UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN

AUTOR: Liliana Elizabeth Jimbo Manzanillas

DIRECTOR: Carmen Delia, Benítez Correa, Dra.

CENTRO UNIVERSITARIO LOJA

2017

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Doctora

Carmen Benítez Correa

DOCENTE DE TITULACIÓN

De mi consideración:

El presente trabajo, denominado: "Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools" realizado por Liliana Elizabeth Jimbo Manzanillas, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Marzo del 2017

f) . . . .

Declaración de Autoría y Cesión de Derechos

Yo, Liliana Elizabeth Jimbo Manzanillas declaro ser autora del presente trabajo de titulación: "Students perceptions on the factors that influence their willigness to orally communicate in the EFL classroom in Ecuadorian high schools", de la Titulación de Ciencias de la Educación mención Inglés, siendo la Dra. Carmen Delia Benítez Correa, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad".

f. ....

Liliana Elizabeth Jimbo Manzanillas

Cédula: 1718885674

DEDICATION

 I want to thank God who has illuminated me during my student life.

This work is a piece of my effort and full dedication to achieve one of my purposes in my life.

I feel very pleased to dedicate this work to my dear mother who has given me her

unconditionally support during my program. Also the most important part of my life my

beloved children, my sisters and my dear teachers who have given all their knowledge,

patience and dedication in order to fulfill one of my ideals, besides I want to dedicate with

love to my dear husband Jhosymar Freire who rests in heaven.

Liliana Elizabeth Jimbo Manzanillas

ACKNOWLEDGEMENT

I want to express my sincere gratitude to the Universidad Técnica Particular de Loja, to the School of English, and all its distinguished staff for the professional formation shared with us, and my sincere and special thanks to Dr. Carmen Benitez Correa, who is my thesis director; respected and beloved professor of this prestigious university, who supported me with all her knowledge and professional experience. She made it possible to carry out and finish my thesis successfully.

Liliana Elizabeth Jimbo

CONTENTS

ABSTRACT

The purpose of this research is to identify the students' perception on the factors that motivate their willingness to communicate orally in class.

The research was carried out in the public high school Julio Isaac Espinosa Ochoa in the Canton of Puyango, where one hundred students between the age of twelve and sixteen were surveyed. An observation sheet and a questionnaire were filled out during classes in five different classrooms belonging to eighth, ninth and tenth grade in General Basic Education, first and third year of junior high school.

The investigation focused on factors such as motivation, proficiency, and personality and how these influence students' willingness to orally communicate. To obtain the required answers, the participants selected for the study were asked to answer the questionnaire in their native language. The results were analyzed using qualitative and quantitative methods. The qualitative method was applied to analyze and interpret the results. The quantitative method served for the statistical and numerical data.

As a general conclusion, it was established that factors, such as a low level of English language knowledge and lack of confidence affected the student's willingness to speak in the target language.

KEY WORDS: willingness, motivation, proficiency level, personality.

RESUMEN

El propósito de esta investigación es conocer las percepciones de los estudiantes sobre los diferentes factores que motivan su disponibilidad para comunicarse oralmente en clases. Esta investigación se desarrolló en el colegio Julio Isaac Espinosa Ochoa del Cantón Puyango; cien estudiantes fueron encuestados, los estudiantes fueron entre doce y dieseis años de edad, durante la observación se llenó una ficha de observación, luego se aplicó un cuestionario en cinco diferentes aulas pertenecientes a octavo, noveno, décimo año de Educación Básica General, y primer y tercer año de bachillerato.

Esta investigación se enfocó en la pregunta ¿cómo la motivación, el nivel de conocimiento, y personalidad influyen en la voluntad de los estudiantes para comunicarse oralmente? Cinco clases fueron observadas. Además, Los resultados obtenidos fueron analizados a través del método cuantitativo y cualitativo. El método cualitativo se utilizó para describir e interpretar los resultados. El método cuantitativo se utilizó para los datos estadísticos y numéricos.

Como conclusión general, se encontró que los factores como el bajo nivel de dominio del idioma inglés y la falta de confianza afectan la voluntad del alumno para hablar en clase.

PALABRAS CLAVE: voluntad, motivación, nivel de competencia, personalidad.

INTRODUCTION

Students with low willingness to communicate in the target language are an issue for English teachers around the world, including Ecuador. Many English teachers have yet to find a way to get their students to participate actively in English classes and develop their speaking skills. This research is about the factors that influence student's willingness to communicate orally in the EFL classrooms of Ecuadorian high schools, through which we hope to answer the following questions:

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

The relevance of this study is justified through the identification of the factors leading to the reluctance of students to actively engage and verbally participate in speaking activities. Many studies about the willingness to orally communicate have been carried out. One of them was done by Khamkhien (2011) who analyzed the five variables affecting the speaking ability of Thai learners' development of oral proficiency such as motivation to study English speaking skills, personality, attitudes toward English teachers, attitudes toward the classroom environment, media of instruction and general attitudes toward the English language. The findings indicated that most Thai learners are extrovert students. They also had positive attitudes towards the English language, which helped them to learn English. However, some of them are silence; hindering their success in mastering their English speaking competence.

