UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN

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CENTRO UNIVERSITARIO VILLAFLORA

2017

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DEDICATION

This work is dedicated to my son and especially to my grandmother, who taught real sense of life with wisdom, intelligence and humility. Thanks for being with me during sickness and for giving me your support when I needed it most.

CONTENTS

Abstract

The present study was carried out to know how the factors that influence the willingness to orally communicate affect English language learners. This research seeks to determine if the students are motivated to participate in speaking activities, based on three main variables: motivation, personality, and proficiency level. The sample was selected from students who learn English as Foreign Language (EFL) in public high schools in Quito, Ecuador. Specifically, the survey was conducted on 100 students divided into five third-year high school courses. The survey information was collected during the classroom observations emphasizing the dynamic done by the teacher and activities employed in the speaking skills, through instruments such as class observation sheets and questionnaires as well as, my notes and students' individual opinions. Finally, the research showed that the students were not motivated to speak in English class, that most of them did not feel encouraged to participate voluntarily in speaking activities, and that their limited proficiency level hampered their communication.

KEYWORDS: willingness to communicate, communicative competence, classroom interaction, foreign language

Resumen

El presente estudio se llevó a cabo para saber cómo los factores que influyen en la disposición a comunicarse oralmente afecta a los estudiantes del idioma inglés. Esta investigación busca determinar si los estudiantes están motivados para participar en actividades de expresión oral, basado en tres variables principales: la motivación, la personalidad y el nivel de competencia. La muestra fue seleccionada de los estudiantes que aprenden Inglés como lengua extranjera (EFL) en las escuelas secundarias públicas en Quito, Ecuador. En concreto, la encuesta se realizó en 100 estudiantes divididos en cinco cursos de preparatoria de tercer año. La información de la encuesta se recogió durante las observaciones en el aula con énfasis en la dinámica realizada por el profesor y actividades empleadas en las habilidades de habla, a través de instrumentos tales como hojas de observación de clase y los cuestionarios, así como, mis notas y opiniones individuales de los estudiantes. Por último, la investigación demostró que los estudiantes no estaban motivados para hablar en la clase de Inglés, que la mayoría de ellos no se sienten animados a participar voluntariamente en actividades de expresión oral, y que su nivel de competencia limitada obstaculizado su comunicación.

PALABRAS CLAVE: disposición a comunicar, la competencia comunicativa, la interacción en clase, idioma extranjero.

Introduction

Speaking a second language is a necessary and useful tool in developing social and professional lives, but the performance of students is affected when obstacles exist such as students' reluctance to orally communicate, lack of knowledge about the second language, and introverted personalities. The knowledge of a second language is essential and necessary because, technology and world processes are changing. The purpose of this research is to find out why EFL students are motivated to participate in speaking activities and to know how the proficiency level and personalities of EFL students affect their oral communication in Ecuadorian ELF high school classrooms.

Specifically, this study attempts to know why the above-mentioned factors influence the willingness to orally communicate. According to the survey applied in the five high school courses, a large group of students is clearly unmotivated.

Earlier research has been conducted on related topics. Previous investigations such as Urrutia and Vega (2009) have been conducted to know how motivation influences the process of improving speaking abilities. The study by Urrutia and Vega, demonstrated that the main question to ask, was whether games would encourage adolescents to improve their skills in speaking a foreign language. Urrutia and Vega's investigation was based on three questions: How can games encourage teenagers to improve speaking skills? What kinds of games can we use to improve students' speaking skills? What happens to students' oral production when they are engaged in games? This study was carried out in Colombia with public high school teenagers. It consisted of the implementation of activities focused on oral games for promoting the development of students' speaking skills. The results showed that students felt better, freer, and more confident when they participated in oral tasks, particularly during games. The researchers saw collaboration, solidarity and interaction among the students. In addition, the language learners were relaxed and happy when they performed in small groups.

A second investigation carried out in the Province of Punjab-Pakistan by Bashir, Azeem and Dogar (2011), focused on factors affecting students' English speaking skills at secondary level. Based on the three-point Likert type scale, two questionnaires were developed for students and teachers, respectively. Each questionnaire consisted of ten statements. The conclusions were that more than half of the teachers used English as a medium of instruction. Students also reported the same. In addition, both teachers and students used interactive techniques during the learning process. Teachers as well as students had the view that English is a better medium of instruction than Urdu, although teachers are also using this native language.

Finally, a third investigation was carried out by MacIntyre, Baker, Clément, and Conrod (2001). This research was based on the relationship between willingness to communicate (WTC), social support, and language-learning orientation. Special attention was given to WTC inside and outside the class. The main objectives were to assess the correlations among language-learning orientations and WTC both inside and outside the class; to examine the effects of social support on WTC inside and outside the class; and to investigate the effects of social support and language-learning orientations. The research found that WTC affected L2 acquisition. The English language strongly implies a preexisting behavioral intention, that is, a willingness to communicate in L2. It was also necessary to have an interlocutor for authentic L2 communication, which implies that social support for language learning was an important consideration in developing WTC. Specifically, this research focused on determining reasons why students felt unwillingness to participate during English classes due to factors such as problems in the methodology, assessment, and teachers' attitudes, among others.

In the long term, the students were not able to actively participate in activities related to oral practice skills.

The main beneficiaries of this research are public-schools, ecuadorian English teachers and students. The world is changing, and the necessity to find new methodologies and approaches is essential in teachers' and students' lives. The hope is that this research will be of assistance to English teachers and future researchers to motivate students to speak in class.

Chapter II: Method

Setting and Participants

The present research was carried out in a public high school in Quito, Ecuador. The study was done in the third year of high school with twenty students from five different courses for a total sample of 100 students of both genders. They were randomly selected from each English classroom, with ages ranging from 17 to 18 years old. The students of this institution belong to a low-medium social economic class. This institution has three English teachers for the third year of high school.

Procedures

As an important part of this investigation, this research started by extensive related topic and consulting books, internet and other resources of important authors who have researched about this topic to have a reference point for the main purpose of this investigation. The approach method used in the research was quantitative and qualitative.

The process of research began with an observation of teachers' class activities, how they executed them, and how the students participated in class. This research required the completion of an observation sheet, and note-taking was also necessary. To gather the data, a seven-question survey was used. The questions were focused on aspects related to determining the student' perceptions when receiving English classes. This instrument, was applied to 20 students of five courses of an Ecuadorian high school.

The participants were also informed about the purpose of this data collection. Students were encouraged to respond to the questions in the best possible way, thus taking responsibility for their responses.

In addition, the aspects considered to analyze this information were the variables applied, such as: motivation, personality, teaching speaking, and proficiency level. The information obtained was analyzed to draw conclusions, and recommendation.

Chapter I: Literature Review

Motivation

   Motivation has been defined as a process that causes different reactions to some voluntary actions related to goals. Schunk (1997) describes motivation as a process that promotes and supports behaviors oriented to reaching goals. According to Schunk, it is a cognoscitive definition in which people establish goals and determine to reach them. Since motivation is considered an integral support for human beings in the achievement of their goals, it cannot be omitted from consideration in the teaching-learning process, even more so when learning a foreign language. "Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive" (Ur, 2005). Hence, it is important to claim motivation as a major factor related to success in language learning. For years, English teachers have been interested in stimulating desire and motivating students to participate actively in class, thereby expressing interest in the subject matter and developing positive attitudes toward the study of a foreign language. Teachers make an important contribution to students' language acquisition; therefore, classrooms must be places where students enjoy attending because of the interesting topics according to their levels or ages, learning goals, and the classroom atmosphere. According to Viau (1994), another definition of motivation in the learning process is the following: "Motivation in school context is a dynamic state that is rooted in perceptions of the students and their environment and prompts them to choose an activity to engage and maintain in its implementation in order to achieve a goal" (p. 7).

   Moreover, Lile (2002) defines motivation as the desire to persevere in a learned task or impulse that causes a person to act in a certain way. Also, it is the process of providing the person with a motive or motives for learning. The desire to continue in a course of action in achieving a goal, in this case learning a foreign language, is vital in the process of language

acquisition. As a result, the motivation depends not only on attitudes, such as student interest and expectations of achieving goals, but also other internal factors such as decision, persistence, and activity level.

