

**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: Jutlandia Edilma Villavicencio Cabello

Source: Student's questionnaire

Clearly it can be noticed that eighty-five percent of the students surveyed supported that their English proficiency level influences their participation in speaking activities, while 15% of them indicated that it is not true.

According to the students surveyed, English proficiency level does influence because if they had more knowledge about the language, their participation would be increased. On the other hand, 15% of the students said that they do not think that their level of English proficiency really influences their participation; they give more importance to other aspects such as their teachers' attitudes and the demonstration of their knowledge.

With reference to the class observation, the researcher could discern that definitely English proficiency level does influence students' participation. If there were a low level, the participation is very poor. On the other hand, some students who participate more in class know a little more than others; occasionally, everyone wanted to participate in the class, and if there is one who did not, their classmates motivate them with the small ball they use for turning.

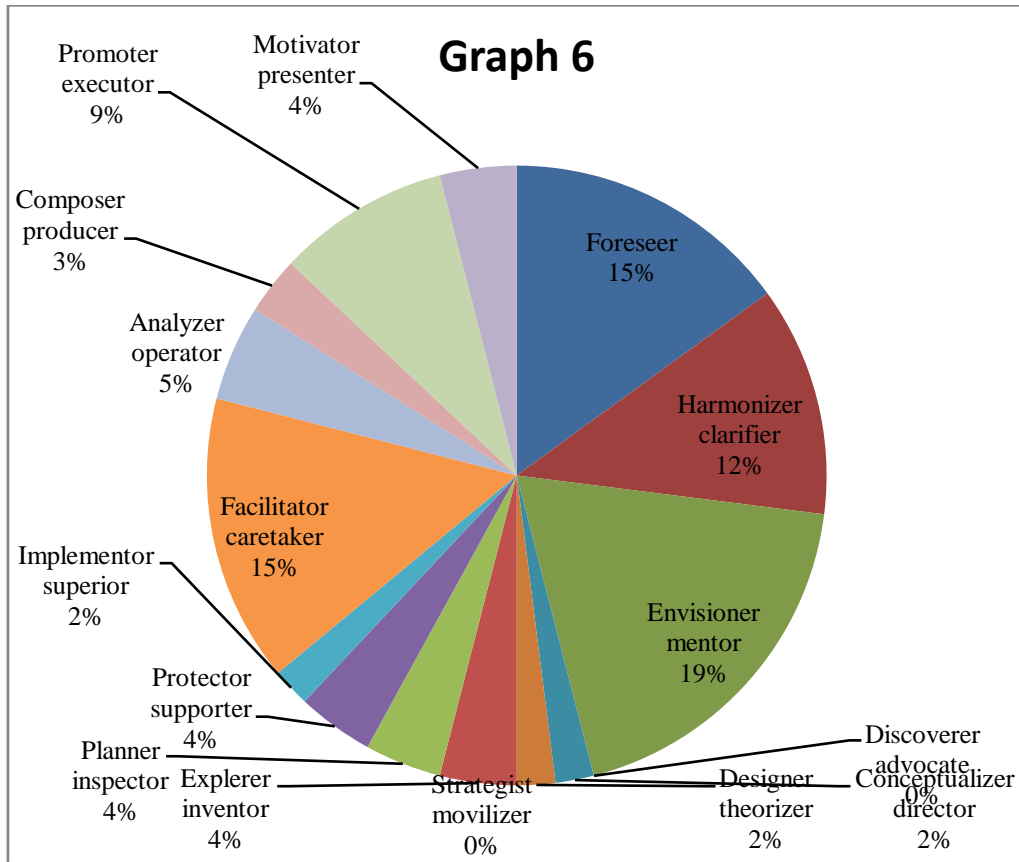
Additionally, the researcher could see that definitely students have low knowledge of English language and that is why they did not want to participate. Regarding this topic, the researcher could see that because the level of the book was basic, everyone wanted to participate because they feel comfortable with it.

Coste Trim, North and Sheils (2001) explained that English proficiency plays an important role in the language teaching. It helps to define the level of language competence and interpret language qualifications. Cambridge English Language Assessment (2016) has established 4 different proficiency levels that can help teachers to collocate students in the correct activity or in the correct group if working in groups.

With respect to the general proficiency level of the students who participated in the present research, a good approximation would be to label a group of them as basic users A2 because they can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present job. Other students are better cataloged as basic users A1 because they can use simple phrases and sentences to describe where they live and people they know.