Another study related to this topic was carried out by Bashir, Azeem, & Hussain, (2011) who analyzed the factors affecting students' English speaking skills at secondary level. The findings were that both teachers and students are using interactive technique for the teaching-learning process.

The third study related to this research was conducted by Zhu & Zhou (2012) who analyzed students' negative affective factors such as boredom, anxiety, hopelessness, inhibition and low self-confidence in learning English. It shows that if students feel bored, they are less likely to pay attention to English learning and are unwilling to learn it. Likewise, if the teaching material is boring and unattractive the students' attitude towards English will gradually become negative. In addition, self- confidence and self- esteem are two affective factors that can be linked to the success of English learning. The conclusions of various investigations consent that the reluctance to speak a foreign language can be affected by different factors like motivation, proficiency and personality.

This research aims to help Ecuadorian high school English teachers to know what motivates their students to speak English, because it provides relevant information regarding the factors that cause their unwillingness to speak.

CHAPTER I

Literature Review

This section is focused on four major themes that appear throughout the literature review. They are: motivation to learn a foreign language, the different proficiency levels of students, types of personality, and the variety of activities and strategies employed by teachers to encourage students to speak in the target language. Some studies about students' willingness to communicate orally in the EFL classes were analyzed in order to provide some insights about the language.

Motivation

According to Pandey (2005) "motivation" is defined as a strong need and interest to participate during the learning process which maximizes the learners' absorbance of class activities. Some studies have revealed that teachers who apply appropriate strategies during lessons, influence positively on students' willingness and thereby are able to utilize more time to carry out meaningful tasks within the class. Hence, motivation is one of the most important tools for success throughout the process of learning a second language. Regarding to Scuderi, R (2011) motivation is commonly defined as the force, energy, or incentive that students need to develop an activity in the classroom. It is an important part in students' learning process, influencing their behavior and ability to achieve goals. For a student who needs to speak English, motivation starts within him/her and is supported by external motivation. In general, motivation is divided into two types; intrinsic and extrinsic. According to Sansone, Harackkiewicz (2000) *extrinsic motivation* is what the students bring to class from outside. It can be influenced by the society in which they live, by their parents, or friends. It also refers to all the things that occur inside the classroom, such as the activities that are carried out, the teachers, their methodology and the students' willingness to succeed, or their fear of failure.

Meanwhile *intrinsic motivation* refers to the personal satisfaction or interest that a person or a student feels when doing something rather than getting an external benefit for doing it.

According to Baker & Westrup (2003) suggest some techniques applied to motivate students, such as warmers which are necessary for inspiring students to speak. As they explain, " the purpose of warmers is to help students starting to focus upon the lesson and to let them become accustomed to hearing and speaking English before the real lesson begins" (p. 46). These authors mention that "warmers" are not only conducted by teachers, students can also work in pairs at the beginning of a class to talk about their favorite sports, hobbies, food, family, etc. Teachers can divide the class into groups and motivate students to talk about certain topics and afterwards provide their results. According to Jones (2007) group work in class is an important tool to make students share events, thoughts and opinions. Participating is a way of talking to others, listening to others and expressing different opinions.

The author also suggests some class activities like, holiday, food, entertainment, and relationships ought to motivate students during speaking lesson and enhance their interest. Richard & Renandya (2002, p.42) suggest some activities to increase students' motivation; such as role- plays, e.g. one student taking the role of a foreigner and native- speaking visitors, answering questions on specific topics, interclass debates, and speech competitions.

Proficiency levels

According to the Council of Europe (2001). The Common European Framework of References for Languages (CEFR) is a standard guide, which is used to refer to students' proficiency when learning a language anywhere in the world. Its main purpose is to offer approaches of teaching, learning and testing, under six reference levels of proficiency.

The (CEFR) divided learners in three groups: Basic user, independent user, and proficient user (A-B-C). Each group is divided in two levels: Basic user A1, A2, Independent User B1, B2, and Proficient User C1, C2.

Each level will be specified according to its respective parameters:

A1. It is considered the most basic level of language use. Learners have little familiarity with the language; they are able to ask and answer basic questions or familiar topics. They are able to produce basic phrases and structures. They can introduce themselves to others and ask and answer questions about personal details; such as where they live, what people know and things they have.

A2. Speakers at this level are still considered beginners because they are able to communicate only simple ideas and talk about daily routines. They can describe basic aspects about people and things, talk about hobbies and work. Additionally, speakers at this level are able to interact only in short dialogues, due to the limited knowledge of vocabulary and expressions.

B1. At this level speakers can maintain short dialogues. They can talk about everyday situations and some familiar topics like work, travels, events and sports. Besides, they can participate in conversation without any preparation; especially, in familiar topics, such as family, work or hobbies, they give reasons and explanations for opinions and plans.