Curtis (2000) states that motivation is a positive attitude towards culture and native speakers of a language, which is highly related to achievement. He states that students who are most successful in learning a language are those who show interest and admiration for their culture, like the people who speak that language, and show a deep desire to relate and integrate into the society and culture in which that language is used. Consequently, much has been studied about the different types of motivation, but in order to clarify the phenomenon in students, it is necessary to identify two major types of motivation: intrinsic and extrinsic.

Lile (2002) defines these two types of motivation. Intrinsic motivation leads a person to perform a task based on his or her own volition. According to Lightbown and Spada (2006), the teacher cannot be directly involved in intrinsic motivation. The best strategy the teacher can use is to encourage students and create an interesting classroom environment. Here the learners are aware of their progress. Furthermore, intrinsic motivation promotes learning because it creates a certain security and satisfaction to continue learning, and it comes from internal predispositions and psychological needs of the individual who is motivated and works without external reward (Gardner and Lambert, 1978). In this kind of motivation, the idea is to draw the student's attention and provoke his curiosity. Because the student's motivation comes from within, he studies because he wants to learn something. At this point, the material used becomes challenging, interesting and rewarding, so he is satisfied to learn. The goal of the education process is to have an intrinsically motivated student. Kingler (2002) Intrinsic motivation refers to internal motivation and is based on the individual's desire to grow and to meet internal needs. Student groups may manifest a variety of interests and desires, for which the teacher must create different activities to encourage language learning.

By contrast, extrinsic motivation comes from outside of the individual and is related to getting a reward or avoiding punishment. Operant reinforcements in this type of motivation are positive feedback and rewards. However, extrinsic motivation can and should be used properly in an educational process to give students some benefit for their efforts. Giving extrinsic rewards without feedback could result in decreased intrinsic motivation because both types of motivation are closely related. Gardner and Lambert (1978) states that students have four motivational orientations: having reasons to learn, desire to achieve a learning objective, a positive attitude toward the learning situation, and behavioral effort. These orientations underscore the importance of the teacher's role in student motivation to learn a foreign language. Teachers must be adequately trained to design lessons aimed at their students' needs and interests. They must be able to create an interactive environment with appropriate topics and clear objectives in order to establish a successful teaching and learning process.

The best educational model creates certain basic conditions which help establish a good environment for the use of motivational strategies that the teacher should take into account when planning activities. Proper conduct of the teacher and a good relationship with students also have a very important motivational and formative influence on students; that is, "The behavior of teachers is an important tool for student motivation" (Dörnyei and Cheng, 2001). A pleasant atmosphere in the classroom is a critical factor, as motivation will increase in an environment in which students can express their feelings and opinions without being ridiculed. For the teacher it is important to maintain a relaxed and supportive classroom where students will not see their self-esteem eroded by a negative environment. Students should also be encouraged to do cooperative work to make learning effective and efficient, where the commitment of group work is to achieve successful learning.

Hussein (2001) argues that most students generally lack the motivation to learn English, so one of the most serious problems faced by English teachers is to help students

maintain a genuine interest in continuing to learn and use the target language after having passed an exam or school phase. Even though students may be personally interested in learning English, they will not master it if they lack persistence in learning a language that they do not use often. If they are not provided with enough practical and relevant reasons to continue using the language they will consider the target language as only a subject that they are required to take in school to fulfill a degree requirement.

According to Will Yuen and Deng (2014), not only motivation, but also interest and engagement are related to students' willingness to orally communicate. Regarding how methodology usage has positively motivated students' speaking ability, a considerable amount of students perceived that they became more interested and motivated in English class assisted by the use of methodology focused on interaction between them with modern topics that they know in their native language. The students also revealed that they were more willing to participate in speaking activities organized with the methodology expressed above.

Researchers have conducted several investigations to identify the aspects when students feel motivated to speak English with their classmates. According to Shang and Head (2011), involving students in making decisions about the design of their oral English encouraged them to take charge of their learning, which resulted in positive attitude change and increased motivation. By being actively involved in the creation of activities, they acquired a better understanding of the learning process and were more self-confident in developing the skills they needed to progress towards their own goals in speaking English.

Proficiency level

The Common European Framework of Reference for Languages (CEFR) (2001), which created a standard for determining the level of comprehension of oral expression and written language, should be implemented in all educational institutions dedicated to language teaching. This policy of the Council of Europe, with unified guidelines for the teaching and

learning of languages in the European context, is based on characteristics such as: (a) providing a common basis for curricula, examinations, and textbooks so learners can use their knowledge and skills effectively; (b) describing the levels of language ability that facilitate progress checking at each stage of learning throughout the student's life; and (c) providing educational institutions and teachers with means to coordinate and meet the needs of students. The CEFR's transparency also accredits courses, programs, and degrees, promoting international cooperation and mutual recognition of qualifications obtained in different contexts of learning a language.

Level 1—Beginning/Preproduction [WIDA level = Entering]. A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning/Production [WIDA level = beginning]. A pupil shall be classified level 2 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.

(b) The pupil understands parts of lessons and simple directions.

(c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]. A pupil shall be classified level 3 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

(b) The pupil is post-emergent, developing reading comprehension and writing skills in English.

(c) The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]. A pupil shall be classified level 4 if all of the following criteria are met:

(a) The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

(b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]. A pupil shall be classified level 5 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English well.

(b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.

(c) The pupil requires occasional support.

Level 6—Formerly Limited-English Proficient/Now Fully-English Proficient.

A pupil shall be classified level 6 if all of the following criteria are met:

(a) The pupil was formerly limited-English proficient and is now fully English proficient.

(b) The pupil reads, writes, speaks and comprehends English within academic classroom settings.

Level 7—Fully-English Proficient/Never Limited-English Proficient.

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state of federal law.

The CEFR framework identifies five skills (listening, reading, spoken interaction, spoken production, and writing) that students should acquire at each level, resulting in unified language learning for all criteria.

Level A1: At this level, students recognize basic words and expressions in common use related to self, family, and the immediate environment. This level includes reading names and familiar words and simple sentences, such as on notices and posters or in catalogs, participating in simple conversations at a slow rate, and raising and answering simple questions in areas of immediate need or familiar topics. Learners will also be able to write a short simple postcard (for example, sending a holiday greetings) and fill in forms with personal details, name, nationality, and address on the registration form of a hotel.

Level A2: Students understand common phrases and vocabulary related to areas of personal interest and understand the main idea of announcements and short, simple messages. They will be able to read short simple texts, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables, and they will understand short simple personal letters. Students will be able to communicate with simple and direct exchange of information on familiar topics and activities and participate in short social exchanges, even though they could not understand enough to keep the conversation going themselves. Students can use a series of simple phrases to describe their family and other people, their lives, their educational background and their current or most recent job. They can write short simple notes and messages related to their immediate needs as well as very simple personal letters.

Level B1: Students comprehend main ideas in a speech on familiar matters and can understand main ideas of radio or television programs on current affairs or topics of personal or professional interest. They are able to operate in situations that are presented when they travel to a place where the language is spoken and can join conversations with everyday issues that are of personal interest. They can read texts with language that is commonly used and describe events, feelings and wishes in personal letters. They can easily connect phrases to describe experiences and events, dreams, hopes and ambitions, and they can briefly explain and justify

their opinions and plans. Students are able to tell a story or relate the plot of a book or film and can describe their reactions. They can also write simple connected text on topics which are familiar or of personal interest, as well as personal letters describing experiences and impressions.

Level B2: This level includes comprehension of speeches and conferences including large complex arguments of a known issue, almost every television news and current affairs program, and most films. Students are able to read articles and reports concerned with contemporary problems with specific views and understand literary prose. They can keep conversations going with some fluency and spontaneity that makes regular interaction with native speakers possible. They are also able to take an active part in discussions in familiar contexts, accounting and defending their views and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. Students are able to write clear and detailed texts on a variety of topics related to their interests, and an essay or report, passing on information to support or refute their particular point of view. They can also write letters highlighting the importance given to certain events and experiences.