The researcher attributes that English speaking activities must be planned according to the students' English proficiency level, which comes together with their English textbooks.

**How does personality influence student's willingness to orally communicate?  
 What type of personality do you have? Mark just one option.**



Author: Jutlandia Edilma Villavicencio Cabello  
 Source: Student's questionnaire

It can be seen in Graph 6 that the students surveyed have different type of personality: 19% of the students state that they are envisioner mentors; 12% correspond to harmonizer clarifiers; 15% of the students state that are foreseers; at the same time, another 15% of the students state that are facilitator caretakers; 9% of the students state their personality corresponds to promoter executors; 5 % of them state being analyzer operators. Four percent was the result not only for explorer inventors, but also for planner inspectors, protector supporters, and motivator presenters. In the same way, there are three groups that represent 2% each of them; they are the conceptualizer directors, the designer theorizers, and the implementor superiors. Composer producers represent three percent of the answers.

It is noticed that there are 4 types of personalities, envisioner mentors (19%), foreseers (15%), facilitator caretakers (15%) and harmonizer clarifiers (12%) that most students reported having.

Keirsey (1998) reported that envisioner mentors (19%) have some characteristics that the author has connected with the way they act during English classes. These same characteristics were seen during the class observation. Some students were outstanding leaders of the group. They placed a high value on cooperation with others. They had a remarkable fluency with language, especially in speech; they were particularly adept when communicating face to face as opposed to communicating in writing.

About foreseers (15%), Keirsey (1998) reported that they are usually good students who exhibit an ostentatious creativity. Such characteristics were found between some groups of the students under evaluation. They also were not visible leaders. The class observations also confirmed the appreciation of the mentioned author about facilitator caretakers which represent the 15% of the results. It can be seen that they are the most sociable of all types, and they are energized by interactions with people. And the same happen about harmonizer clarifiers (12%). they seemed shy and had a natural interest in scholarly activities, along with a demonstrated ability for languages.

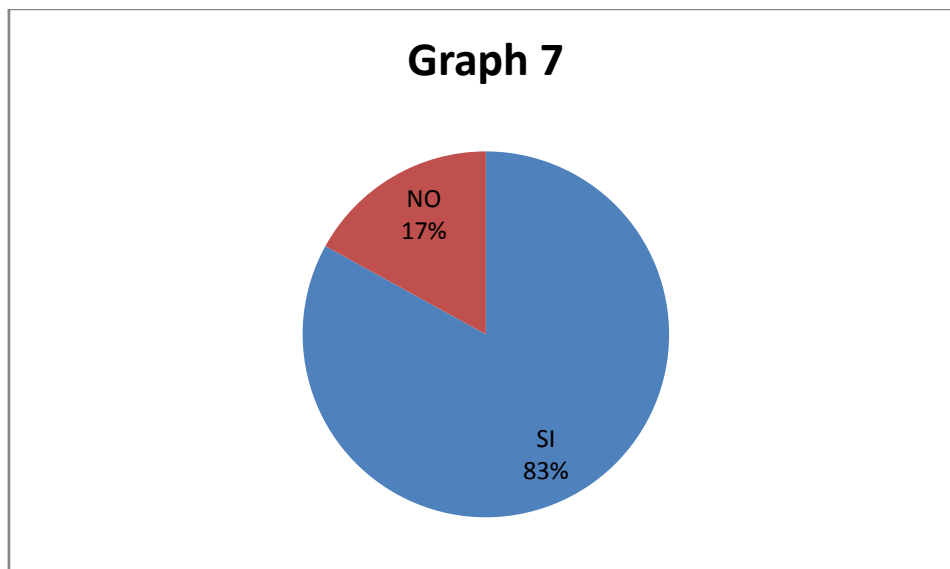
In a small percentage, there are students that, according to the results of the survey, reflected personalities such as promoter executors(9%), analyzer operators(5%), explorer inventors(4%), planner inspectors(4%), protector supporters (4%), motivator presenters(4%), conceptualizer directors(2%), designer theorizers(2%), implementor superiors (2%) and composer producers(3%).