B2. This level reflects high competence in the use of English. Learners are able to participate actively in discussions or spontaneous conversations; for example, they can easily

communicate and support ideas, interact with native speakers without any complications. Their oral production is clear and consistent and they are able to express their own point of view with clarity as they talk about the advantages or disadvantages of various topics.

C1. Speakers can maintain spontaneous conversations. They can also express ideas freely, because they possess a range of vocabulary and expressions. Learners can also maintain long dialogues with native speakers. They are able to sustain a discussion using complex ideas and be sociably interactive in their fluency. They have the ability to express their opinions in a clear and understandable way. Their language production is high level allowing them to use complex structures in a meaningful way.

C2. This level is the highest level. Learners at this level master the vocabulary and language structures. They are able to participate in conversations without any problems. Various idiomatic expressions and colloquialism are familiar to them. They are able to overcome any difficulties arising from new structures from the knowledge they have. Their spoken production is clear, fluent and understandable; they are able to use complex and clear structures in context.

Personality

According to Berens and Nardy (1999, p.1) "personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feeling, and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment". Our personality determines who we are and how we are perceived by another people. Although, personality can change through time due to several factors such as friends, motivation or self- confidence.

Berens and Nardy classify personality into sixteen different types. Each personality type will be described in order to understand better each of them.

Promoter Executor, people with this personality impulse others to achieve their goals and dreams. They are confident people who enjoy the challenge and prefer action more than only words. They usually like to communicate with others. They are active and diplomat, they have talent for business, and they are good readers, they also like to take care of their family and friends they are very respectful, besides they like to share their good and bad experiences.

Analyzer Operator, people with this personality are always efficient. They are naturally curious, analytical and consistent. They do not like to talk about personal problems or feelings. They are also good observers and put all their enthusiasm on the different things they do. They are always looking for new ideas or interests, and they are generally considered to be multi-taskers.

Motivator Presenter, people with this type of personality are excellent at identifying the reality of things, and they like to be the center of attention. They do not like to get involved in problems. Furthermore, motivator presenter people are natural and positive in every circumstance; they are friendly, generous, helpful, open-minded, intelligent and charismatic.

Composer Producer, people with this type of personality enjoy listening to others. They are well- organized and have the ability to understand the main ideas and arrive at conclusions. They have a talent to solve problems. The people are usually friendly, loyal, creative, and artistic. They connect idea, color, line, action, texture, and movement in harmony with the sense of life.

Implementer Supervisor, people with this personality are realistic, practical. They like business or mechanics; they also like to organize activities. They are self- educated and have a working attitude. These people may make good administrators. They like to consider others' feelings and points of view.

Planner Inspector, people with this personality are quiet, serious, reliable, practical, orderly, logic, realistic and dependable. Their honor is the most important factor in their life. They enjoy sharing their time and their knowledge. Additionally, they are well organized, make plans, and they cultivate good qualities and do the right things. Unfortunately, they are less expressive and keep their feelings to themselves.

Facilitator Caretaker, people with this personality have the ability to interact with others. They are social, talkative, popular, careful, cooperative, and active. They like to work in groups. Their main interest is in things that affect people's lives. They are always doing something nice for someone. Sometimes they go back to the past to review details that can help to present projects.

Protector Supporter, people with this personality are reliable, responsible, friendly, patient, loyal, and considerate. Their family is very important for them. Besides this, they enjoy making some friends but like being alone as well. They are able to spend a lot of time working and taking responsibilities of their own. They strictly follow rules, and they enjoy finding solutions to problems, evaluating and organizing information.

Strategist Mobilizer, people with this personality are honest, integrative and analytical.

They are leaders, and they are usually well educated. They like to organize, establish rules, coordinate actions, and prioritize things in order to achieve objectives. They also appreciate new ideas, and innovations. They have a talent for coordinating multiple projects at the same time.

Conceptualizer Director: People with this personality type are competent in any situation. They are respectful and try to solve problems from different perspectives. They do not need other people to make their decisions and prefer isolation. They can express their thoughts without difficulties.

Explorer Inventor, people with this personality are original and reliable. They like discovering new ways to solve problems. They enjoy being creative and have the ability to incorporate new ideas and solutions to problems in both professional and personal life. They enjoy creating and sharing ideas, and often seek out interesting things to do, places to go and people to meet.

Designer Theorizer, people with this type of personality enjoy meeting new people, new opinions and new knowledge. They enjoy being with others who have clear ideas about their objectives. In many respects, they like to discover new things. They love learning all the time and enjoy working. However, occasionally they are loners. They have a talent for design and redesign. They are good at working in groups.

Envisioned Mentors are friendly and leaders. They like to be leaders and enjoy both telling and listening to stories and they are excellent at empathizing with others. They often bring additional viewpoints to an established idea. They have good relationships and help others to grow. They are very organized and know exactly what they want. They can easily feel affection for others. Usually, they act as advisors.