Level C1: At Level C1 students can understand extended speech even when the structure and relationships are not made clear by the speaker. Students can also understand TV shows and movies with little effort. They are able to read long and complex texts of literary style based on facts as well as specialized articles and longer technical instructions. Oral expression is fluent and spontaneous, and students can use language flexibly and effectively for social and professional purposes. They are able to formulate ideas and opinions with precision and relate their contribution skillfully to those of other speakers. In writing, students at this level can present clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion.

Level C2: At this level student have no difficulty in understanding any kind of spoken language conversation, even when at the speed of a native speaker. They can read virtually all forms of the written language easily, including abstract structural or linguistically complex texts such as manuals, specialized articles, and literary works. They are able to take part effortlessly in any conversation or discussion and know idiomatic expressions and colloquialisms. They express themselves fluently and accurately and present descriptions and arguments clearly and fluently in a style appropriate to the context and effective logical structure, which helps the recipient to notice and remember significant points. Students at this level write clear, smoothly-flowing text in an appropriate style. They can also write letters, reports, or articles with arguments in an effective logical structure which leads the reader to notice and remember significant points. And they can write summaries and reviews of professional or literary works.

According to Bailey and Damerow (2012), the importance of proficiency level for improving communication ability can never be over emphasized. Students who have a great deal of difficulty with their communication skill in English may not function effectively, not only in English but in their overall academic performance. When students' proficiency in English is high, it will definitely improve their academic performance. By contrast, where the proficiency in English is lacking in any academic setting, it will definitely lower the academic performance of such students.

Personality

Personality of the student is predominant in the teaching-learning process; however, researchers have not agreed as to the definition of personality, and there are many factors involved when trying to explain it (Lightbown and Spada,2006). Therefore, the most relevant characteristics related to learning a foreign language are extroversion and introversion. An outgoing, extroverted student is open, communicative, talkative, and sociable. He or she

interacts with peers and professors in a natural and normal way, establishing rapport with both. On the other hand, an introverted student is quiet, shy, and timid. Introverted students are challenged in learning a foreign language, as their oral participation is limited, forming a communication barrier that impedes successful acquisition of the language (Lightbown and Spada, 2006).

Age may also be a factor in the learning process of a foreign language. Children have specific characteristics that facilitate language learning: physical and social factors let students grow, develop and expand the knowledge stored; working memory, which along with motor skills reach their peak around the age of nine, affect pronunciation. Teaching in a natural environment facilitates the ability to process linguistic information inductively, which increases with the social interaction in children since they do not tend to show the self-consciousness in using a foreign language that adults do (Hoefnagel-Höhle, 1997).

Another factor in second language acquisition is aptitude. Everyone has their own characteristics that affect their language learning; however, there are people with greater linguistic ability that facilitates their learning due to personal factors such as intellectual ability or the social environment in which they find themselves (Hoefnagel-Höhle, 1997).

Anxiety is also a factor involved in the time required to learn a foreign language because it is related to doubt, worry, and apprehension (Krashen, 1982). Like any complex task, learning a language has elements of anxiety and doubt. A student suffering from anxiety may fail to clearly express thoughts and ideas, thus he or she may fail to get passing grades. Therefore, it is important that the teaching-learning process take place in a climate where students feel relaxed in order to minimize their anxiety levels.

Furthermore, the students' self-esteem should also be taken into account as students who have a positive vision of themselves in circumstances and contexts of everyday life are more likely to experience greater integration with learning a foreign language. The attitude of

the teacher should always be open and friendly, always providing support for students who are experiencing self-doubt.

Moreover, according to Jung and Myers (2014), there are sixteen types of personalities to identify different features of the person. They make reference to two important classifications, introverted and extroverted personalities, which are based on attitudes of human behavior.

For instance, the introverted personalities are focused in a logical and internal mode of life, and they incorporate these traits into their own environment. These types of people know the real meaning of life and the importance of the family and society, since they have respect for other people.

Other features of introverted people are the sense of being logicians and having a great power of reasoning stemming from faith in their beliefs. They are often quiet but have difficulty communicating and transmitting their feelings, opinions, ideas, or needs.

Other aspects of introverted personalities are harmony, values, emphasis on well-being, and consideration of others; hence, they respect the rules of society. However, sometimes they have outbursts of temperament which can change their passive behavior. Many of them learn by doing tasks on their own, and they help others when the people who need assistance are in a difficult situation. Introverted people often work alone, dislike group work, and live in their own world.

On the contrary, the extroverted personality lives externally in the world. Their environment is centered on friends, family and others people, since, they enjoy communicating and expressing their feelings. Also, they enjoy sharing time with others, thus they learn more by participating in social activities. As a result, they transmit their positive energy and enthusiasm to others. Since interaction with other people is extremely important, extroverts are almost never alone. While introverts demonstrate rational and logical intelligence, extroverts

exhibit a different type of intelligence. When they have difficult problems, extroverts are very effective and quick in making good decisions.

Extroverts also take their neighbor into consideration and are excellent motivators. This ability, along with good leadership skills, is innate in extroverted personalities. Their best ability is interaction with their community and society. They are irritable and extremely perfectionist in small details, which manifests itself when they are under stress or when something is not correct with a project they are working on. In particular, if they feel threatened they can manipulate other people for their convenience.

Simpsom (2015) posits questions like: Have you ever wondered why some people speak English so well, but write poorly? Why do some people seem to understand everything they hear, but struggle when they speak? Why do some people seem to be able to speak English so quickly, but have trouble with grammar? Perhaps the answers to these questions are found in the learners' personalities. As a language learner, I know that some aspects of learning a language are more enjoyable and easier for me than others. With my students, I have also noticed a relationship between students' personalities and their English language strengths. Let us look at two aspects of personality that can affect language learning. The first personality trait is a tendency to be either outgoing or shy. Students who are outgoing tend to like speaking and to be motivated by talking to and interacting with other people. Shy students are often the opposite and enjoy reading and independent approaches to language study. The second aspect is the tendency to approach learning in either an analytical or an intuitive way. People who are analytical tend to understand things by breaking them down into their components and understanding the logic of the relationships. They like to have an intellectual understanding of things and can be frustrated by exceptions to rules they have learned. Intuitive thinkers tend to see relationships by looking at them broadly. Sometimes they understand things they cannot explain.

Haberland (2013), sees language as a social scaffolding for the development of the mind in interaction with others. Language and interaction are at the center of development of our sense of self and perception of others. Studies suggest that students' personalities are important for the effective functioning of individuals when they interact by speaking with those who are in their environment.

Teaching speaking

Speaking English is a priority for many students of a foreign language. Davies (2004) says students often evaluate their success in language learning and the effectiveness of a language course based on their speaking proficiency. Speaking begins with short and often fragmented sentences. These sentences and fragments are then integrated into paragraphs with a range of pronunciation accuracy, and eventually develop into extensive repetition and overlap between one speaker and another. There are two basic functions for speaking: *transactional function*, which is related to the transfer of information, and *interactional function,* which has the purpose of maintaining the interaction of social relations.

Other important distinctions for developing speech skills are monologue and dialogue. According to Davies (2004), monologue is the ability to make an uninterrupted oral presentation. It is different from dialogue, which involves interacting with one or more speakers for transactional and interactional purposes. Not all speakers, even natives, have the ability to improvise a monologue on a given theme before a group of listeners. This is a learned and practiced skill. For this reason, spoken language involves motor perceptual skills that relate to the proper use of the sounds and structures of language as well as interactional skills that involve the use of perceptual motor skills for communicative purposes. As noted by Davies (2004), this type of interaction is developed in the language classroom through activities such as dialogue models, practice sentences, and oral substitutions. In fact, the interaction and negotiation of meaning is important when talking. The management of the interaction has to do

with knowing when and how to speak, when and how to introduce a topic or change the subject, and when and how to end a conversation. Also important is negotiation of meaning, which refers to the ability of both interlocutors to ensure that each understands what is being communicated.

According to Lych and Anderson (1990), success in oral communication is due to the ability to articulate phonological features of the target language comprehensively. Transactional and interpersonal skills are involved in conversation, the management of interaction, and the negotiation of meaning, listening, and comprehension. The success of the conversation requires a good listener and a good speaker who know how to negotiate the purposes of conversation and use appropriate conversational formulas and supplements.