The observation confirmed what Keirsey(1998) described about each one of the reflected personalities which obtained the smaller percentages. The promoter executors (9%) were men and women of action. It can be said that this kind of student is eager to play games in speaking activities. Analyzer operators(5%) used to communicate through action and showed little interest in developing verbal skills. Explorer inventors(4%) were usually enthusiastic and opted to express interest in everything. They can be fascinating conversationalists. Planner inspectors(4%) could handle complex and detailed figures and make sense of them. Protector supporters(4%) were super dependable and felt uncomfortable working in situations where rules were constantly changing. Motivator presenters(4%) preferred active jobs and should not be given lonely, solitary assignments. Conceptualizer directors(2%) were natural brainstormers, always opened to new concepts and, in fact, aggressively seeking them. Designer theorizers(2%) exhibited the greatest precision in thought and language of all the



types. Implementor superiors (2%) were better described as responsible people. And composer producers(3%) were usually not interested in developing facility in speaking, writing or conversation.

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



Author: Jutlandia Edilma Villavicencio Cabello

Source: Student's questionnaire

Graph 7 shows that eighty-three percent of the students surveyed believe that their personality influences their participation in speaking activities. But as it can be seen, there is a group of students (17%) who believe that their participation in speaking activities is not influenced by their personality.

Concerning the students' opinion, there is a group of 41% of the students who revealed that they like solving problems and helping their classmates. Another group of 69% participants revealed that their personality help themselves to improve their English language knowledge. In addition, 25% of students revealed that they are optimist, dedicated, attentive, enthusiastic, spontaneous, and annalistic. Most of them (83%) are comfortable with their personality and say that it helps them to learn and participate in speaking activities.

Keirse (1998) reported that all our personality and emotions are connected in the English language process. The way to manage the feelings that come up during the learning process, the kind of emotion students bring to the classroom, as much as beliefs, attitude related to learning, if they prefer to work in groups, pairs, or individually, and the connection they want to have with teachers and classmates. All these mentioned factors are essential in the language learning process.

Supported by what it was seen during the class observations, the researcher thinks that the students' type of personality does influence their participation in the speaking activities

because the most outgoing students were the ones that took the risk to make mistakes, while it took some time for shy students to decide to participate. The researcher also affirms that the learning atmosphere can influence students' personality and get benefit from it. For example, others that know English language better can encourage other students to participate. However, it could be noticed that a learning atmosphere can be the appropriate one to motivate students to participate, no matter what type of personality the students have.

## **CONCLUSIONS.**

As conclusive research results we can say that the most of the students feel motivated to participate due to several factors such as the importance of the English language for their future and the good grades they can obtain if they demonstrate to their teacher that they are learning.

English proficiency level does influence students' participation in speaking activities. This participation would increase if the learners have more knowledge of the language. In contrast, the researcher observed a low participation from those students with a low proficiency level.

The teacher's attitude, type of the activity and grades are important aspects to develop a comfortable atmosphere to encourage students to speak in the classes.

The students can easily be identified by their personality and teachers can use this aspect for improving the learning process by adapting the lessons to their students' preferences.

Issues such as motivation, confidence in what is taught, good preparation of the classes to teach, and patience are key issues for capturing knowledge in students.

To resolve the problem of motivation, it is necessary to accommodate individual differences and offer students meaningful cultural experiences.

By and large it is possible to identify some important factors such as the fear of making mistakes, anxiety, lack of confidence and lack of motivation, as those in which the teachers must be aware to help their students for improving their oral participation in English class.

## **RECOMMENDATIONS.**

In order to connect with the students during the speaking activities in the English class, the teachers have to prepare the class correctly. They must use the appropriate materials to give directions and stimulate the students' oral participation. The teachers have to consider that students must have a reason for speaking, and that this is a fundamental base to get a truly communicative activity. To get this goal, teachers can propose activities which imply oral production, such as Podcasting. Here, the students have to create their own Podcasts to give their opinion about a social situation in their community which affects them, for example.

Teachers need to have a high level of communicative ability in order to motivate students in authentic real-world and meaning full activities that help them to develop oral communication. In consequence, the teachers have to plan activities which facilitate the students to think in English rather than in their first language. The teachers also have to implement strategies to reduce the afraid of making mistakes during the speaking activity. Working in pair is an appropriate activity to get more confidence and reduce the fear of making mistakes, due to every student can work collaboratively with the classmates that he or she prefers, avoiding the possibility of being evaluated or criticized by the rest of the group.