Foreseer Developers, people of this personality type are creative, enthusiastic, and kind. They are good observers and good listeners. They like to help others as well as taking

care of people, and they act as guides. They prefer to stay away from problems. Their creativity and imagination are excellent, but their reserved personality does not allow them to express these abilities easily. They organize things to achieve goals.

Discover Advocate, these people have a captivating personality that leads to them to provide support for others, advice, and motivation, which is why people like to be near them. They are able to move easily between changes. They are good observers and they seek solutions to problems. Friendly and easily making friends, they are able to communicate and foster their ideas.

Harmonizer Clarifier, people with this personality are composed of a talent to tell stories and metaphors. Often helpful at clarifying ideas for others, they look for agreement to do the things well. They have a passive personality, and they keep away from discussions. They are trying to help others and maintain their lives in order. Values play an important role in their lives. They need to have some connection with somebody or something that make it all worth   it. They are social and cooperative people.

Teaching to Speak

According to Nation & Newton (2009) teaching speaking comes from opportunities to interact, speak, and produce language. When teaching to speak the integration of speaking with listening will allow the stimulus of language and will help language learning by providing understandable input, which will lead to effective communication prompts.

Besides, these authors provide some strategies and techniques where students have the opportunity to talk in class, such as group work and cooperative arrangement are both strategies that when being used effectively may turned out as interesting tasks that provide students wide opportunities to communicate. P*lanning* is a technique where learners need to be taught how to prepare themselves for a given speaking activity, if the activity involves questions and answers sessions, retelling a story, paragraph or an event, students ought to

have necessary time to prepare their speaking; e.g., learn and practice pronunciation, organize their ideas. It is also helpful for students if they work in pairs or in small groups. Also, a helpful technique to speak is to teach students to answer a question with the principle answer plus some extra information. Nation & Newton refer to this as Q-{SA+EI, Question-{Short answer+ Extra information.

The authors also state some activities which give students ample opportunity to rehearse and prepare, such as p*yramid discussion;* in which a discussion is initially held at a small group level so that confidence may be gained and arguments tested. These groups are then combined to form larger ones in which the same discussion is repeated. Finally, everyone is integrated and the same discussion is repeated at a whole class level. At this point, students will have tried points of view and have had the opportunity to adjust and improve what they want to say before everyone listens. *Discussion* is another activity to increase speaking; the objective of a discussion should be fluency over accuracy, unless a specific language feature is being targeted. Another activity is called *pass and talk*; the students receive a card with a task written on it. These cards are passed on until the teacher says stop. The students then have to talk about the activity on their card. Regarding to Harmer (2001) one way of getting students to speak and get information is to supervise a set of questions. *Role- plays* are very agreeable because students are faced with different situations and are required to develop the situation as they think appropriate. *Information-gaps* allow students to exchange information in a co-operative way. *Planned discussions* give students the opportunity to freely express their ideas about topics that are motivating. In this activity the teacher prepares discussion sessions and students exchange opinions in order to cause spontaneous use of language. According to Harmer (2007) *formulating questions* is an important speaking activity to engage students because they go around the class asking each other question. This activity not only encourages students to talk to other classmates in the target language, but also permits

physical movements and thereby provides a comfortable variety of interactions.

In the following pages some information from studies related to the topic investigated will be described.

The first study was done by Cabe, Cabe, & Selatan (2012); this study focuses on discovering the psychological factors that hinder students from speaking in English classes.

The participants were 62 secondary students. This study was carried out at a senior high school in South Tangeran, Banten province. Data was obtained through classroom observations, questionnaires and interviews. The findings of this study revealed that psychological factors such as fear of making a mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in class. Fear of mistakes, was generally caused by their fear of being laughed at by their classmates.

The second study related to the topic was carried out by Zhu & Zhou (2012) who analyzed the negative affective factors such as boredom, anxiety, hopelessness, inhibition and low self- confidence in learning English. 49 students in 4th grade and 45 students in 8th grade constituted the sample for the study conducted at the "City of North Middle School" in Fenghua, Zhejiang Province, China. The information for this study was obtained by observations and questionnaires, the questionnaires consisted of two parts. In part A students were asked to provide background information, whereas part B had 15 questions expecting to learn about students' affective factors. The result of this research shows that self- confidence and self- esteem are the main factors influencing the success of learning English.

The third study regarding the topic was done by Tong (2010). In this study the objectives were to identify some of the situations in which Hong Kong junior secondary students are reticent in order to identify situations in which the students are motivated to speak and their reasons. This study took place during three years in English culture classes in a Hong Kong junior secondary school. The sample was 188 learners from twelve to fifteen.

Data was collected through techniques and information sources such as observations and interviews. The outcome was that Hong Kong junior secondary students were often reticent, but when they were participative, students demonstrated interest in improving their listening and general language skills. They actually cared about learning. Students' quietness and passiveness were attributed to various affective factors such as lack of confidence, shyness, weak language skills, anxiety about making errors and being singled out.