Students' personalities play an important role in how quickly and correctly they master the stress of speaking and how well they manage the pace, intonation, and acceptable degree of fluency (Shrouf, 2013). Therefore, students who take risks and are not afraid to make mistakes are usually the most talkative, but they make many errors that are difficult to correct. Shy students take a long time to speak with confidence, but when they do, they will have fewer errors and they will speak with an acceptable command of English. Moreover, they will develop a dynamic and complex skill that involves the use of various cognitive, social, and physical processes. Many linguists and language teachers agree that students learn to speak a foreign language by interacting (Shrouf, 2013).

According to Gower and Walter (2005), such interaction is promoted by communicative teaching and collaborative learning activities directed towards achieving a goal. Language teaching through the communicative approach is based on giving opportunities that require communication and providing students chances to increase their fluency and confidence with others in the target language. Therefore, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that

promote oral language. Scrivener (1994) suggests that the teacher has to give opportunities to practice speaking activities but with interesting and relevant topics.

There are several investigations analyzing the factors that influence the willingness to orally communicate in English teaching-learning, especially in the process of learning to motivate teenagers. According to Urrutia and Vega (2009), the main question to ask is whether the game would encourage adolescents to improve their skills in speaking a foreign language. This was the question when the authors set out to investigate the different types of games and their impact on oral production in adolescent students of a foreign language.

This project is the research-action, since it is based on the realization of activities focused on oral games that allow the development of conversational skills of students and the exploration of possibilities to resolve problematic aspects of low participation when they talk.

Video recordings allowed them to analyze characteristics of students when participating orally in games, in addition to recording their impressions, feelings and attitudes towards games during class. A Journal of Professor was maintained that showed impressions, descriptions, and processes in the work of students during the research process; in addition, the journal recorded the daily details related to research questions. The questionnaires allowed researchers to investigate knowledge, opinions, ideas, and personal experiences of the students; these reagents were used for the data collection guarantee. By recording on these instruments, students' information regarding oral games could be established, and the recordings showed students were freer and more secure after each class.

Within the stages of project development, and after requesting authorization from the parents, the researchers were able to analyze the results and then the students' attitudes, impressions, and diagnosis when talking. A questionnaire was administered in which students were asked about their favorite activities in the English class. They also selected and organized games by level and interest of students, taking into account the sequence and consistency of

themes and structures from simple to complex forms. Games were applied while a teacher administered the questionnaire. In addition, video recordings were made of the students during their conversation activities and quizzes at the end of the class. All of the data was analyzed to assess the progress of students in speaking and learning their impressions.

The results showed that students felt happy, free and confident when performing oral tasks. They became more collaborative, participatory, solidarity, motivated, and interested in the activities. They also noted that games increased their self-confidence because of the positive atmosphere that was established in class. During the process, students overcame fear of making mistakes and they spoke naturally during play. Most could speak and communicate orally without time pressure or constant evaluation. Another suggestion has to do with the organization of groups in the class. It is believed that these groups should be in accordance with their level of English (high, medium and low) to look for possible changes in the ability to speak. Finally, it is recommended to develop the ability to speak comfortably as a motivating way for students to learn.

On the other hand, to understand the best way about factors that affect the willingness to communicate, we begin with studies done by authors that speak about of why the students are not motivating in speaking activities and why there are barriers in oral production.

Zainol, Pour-Mohammadi, and Alzwari (2012) analyzed the attitudes of students in Libyan secondary high school when learning English. Their cognitive and emotional behaviors were investigated, as well as significant differences in attitudes toward language. The English language was based on their demographic profiles such as gender, field, country and year of the study. The research sought to answer the following questions: What are the attitudes of Libyan secondary school students towards learning English language in terms of their behavioral, cognitive and emotional aspects? Is there any statistically significant difference in Libyan secondary school students' attitudes towards learning English language by gender? Is there any

a statistically significant difference in Libyan secondary school students' attitudes towards learning English language by the field of study? Is there any a statistically significant difference in Libyan secondary school? The research of Zainol, Pour-Mohammadi, and Alzwari (2012) aimed to answer questions such as the attitudes of students in secondary schools in Libya and learning English in terms of behavior, cognitive, and emotional aspects. This research is quantitative, descriptive, and inferential in nature, and used a questionnaire as an instrument of measurement. Students answered the questions honestly, displaying their own perceptions about their attitudes towards learning English and the emotional, cognitive, and behavioral aspects as well as their demographic profile as gender, age and field of study.

For this research the instrument used was an attitude questionnaire focused on learning English whose objective was to explore the different attitudes of participants for demographic information. The items were partly adapted from the attitude questionnaire test employed in a study by Boonrangsri et al. (2004). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Furthermore, there were some items based on the researchers' experiences in teaching English. There were also elements based on experiences of several researchers in the teaching of English. There were 45 items related to behavioral, emotional, cognitive and linguistic attitudes. There were 30 positives and 15 negatives, and the questionnaire was based on a 5-point Likert scale: 1 (strongly disagree) to 5 (strongly agree). For this pilot study, the researchers randomly took items from 30 students who were required to present their personal information based on the Likert questionnaire. To investigate the validity of the questionnaire items, these were given to two specialists, a psychologist and an expert in TEFL. Whose comments on the questionnaire items were valid and reliable for the purposes of research? This study showed a negative attitude of the respondents to learning English, demonstrating that they were not aware of the importance of learning English and saw this language only as a compulsory subject. The concept of attitude is

considered as an important component in language learning; it is a positive factor when learning. The teachers of a foreign language must respect and think about the feelings, beliefs, and behaviors of students over their cognitive abilities. The respondents' obvious negative attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning.

A second study, designed to investigate the factors that affect the ability of English speech students at the secondary level, was conducted by Bashir, Azeem, and Dogar (2011). For this study, twenty schools were selected randomly from the Faisalabad District of Punjab, and twenty students and eight teachers were randomly selected from each school.

Two questionnaires with three-point Likert scale for students and teachers were designed which consisted of ten questions. After being tested and piloted, the questionnaires were reviewed by 35 experts and doctoral research fellows. The results of reliability and correlation biserial points in professor's questionnaires and students were 0.91 and 0.89 respectively.

The information was collected by ten trained data collectors who received data from two schools. Teachers and students filled out the questionnaire in the presence of collectors. Data was collected in the same schools and tabulated by calculating the percentage of each frequency. The results were that teachers and students used interactive methods in the teaching-learning process; both felt that was the best medium for learning; and teachers used the mother tongue as medium of instruction. However, both groups tried to use the language and support material for the best development of the process. Finally, the conclusion was that more than half of the teachers use English as a medium of instruction. Students also reported the same.

Teachers as well as students had the view that English is better medium of instruction than Urdu.

   Regarding students' willingness to communicate, a study by Fahim, Hamidi and Sarem (2014) investigated Iranian secondary English students. The investigation showed the barriers that students face and the relationship between self-monitoring and the provision of teacher. The Iranians who participated in the study were 32 high-intermediate level English as foreign-language students, specifically, men and women of Simin Language Institute. Students corresponded to two separate classes that had begun studying the book 3 of the English course. The other group corresponded to 32 Secondary Student Local Trade Grade 3 at pre-university, all of whom were under supervision of a professor of English. The aim of this study was a possible change in the layout of communication in these two groups when the teacher becomes aware of problems and changes his or her way of teaching. In this study, the Willingness to Communicate (WTC) questionnaire developed by MacIntyre et al. (2001) was used in order to collect the necessary data. This questionnaire is designed in two parts of 27 items which tests communication inside the classroom and outside the classroom context. It is a 5-point Likert scale questionnaire consisting of four skill areas of speaking (8 items), reading (6 items), writing (8 items) and listening comprehension (5 items). Since this study was qualitative and quantitative, for the first step students of both language institutes and schools were interviewed to find out the possible barriers they face in trying to communicate or making themselves understood. Teachers were also interviewed in order to figure out their answers and comments on the students' responses regarding the causes of their speaking problems. As a matter of fact, language institute participants were regarded as the experimental group while high school students were regarded as the control group. The focus of this study was on the possible change in willingness to communicate between these two groups when the teacher reflects upon the problems and changes his or her way of teaching or not. For instance, all of the students

complained about not being provided with enough time to express themselves or simply talk. The teacher also tried not to threaten students with marks focusing on the grammar and vocabulary section and to let them be freer on the speaking sections and so on. To conclude, the Self-monitoring as a means of observation gave teachers proper respect and appropriate understanding of what they do when teaching. There was also a shift from an outsider to an insider as far as observation was concerned. It definitely gave teachers a great insight into their teaching and at the same time proved effective in improving their teaching. As previously stated, motivation plays an important role in communication, especially in oral communication. High school students have been learning English for several years, and despite this, they present problems when speaking or being understood in a foreign language.