This research suggests that motivation should always exist in class. And teachers must find what kind of motivation meets the students' necessities in order to succeed in speaking classes. Teachers can make the students to feel more comfortable by selecting the topics that appeal to them according to their personalities. They also can facilitate them to voluntarily participate in speaking activities by designing and implementing activities which are natural interactions among the students, such as dialogues, interviews and role-play.

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**ANNEXES.**

### CHARTS TO GATHER LITERATURE INFORMATION

Theme	Pg. No.	Information	Form No.
<i>Motivation</i>			
Citation in APA format			
<i>Motivation</i>			
Citation in APA format			

### CHARTS TO GATHER INFORMATION FROM PREVIOUS STUDIES

Title of the study:		
URL:		
Citation in APA format:		
Item	Information	Form No.
Research question(s), objectives, or hypothesis:		—
Subject or participants:		
Setting or place:		
Methods:		
Results:		
Author's/Author's Conclusion & Recommendations:		
Limitation identified by the author(s)		



**UNIVERSIDAD TÉCNICA PARTICULAR  
DE LOJA**

La Universidad Católica  
de Loja

**OPEN AND  
DISTANCE MODALITY  
ENGLISH DEGREE**

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion on how motivation, proficiency level, and personality influence on the use of the English language in speaking activities.*

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

**Informative data:** Please fill in the information below

Name of institution:			
Type of institution:	Public ( )		Private ( )
Year:	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
City:			

**Instructions:** mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you feel motivated to speak English in class?

YES  
NO Why?

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

YES  
NO Why?

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

YES  
NO Why?

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

Type of activity	( )
Rewards	( )
Improving your English level	( )
Demonstrating your knowledge	( )
The topic of the lesson	( )
Grades	( )
Your teachers' attitude	( )

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

YES  
NO Why?

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

1	<b>Foreseer developer:</b> they overcome their differences and get along with others. They are also practical when solving problems.	( )
2	<b>Harmonizer clarifier:</b> They discover mysteries and have a way to know what is plausible.	( )

3	<b>Envisionermentor:</b> theyarecommunicativepeopleandsharevalues.Theyare	( )
4	<b>Discovereradvocate:</b> theyexploreperceptionsandrespondtothemthrougha creative process.	( )
5	<b>Conceptualizerdirector:</b> theyimaginereasonsbehindthingsthathappen. They	( )
6	<b>Designertheorizer:</b> theyaretalentedatdesigningandredesigning.Theyactiv ate	( )
7	<b>Strategistmobilizer:</b> theyareleadersandorganizeresourcestoachieveprogre ss.	( )

8	<b>Explorer inventor:</b> theyare creative and clever.Theytryto bediplomatic.	( )
9	<b>Plannerinspector:</b> theymakeplansandtaketheresponsibility.Theycultivate good qualitiesandddotheright things.	( )
10	<b>Protectorsupporter:</b> theyrealizewhat is necessaryandvaluable.Theyarevery goodatlisteningtopeopleandrememberingthings.Theyfeelanxiouswhenpeople ignoretherules or do nothavegood relationships withothers.	( )
11	<b>Implementorsupervisor:</b> theyaretalentedatbringinginchaoticsituations.They self-educateand havea workingattitude.	( )
12	<b>Facilitatorcaretaker:</b> theyacceptandhelpothers,recognizethesuccessofothers and rememberwhat is important.	( )
13	<b>Analyzeroperator:</b> theyactivelysolveproblemsandneedtobeindependent.They actintuitively	( )
14	<b>Composer producer:</b> they take advantage of opportunities. They are creative problemsolversand have theirownpersonalstyle.	( )
15	<b>Promoterexecutor:</b> theyaretalentedatnegotiatingtheyliketoactascounselors And take care of their family and friends. They feel disappointed in disrespect ful people.	( )
16	<b>Motivatorpresenter:</b> theyaretalentedatpresentingthingsinausefulway.They Respectfreedomandtakerisks.Sometimes,theymisinterprettheintentionsof others.	( )

7. Do you thinkthatyourpersonalityinfluence yourparticipation inspeakingactivities?

YES  
NO Why?



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DISTANCIA TITULACIÓN  
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**Observations  
sheet**

<b>INSTITUTION:</b>	
<b>DATE:</b>	
<b>GRADE:</b>	

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

YES

NO Why?

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

YES

NO Why?

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

YES

NO Why?

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

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

¿Why?



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

- 
- 
- 
- 
- 
- 
- 

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

YES

NO

Why?

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

YES

NO

Why?