The fourth study was conducted by Bashir, Azeem & Hussain (2011) they analyze the factors that affect the ability of English speaking students at the secondary level. The study was carried out in Faisalabad in the province of Punjab (Pakistan). The participants were eight teachers and twenty students from 9th to 10th grade from a local public high school. The instruments used were two questionnaires for students and teachers. The results showed that both teachers and students are using interactive techniques for the teaching-learning process. Teachers as well as students think that English is the better than Urdu. However, teachers are also using their mother tongue (Urdu) during instruction.

Another study related to this topic was done by Khamkhien (2011) who analyzed five variables affecting the speaking ability of Thai learners. The study was carried out in Thailand. The participants were 327 Thai English learners. The information was obtained through questionnaires and semi-structured interviews. The questionnaires covered five variables for investigation and were divided into two parts. The first part was for obtaining personal information from participants, and the second consisted of the earlier mentioned five variables that can affect English-speaking skills. The semi- structured interviews served to obtain participants' opinion about the most influential reasons to study English. The results were that the majority of Thai learners were nervous when they had to speak English in front of other people and felt shy and embarrassed when they spoke English incorrectly. However, most of the participants did not have many inhibitions in a social situation.

CHAPTER II

Method

Setting and Participants

The present study took place in a public high school located in Puyango, canton of Loja province. The participants were students from 8th, 9th, 10th, 1st, and 3rd grade of senior high school. The students were between 12 - 17 years old; the sample included 30 students from each classroom. All students were receiving five hours of forty minutes of English class per week and were following the English curriculum guidelines assigned by the Ecuadorian Minister of Education.

Procedures

This research started with the review of some studies from various sources, such as books and journals in order to gather scientific information the topics consider in this research are related to motivation, proficiency level, personality types, teaching to speak. Five classrooms were selected to this research. Students from eighth, ninth, tenth year of secondary education, plus first and third year of junior high school participated in this study. The questions on the survey and the intentions of this investigation were carefully explained to all students. The technique used was the note taking, and observations. The instruments used in this research were questionnaires for students and observation sheets for teachers.

Students were given a questionnaire that includes seven questions. The first questions asked to students to express the reasons that motivate them to participate in speaking activities in the classroom. A further question related to how their level of English influenced their participation, and the last two questions related to their type of personality. Teachers were also observed for this study, and the information was register in the observation sheet.

Once all the information was gathered, the results were tabulated and then analyzed using qualitative and quantitative methods. The quantitative method was used for statistical information through the surveys given to students. The data was tabulated question by question in order to obtain positive and negative percentages and represent in graphs in order to facilitate the process of analysis, and the qualitative method was used through observations carried in five EFL classrooms of Ecuadorian high schools and surveys given to students which contain qualitative characteristics, due to the fact that most of the questions asked to students about the reasons in their answers. Besides, the analysis was supported by different authors from Literature Review, and finally arrived at some conclusions and proposed our recommendations.

CHAPTER III

Discussion

**Description, Analysis and Interpretation of Results**

Qualitative and Quantitative Analysis

This section analyzes, interprets and describes the results obtained through the survey applied to one hundred students in a public high school which is showed in questionnaires used to students and teachers in order to determine how each variable of motivation, proficiency level, and personality influence student's willingness to communicate orally. The seven questions given to students were analyzed taking into account the notes obtained from class observations and supported by different authors mentioned in the literature review.

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

Do you feel motivated to speak English in class?

GRAPH ONE
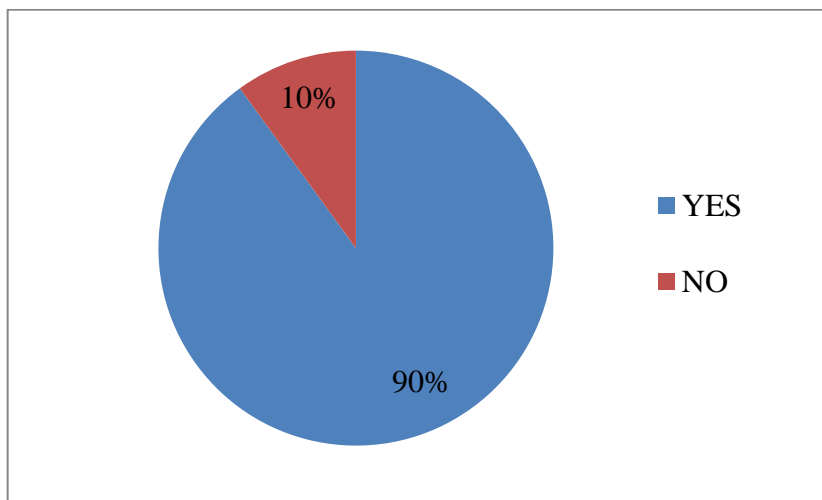
Author: Jimbo Manzanillas, Liliana Elizabeth
Source: Students' questionnaire