A fourth study, related to the willingness to communicate, social support, and language learning orientations, was also consulted. This investigation was done by MacIntyre, Baker, Clément, and Conrad, (2001). Special attention to the WTC inside and outside the classroom was addressed. The data for the study were collected using a four-part questionnaire, which was presented in English. Following a consent form, students responded to the sets of items discussed in the following subsections: *Willingness to Communicate in the Classroom*. Four types of questionnaires in English were necessary for this study. Twenty-seven items that referred to the conduct of students while they were presented with communicative tasks in the class period were presented. The students were asked to respond on a scale of 1 to 5: 1 almost never, 2 sometimes willing, 3 medium occasionally willing, 4 usually willing, and 5 almost always willing. The items, written for the present study, were grouped into four skill areas: speaking, comprehension, reading, and writing. The items were written by the fourth author, a graduate from the immersion program studied in Sydney, Nova Scotia and were vetted by a current immersion teacher as authentic L2 communication activities available to the present sample of students. The four major L2 skill areas were included to gain a more complete

understanding of both the more active (e.g., speaking) and more receptive (e.g., reading) engagement with the L2. Even receptive language use implies a commitment by an individual to authentic language use and might foster a willingness to communicate in other areas, if given the opportunity. The degree of correlation among measures of WTC in these four areas constitutes an empirical question addressed by the present research.

The second subsection was *Willingness to Communicate Outside the Classroom.* A total of 27 items were presented, all of which referred to the students' willingness to engage in communication outside the classroom. Students were asked to indicate how willing they would be to communicate using the same scale described in the previous subsection. The items, written for the present study, were again grouped into four skill areas: speaking, comprehension, reading, and writing.

The third subsection was *Orientations for Language Learning,* and the items were chosen from the ones used by Clément and Kruidenier (1983). At this point they were asked to indicate on a scale of 1-6 the extent to which they agree to learn English: 1 = strongly agree, 2 = moderately agree, 3 = mildly agree, 4 = mildly disagree, 5 = moderately disagree 6 = strongly disagree. Within subjective rules, they were asked to answer six questions about who offered more support in their learning. For example: mother, father, teacher, sibling, best friend, and other friends. With the authorization of the directors of the school, the questionnaires were applied to the students. They were informed that they would be evaluated and approval tests were applied for 30 minutes. The authors concluded that WTC has been proposed as both an individual difference variable affecting L2 acquisition and as a goal of L2 instruction (MacIntyre et al., 1998). Using the language strongly implies a preexisting behavioral intention, a willingness to communicate in the L2. Orientations were a key component of the motivation underlying L2 learning and, ultimately, L2 use. It was also necessary to have an interlocutor for

authentic communication, which implies that social support for language learning was an important consideration in developing WTC.

        To conclude the literature review it is necessary to understand that for modern pedagogy in language education the emphasis is on authentic communication in the target language, for which one might suggest that success in learning will come from the students themselves as they will be willing to have a better acquisition of another language that comes from their own decision. It is important to develop a willingness to use the language outside the classroom with a full range of conversational opportunities help direct the focus of teaching with linguistic and grammatical competence aimed at solving the communication problems of the student.

## Chapter III: Results and Discussion

Description, Analysis, and Interpretation of Results

It is necessary to analyze the data collected in order to assess the three variables: the motivation, proficiency and personality of students. As indicated in the methodology, data is interpreted in a descriptive form. The results are shown below in graphs and text according the results of the students' assessments. Through the analysis of these results a correlation is sought to determine which of the three variables has the greatest incidence on the process of students' willingness to communicate. This part presents and interprets the findings from this study.

Qualitative and Quantitative Analysis

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

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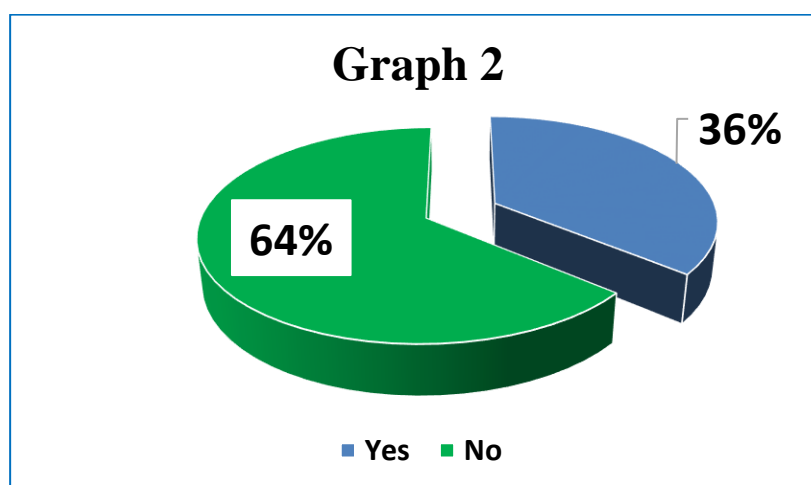

Graph 1

41%

59%

■ Yes ■ No
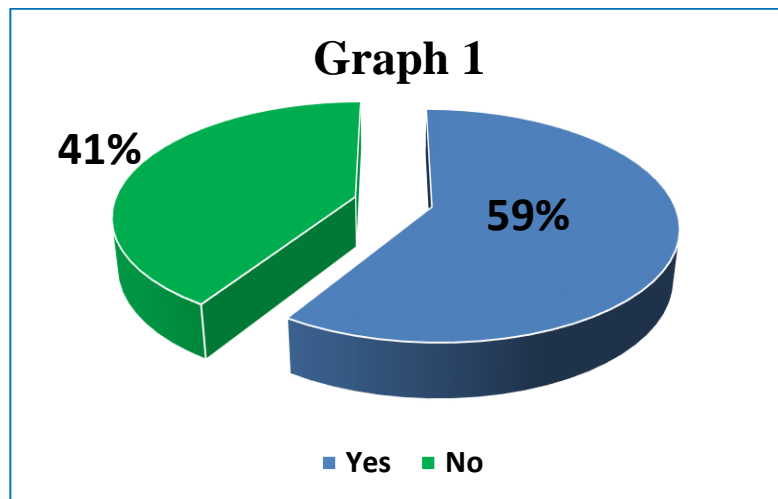
Author: Veronica Albarracin
Source: Students' questionnaire

As we can see in the graph, 59% of students answered in a positive way and 41% in negative form. According to their answers, most of the students feel motivated to speak in class; in other words, they said that they feel comfortable with their teacher because they feel trusted and they give them support in some activities during the class. One of the main reasons to speak in class was that the teacher's attitude gave them security and freedom to speak with mistakes. Dörnyei and Cheng (2001) stated that the behavior of teachers is an important tool for student

motivation. Therefore, a pleasant atmosphere in the classroom is a fundamental factor, as well as motivation. This will be positive in an environment in which students can express their feelings and opinions without being ridiculed.

On the other hand, the students who responded negatively (41%) mentioned they do not like English as a language, because they did not have the necessity of speak it in real life. However, the results according to field research, it showed that it was not the teacher's attitude, but the lack of students' knowledge, vocabulary, and verbs, that influenced their participation in the classroom. Indeed, the students only responded when the teacher asked for a response; in other words, they did not want to communicate in English with only a few words or common phrases, as this creates limitations on interaction and participation in oral activities.

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

Graph 2

64% 36%

■ Yes ■ No

Author: Veronica Albarracin
Source: Students' questionnaire

The results according to the graph showed that 64% of the respondents had negative answers, for reasons that will be explained in the next paragraph. The result shows that the students were not motivated to speak between classmates during the English class. During the classroom observation the main reason that the students did not want to talk or communicate in

English was disrespect. The students were afraid of being ridiculed in front of their peers. During the observation it was evident that men were limited in speaking English more than women. They felt shamed or shy to speak or transmit ideas in English. In general, they had more errors when they pronounced words or practiced English conversation between classmates, underscoring the findings of Haberland (2013), who saw language as a social scaffolding for the development of the mind in interaction with others. Language and interaction are at the center of development of our sense of self and perception of others.

By contrast, those students that responded in an affirmative way (36%) mentioned that they felt motivated because they liked the language, they were studying in institutes or they were taking private classes. These pupils had more opportunities to learn a second language. For this reason, the work of the teacher was to encourage and promote activities in groups, allowing them to get to know each other. When the students applied new vocabulary, this allowed them to improve their level of knowledge and confidence. The findings regarding the students who were motivated to speak English aid in understanding the 64% of respondents who did not feel motivated to speak English. They not only feared ridicule by their peers, but they also lacked additional resources outside of class to improve their English.

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

Graph 3

51%

49%

■ **Yes** ■ **No**
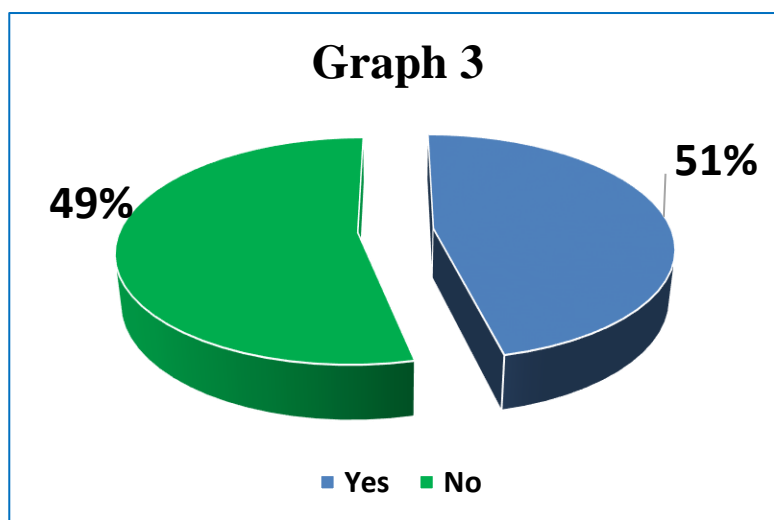
Author: Veronica Albarracin
Source: Students' questionnaire

Regarding voluntary participation in English speaking activities, 51% answered in an affirmative way and 49% answered in a negative way. The students that participated in all speaking activities in the classroom preferred doing so voluntarily and interacted with their classmates. Moreover, they expressed that doing this kind of activity allowed them to improve their pronunciation, share ideas and help with their homework. These students had the desire to communicate and participate in all the activities. Additionally, the first dynamic made by teachers was interesting and got the students' attention. According to Hussein (2001), most students generally lack the motivation to learn English, so one of the most serious problems faced by English teachers is to help students maintain a genuine interest in continuing to learn and use the target language after having passed an exam or school phase. Unfortunately, the students who answered negatively did not feel motivated to speak voluntarily in English speaking activities. The reasons included lack of understanding when the teacher gave instructions in English. In most of the cases, the lack the knowledge and students' limited vocabulary did not allow them to participate in class. However, the observation in class let in evidence that although the teacher developed interesting dynamics to start the class and introduce a new topic, the students did not pay much interest to the speaking activities dynamics. There was also a lack of discipline, especially among students sitting in the back of the class. For this reason, it was so difficult both for the teacher and for students to work in dynamic activities such as role play by the large number of students in one classroom. To conclude, the speaking activities should involve the entire class.

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

Graph 4
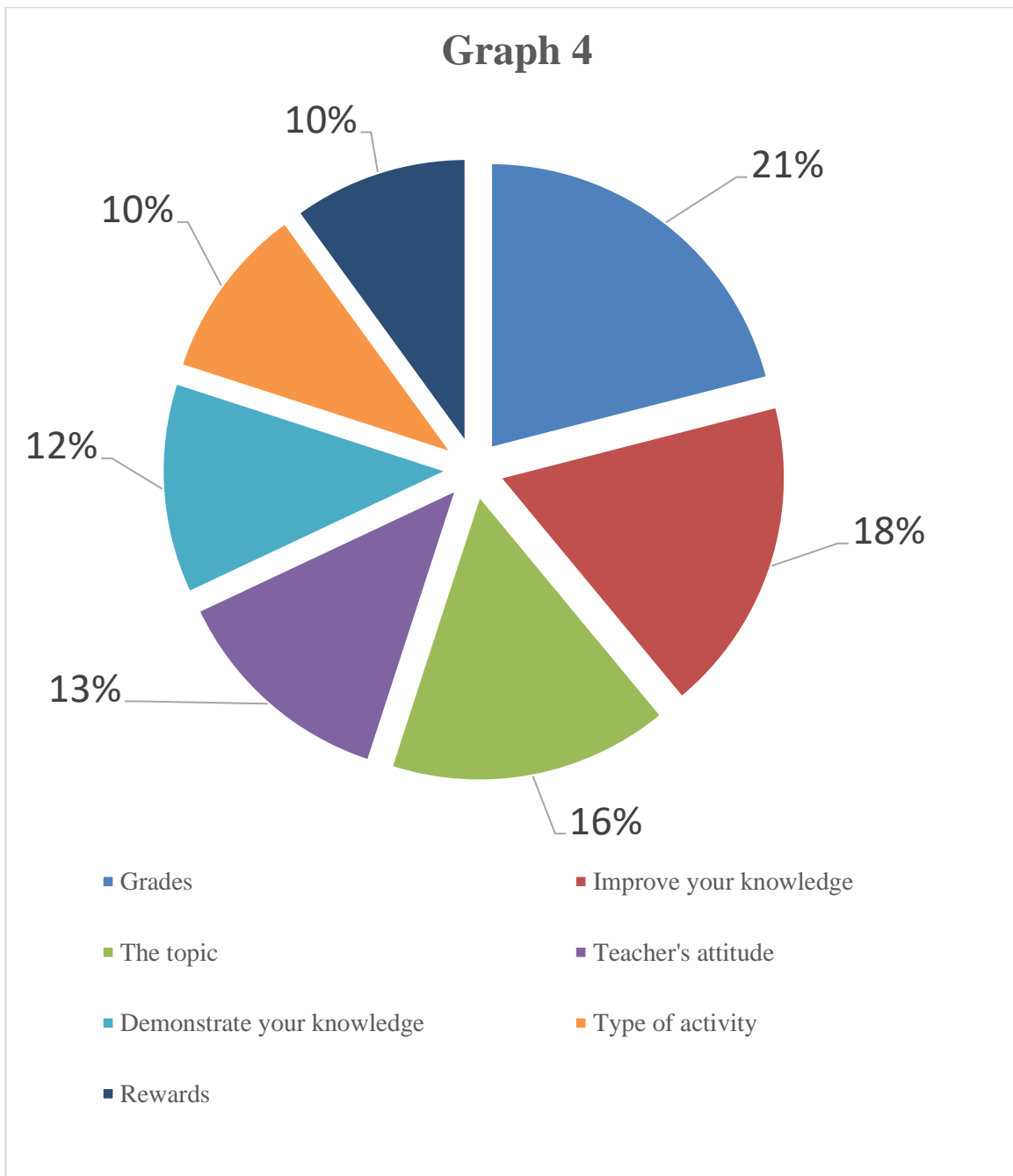
After analyzing the results of this question, we can state that according to the variables

that the averages are the following. Twenty-one percent of students manifested that the main

reasons to feel motivated in speaking activities is because of the grades. These students stated

that the teacher give them opportunities to do extra work at home to get better grades. However,

the comments made by the students were that the majority of them had several opportunities to participate in class, but their limited vocabulary and fear of shame were stronger than their desire to participate actively in class.