With regards to this question, the results indicate that 90% of students interviewed responded that they are motivated to speak English in the classroom, while 10% of the population responded that they do not feel motivated to speak. There were of course many

different reasons given for their answers. The majority of students surveyed stated that they do feel motivated to speak in the classroom, because they like the language. This unique motivation to improve their knowledge of the English language was owed to the fact that speaking the second language will open new opportunities for them, such as allow to study, to travel and communicate with foreigners. They also enjoy practicing speaking English in social mediums such as internet, movies, songs, etc., which is why they want to improve their level by practicing their pronunciation and learning new vocabulary. According to Pandey (2005) "motivation" is defined as a strong need and interest to participate during the learning process which maximizes the learners' absorbance of class activities. Some studies have revealed that teachers, who apply appropriate strategies during lessons, influence positively on students' willingness and thereby are able to utilize more time to carry out meaningful tasks within the class.

Furthermore, it was observed during the class that teachers were constantly encouraging learners to participate in class. They motivated students to speak by applying different techniques and approaches such as group work, pair speaking activities, and role-plays. In addition, the students voluntarily participated in the speaking activities, especially when it came to individual activities.

On the other hand, 10% of students who answered negatively stated that they do not feel motivated because they cannot understand the language. Moreover, they found that the teachers' activities are not interesting enough and that the activities were boring and unchallenging. Additionally, in the observations, some students were doing other activities; there were some reasons why students do not feel motivated to speak in class such as lack of interest, anxiety, boredom, lack of confidence and shyness.

GRAPH TWO

Do you feel motivated to speak English with your classmates?
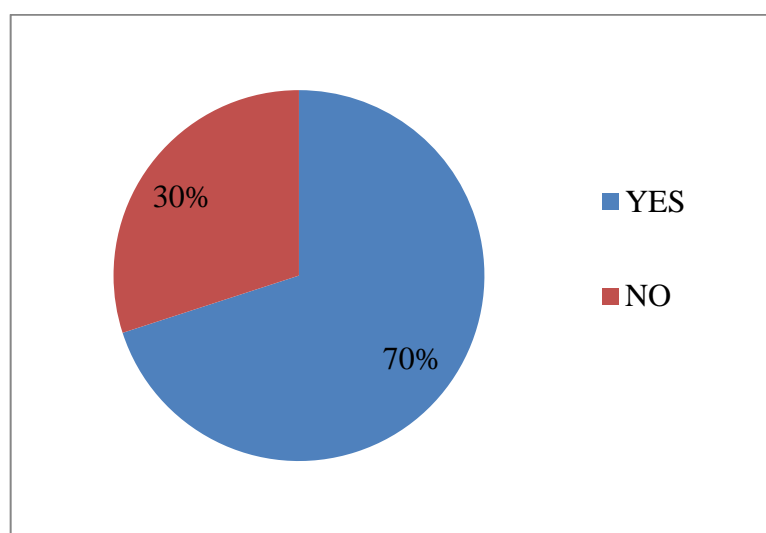
Author: Jimbo Manzanillas, Liliana Elizabeth,
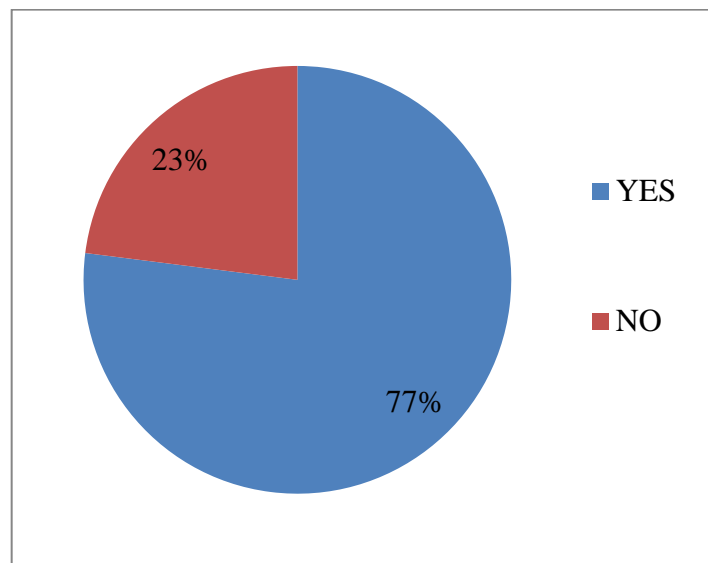Source: Students' questionnaire

When students were asked if they felt motivated to speak English with their partners, most of them (70%) answered positively and 30% answered negatively. The 70% of the surveyed learners said that they do feel motivated to do one interactive task with their classmates in the class. The observations showed that students who had the support of their peers were more willing to take part in activities. An additional benefit was noted when teachers divided students in groups, as this helped students to have maximal opportunities to interact efficiently in a safe environment. Furthermore, in a setting where teachers and students talked English all the time, students were more disposed to speak in English with their peers. It was also observed that classmates helped each other, either by correcting mistakes or more often, supporting thoughts, building vocabulary, building ideas, and., etc.