Apart from grades, "Improve your knowledge", with 18%, showed the percentage of students who participated for reasons such as desire to improve in their personal lives and achieve their goals. Whereas "the topic" was 16%, which only had two points of difference. It was clear that the topic was interesting when the teacher employed didactic resources such as videos, charts and technology. This encouraged them to participate in conversation to learn vocabulary. On the other hand, "teacher's attitude" with 13% showed that, unlike "Demonstrate your Knowledge" with 12%, attitude showed more influence because the teacher's good predisposition encouraged the students and made the learning environment more productive. Therefore, the students had a positive attitude, they felt confidence and they responded in all activities to develop. In order to analyze the type of activity, the students stated they would like to work in activities linked to their interest, such as movies, music, and issues of real life. According to Shang and Head (2011), involving the students in making decisions about the design of their oral English encouraged them to take charge of their learning, which resulted in positive attitude change and increased motivation. Among 10% of respondents are those students who feel motivated to participate in English speaking activities just for reasons such as rewards like extra points. Less significant was the "type of activity," which showed the lack the interest of the students. Nonetheless, the main conclusion after observing the class was that the principal axis was the grade, because they worked only to pass the school year. In this regard the students believed it was better to pass to the next level with low grades than fail the level.

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

1.3. Do you think that your English proficiency level influences your participation in speaking activities?
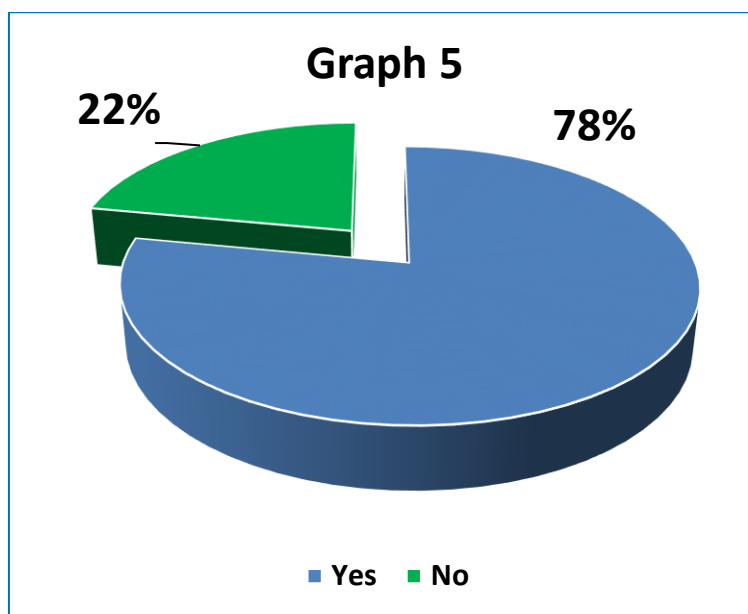
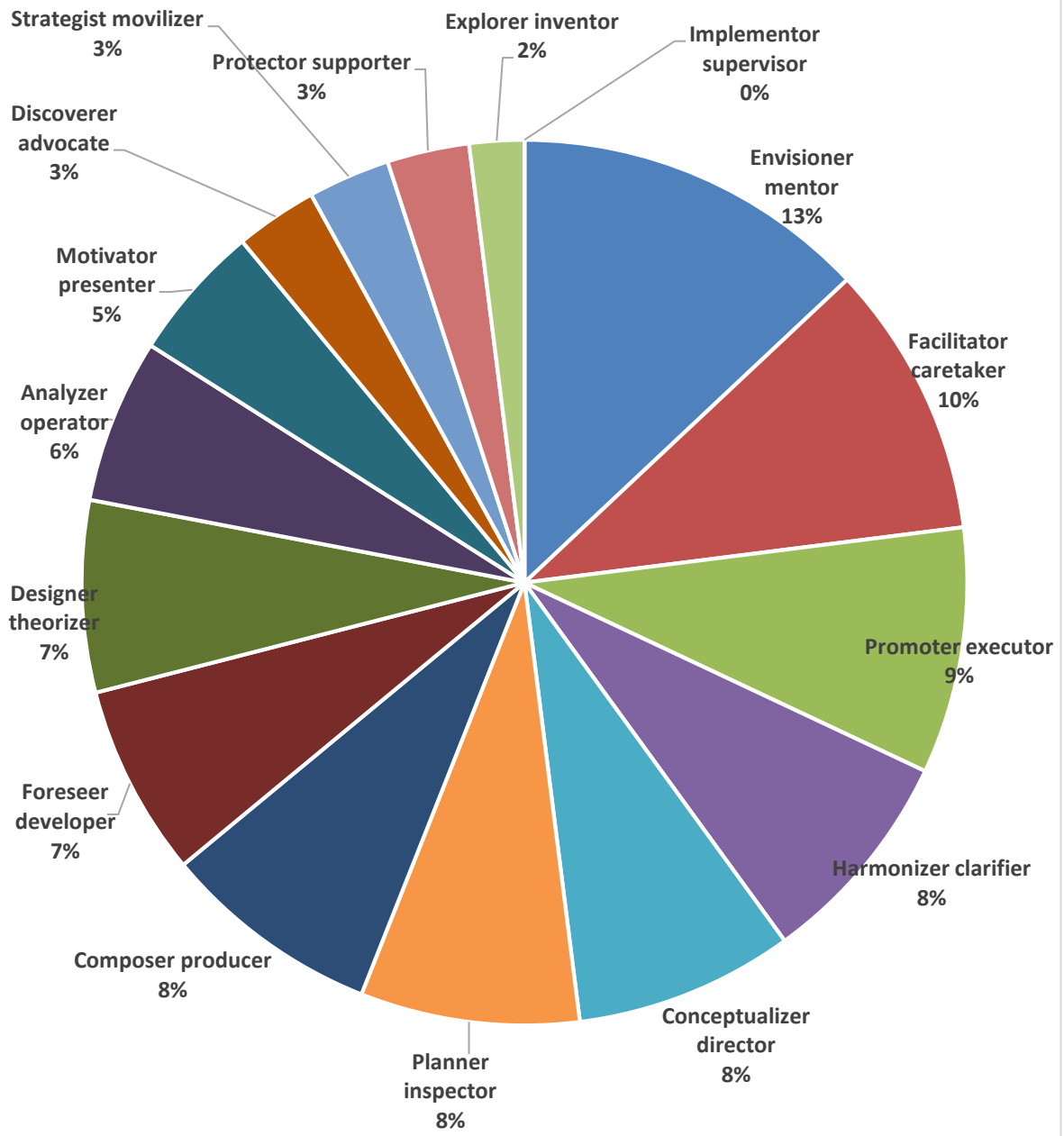Author: Veronica Albarracin
Source: Students' questionnaire

According to the results, more than of half of students surveyed answered in an affirmative way, equivalent to the 78%, while another 22% answered negatively, which represents the lowest percentage. Based on the student's opinion, the students comment that due to their limited proficiency level they are not motivated to participate in oral activities, such as role play, conversation or speeches in class. According to Bailey and Damerow (2012), the importance of proficiency level for improving communication ability can never be over emphasized. Students who have many difficulties with their communication skills in English may not function effectively, not only in English but also in their academic performance. Moreover, Gardner and Lambert (1978), stated that students have four motivational orientations: having reasons to learn, desire to achieve a learning objective, a positive attitude toward the learning

situation, and behavioral effort. This is a positive point and one way to motivate participation to break communication barriers.