Regarding to Scuderi, R (2011) motivation is commonly defined as the force, energy, or incentive that students need to develop an activity in the classroom. It is an important part in students' learning process, influencing their behavior and ability to achieve goals. For a

student who needs to speak English, motivation starts within him/her and is supported by external motion.

GRAPH THREE

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

Author: Jimbo, Liliana Elizabeth
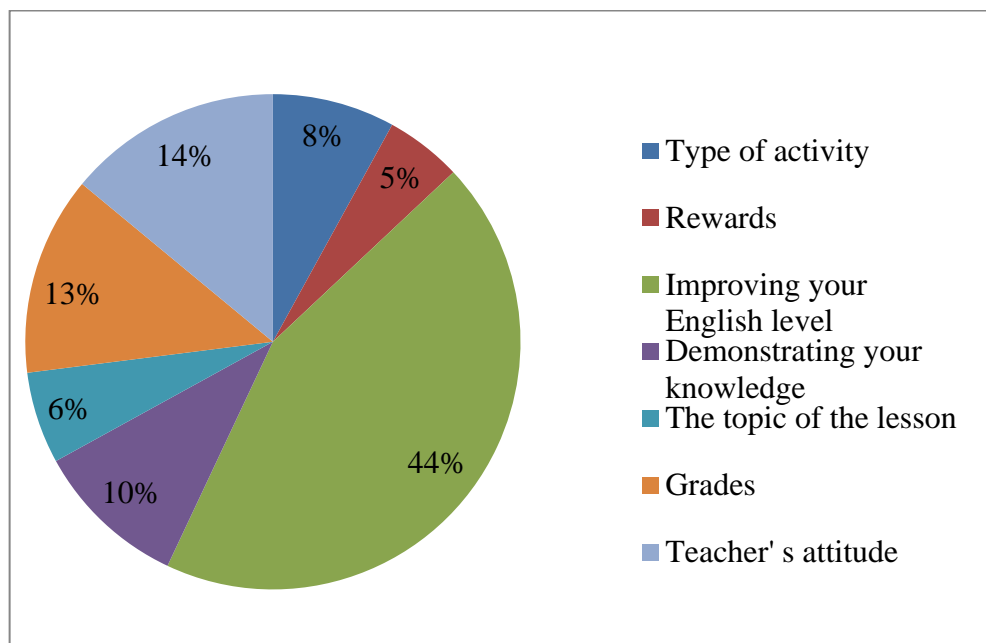Source: Students' survey

According to the graph, 77% of students answered that they voluntarily participated in speaking activities, while 23% of students answered negatively to this question. Some of the answers written by the students in the questionnaires showed that they take part in speaking activities because they need the additional points that would help them improve their scores. Others said that they participated because they really liked to get involved in speaking activities. Another reason given was that they felt the desire to improve their speaking skills. Also, most answers coincided on the point that the speaking activities that the teachers present liked students which enable them to participate. Nevertheless, the 23% of students said that they do not voluntarily participate in speaking activities because the teacher selects which students participate in class.

Something important to mention is that one of the teachers explained carefully the activities before getting students to work, which is vital for students in order to know what to do and feel confident in what they have to do during the activities besides; students should have a purpose for speaking. This can be done by using real information for activities, such as cooperative activities, conversation grid activities, line dialogue, information gap activities. Such activities become a real-life interaction. According to Baker & Westrup (2003) suggest some techniques applied to motivate students, such as warmers which are necessary for inspiring students to speak. As they explain, " the purpose of warmers is to help students starting to focus upon the lesson and to let them become accustomed to hearing and speaking English before the real lesson begins" (p. 46).

According to Jones (2007) suggests some class activities like; holiday, food, entertainment, and relationships ought to motivate students during speaking lesson and enhance their interest.

GRAPH FOUR

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

Author: Jimbo Manzanillas, Liliana Elizabeth.
Source: Students' questionnaire

The above graph shows the results for question number four. The following aspects were taken into account: type of activity, rewards, improving students' level, demonstrating students' knowledge, the topic of the lesson, grades, and teachers' attitude. For this particular question, the participants were allowed to choose more than one option. So far, there have been a lot of aspects that influence students' willingness to communicate. According to the survey, the 44% of students have said that improving their English level is something that motivates them to participate in speaking activities.

14% of the students chose the *teacher's attitude* as an aspect that motivates them to participate in speaking activites. Hamouda (2013) indicates that teacher attitudes has a lot to do with students motivation; students avoid participating into speaking when they consider that their teacher has a bad attitude such as being impatient, very strict, or when in order to correct mistakes the teacher humiliates them.