2. How does personality influence students' willingness to orally communicate?

*2.1.What type of personality do you have?*

Graph 6

- Strategist movilizer 3%
- Protector supporter 3%
- Explorer inventor 2%
- Implementor supervisor 0%
- Discoverer advocate 3%
- Envisioner mentor 13%
- Motivator presenter 5%
- Facilitator caretaker 10%
- Analyzer operator 6%
- Promoter executor 9%
- Designer theorizer 7%
- Harmonizer clarifier 8%
- Foreseer developer 7%
- Conceptualizer director 8%
- Composer producer 8%
- Planner inspector 8%

Legend:
- Envisioner mentor
- Facilitator caretaker
- Promoter executor
- Harmonizer clarifier
- Conceptualizer director
- Planner inspector
- Composer producer
- Foreseer developer
- Designer theorizer
- Analyzer operator
- Motivator presenter
- Discoverer advocate
- Strategist movilizer
- Protector supporter
- Explorer inventor
- Implementor supervisor

Author: Veronica Albarracin
Source: Students' questionnaire

The graph shows that the largest percentage responded to the Envisioned Mentor personality (13%). According to the observation, these groups of students are communicative and like to share their knowledge with their classmates because they identify with this concept. The second alternative was Facilitator Caretaker with 10% percent of acceptation because of their friendliness and solidarity in the classroom environment. The third result is of 9% and corresponds to Promoter Executer, who mentioned that respect is the most important value in the socialization among classmates. The next variables are Conceptualizer Director, Planer Inspector, Composer Producer, and Harmonizer Clarifier, with 8% respectively. According to these personalities, moral values help promote work and respect, since these students are willing to share information with others in speaking activities and all the rest of activities developed by teachers and friends. Designer theorizer and foreseer developer represent 7% of the students who gave their opinions about this option. Many of them are creative people and they like to talk with others because they recognize that to work and participate in groups is easier and fun. Analyzer Operator is represented with 6% of the students and they chose it because they like to work alone, although they often have problems with the communication and relationship with the rest of the classmates. Another variable is Motivators, represented with 5%, who have the ability to transform everything easier and they like freedom. Some Motivator students said they like it because they are not worried about much in particular. The last alternatives were Discoverer Advocate, Strategic Mobilizer and Protector Supporter with a low percentage of 3%. According to the student's comments they are natural leaders, they always want to support and they show solidarity with all their classmates. These groups of learners always are surrounded by people, generally they have positive attitude and good methods to learn, and they are supported by teachers. Finally, nobody chose Implementor Supervisor because they are not identified with this personality. In conclusion, the teenagers were not attracted by this definition of personality because the majority of them are interested in social life and share information with peers.

During the observation the students showed all personality types. However, personalities are not the same in all the students. According to Lightbown and Spada (2006), the personality of the student is predominant in the teaching-learning process; however, researchers have not agreed as to the definition of personality, and there are many factors involved when trying to explain it. Simpsom (2015) asks questions like: Have you ever wondered why some people speak English so well, but write poorly? Why do some people seem to understand everything they hear, but struggle when they speak? Why do some people seem to be able to speak English so quickly, but have trouble with grammar? Perhaps the answers to these questions is found in the learners' personalities. Therefore, personality is a fundamental axis in the oral communication in the class.

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

Graph 7

25%

75%

■ Yes ■ No
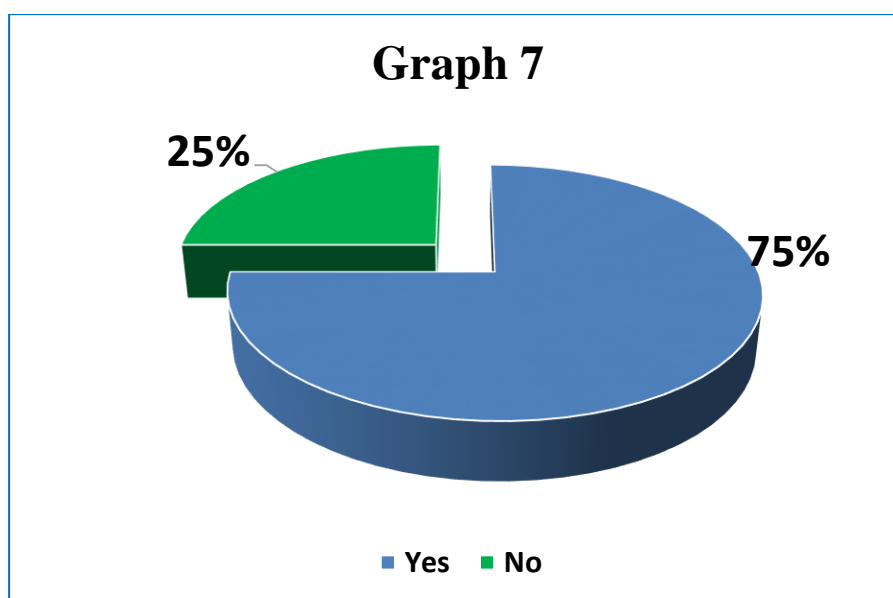
Author: Veronica Albarracin
Source: Students' questionnaire

The tabulation in this question indicates that 75% of the students surveyed agreed that personality influences the participation in speaking activities, while 25% believe that it definitely is not important. During the observation class, students mentioned it was important to interact in the classroom because it was the only way they could improve their speaking skills about different topics and socialize with teachers and classmates. Haberland (2013) sees

language as a social scaffolding for the development of the mind in interaction with others. Language and interaction are at the center of development of our sense of self and perception of others. Similarly, Hoefnagel-Höhle (1997) states all people have their own characteristics that affect their language learning; however, there are people with greater linguistic ability that facilitates their learning due to personal factors such as intellectual ability or the social environment in which they find themselves. Therefore, having an outgoing personality in the classroom makes teachers and students pay attention to these individuals during class. However, there are introverted student groups in the classroom, too. They are dominated by two factors, shyness and shame. Lightbown and Spada (2006) observed that Introverted students are challenged in learning a foreign language as their oral participation is limited, forming a communication barrier that impedes successful acquisition of the language. For that reason, those groups who identify themselves as introverts do not have many options to be involved.

The above observation allowed me to conclude that two aspects of personality can affect the willingness to communicate. The first personality trait is a tendency to be either outgoing or shy. Students who are outgoing tend to like speaking and to be motivated by talking to and interacting with other people. Shy students are often the opposite and enjoy reading and independent approaches to language study. The second aspect is the tendency to approach learning in either an analytical or an intuitive way. People who are analytical tend to understand things by breaking them down into their components and understanding the logic of the relationships. They like to have an intellectual understanding of things and can be frustrated by exceptions to rules they have learned. Intuitive thinkers tend to see relationships by looking at them broadly.

CONCLUSIONS

The results showed that the majority of students are not motivated to speak in class due to the limited knowledge of vocabulary, verbs, and phrases to communicate in the oral activities.

The students did not participate voluntary in the speaking activities with the teacher or classmates, because they felt ashamed to make mistakes and feared being ridiculed. This avoided any embarrassing situation but limited the willingness to participate actively in speaking activities.

This research found three fundamental points that affect students' communication in a second language. The first factor is academic grades and a good attitude to participate in the speaking activities. The second is improving one's knowledge to achieve the students' personal and professional goals. Finally, students' extroverted and introverted personalities influence the acquisition of skills to communicate and interchange opinions, ideas and thoughts.

The research showed that despite the fact that some pupils were not motivated enough, they wanted to learn English to participate in speaking activities and improve their fluency and accuracy. Although many English language learners have a low level of knowledge, they consider a second language as a way to improve their professional lives.

The student's attitude and, personality, along with the teacher's attitude and classroom methodology, showed that these factors influence the willingness to communicate in class. The negative student's attitude and lack of interest in learn a second language made students in the class avoid voluntary English communication, just when it was necessary that they try to communicate in English and participate in speaking activities.

RECOMMENDATIONS

- Teachers must find ways to encourage pupils to work in groups, where it facilitates the communication between students and teacher. The teacher must be near them ready to help in case of any questions or problems. An example may be to encourage self-confidence in the pupils and thus they can feel secure and have confidence to speak.

- Teachers must be there to provide complete support to the pupils and permit them to express themselves freely without feeling ashamed. The classroom teaching can best be accomplished if the student is motivated and is willing to learn. For this reason, the teacher must create a fun class according to students' interests where the students actively participate.

- The teacher should encourage respect between classmates to maintain a friendly atmosphere. Currently, many students do not want to speak English in class because they are afraid of being ridiculed. They prefer to remain silent, but if the teacher creates an appropriate atmosphere in class the students could have positive changes in their attitudes.

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ANNEXES