13% of students selected *grades* to be the motivational aspect to be part of speaking activities. Students that wish to achieve good grades and therefore getting involved in speaking activities during class seems to be a very reasonable motivator on which their willingness to communicate is focused. Williams and Burder (1997) state that most of the language teaching programs use grades in order to evaluate the students' improvement.

A further 10% said that *demonstrating their level of knowledge* in class is a motivational factor to take part in speaking activities in class. Students expressed that they like to show their knowledge in class; they participate in speaking activities in order to be seen as skilled persons. Some students were able to speak in English and were not afraid to speak in front of their classmates.

8% of the students are motivated to participate in speaking activities because the *types of activities* the teacher applies for them. The proposed activities which the students work together were good option to practice their speaking skills, such as, information gap activities, questioning and answering, dialogues, telling stories, retelling, planning activities, games, listening to audio and repeating words, and., etc. According to Harmer (2007) motivation can be intrinsic when it is influenced by facts given inside the learning process, as: strategies used by the teacher, type of activity proposed by him / her or their own perceptions about their level of knowledge.

On the other hand, 6% of the students said that *the topic* of the lesson was their main motivational factor that influences on their willingness to participate in speaking class. Riasati (2014) agree that students' willingness or unwillingness to speak relies on the topic; so, if learners found the topic interesting, and they are able to talk about it consequently, they will have a more active participation in speaking activities.

Lastly, 5% of students answered that their motivation is encouraged by the different *incentives* proposed by their teacher. Also, there were some motivational rewards such

additional points, chocolates to be given in class and movies to be seen at the end of the month among others as a way to encourage learners to participate in speaking activities. In my opinion these activities can be worked with high school students in fact, these activities have generated great results. Williams and Burder (1997) say that the most of the teachers use rewards and punishment to get students to talk. On this regard they suggest that rewards shouldn't be always prizes or additional points. It would be better if teachers use feedback as reward. By doing that, the students will notice how well they are doing.

During most of the observed English lessons, it was possible to see that the types of activities enhance students' motivation to participate in speaking classes; also students were more willing to speak when the teachers presented an interesting topic that involved learners and captured their attention. Some students showed to be good at English because they were collaborative and they seemed that they wanted to show their abilities, which represent a challenge for most of the students.

GRAPH FIVE

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

Do you think that your English proficiency level influences your participation in speaking activities?
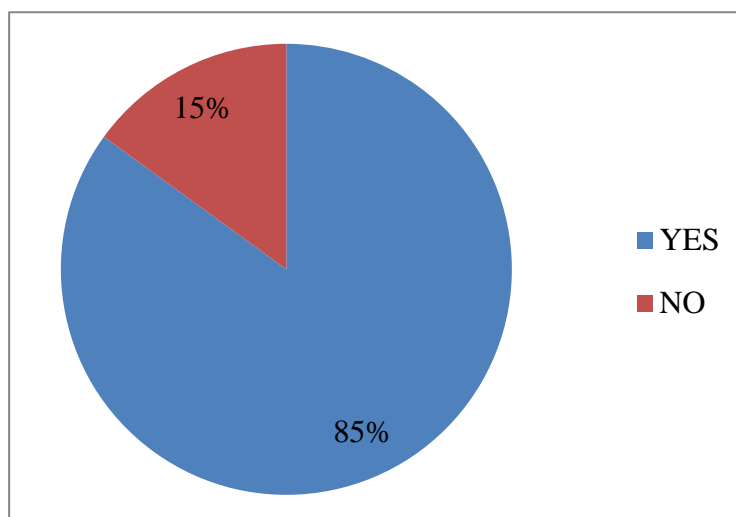
Author: Jimbo Manzanillas, Liliana Elizabeth
Source: Students' survey

For the present graph, 85% of students surveyed answered that English proficiency does influence their participation in the speaking activities, while 15% said that their English proficiency level does not affect their participation in speaking activities. The students who answered positively to this question gave several reasons for their answers; participating in speaking activities improves their knowledge because if they have necessary knowledge to accomplish the task they have the desire to participate in speaking class, since their knowledge give them more security to express and consequently; they are more willing to speak. Javad (2012) says that students' perceptions of proficiency level have a noteworthy influence on their willingness to communicate and subsequently on their participation in speaking activities.

During the observed classes, those students who have a good English level and are more confident on their knowledge tend to volunteer more to participate in speaking activities. On the other hand, those students who looked shy preferred to stay silent because they didn't know the meaning of some words and were afraid of making mistakes. Finally, those students who felt lack of confidence that their level of English wasn't as good as that of their classmates did avoid participating in any speaking activity. Yashima, Nishide & Shimizu (2004 p. 135) say that "A student's perception of his or her competence seems to be strongly related to how willing he or she is to communicate in an FL".

However, there were some students who think that their proficiency level does not influence on their participation in speaking activities. Some students said that one of the reasons they do not participate in speaking activities is that they do not like English. Others said that they do not want to participate because they prefer observing to others participate.

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

Which type of personality do you think you have?

GRAPH SIX
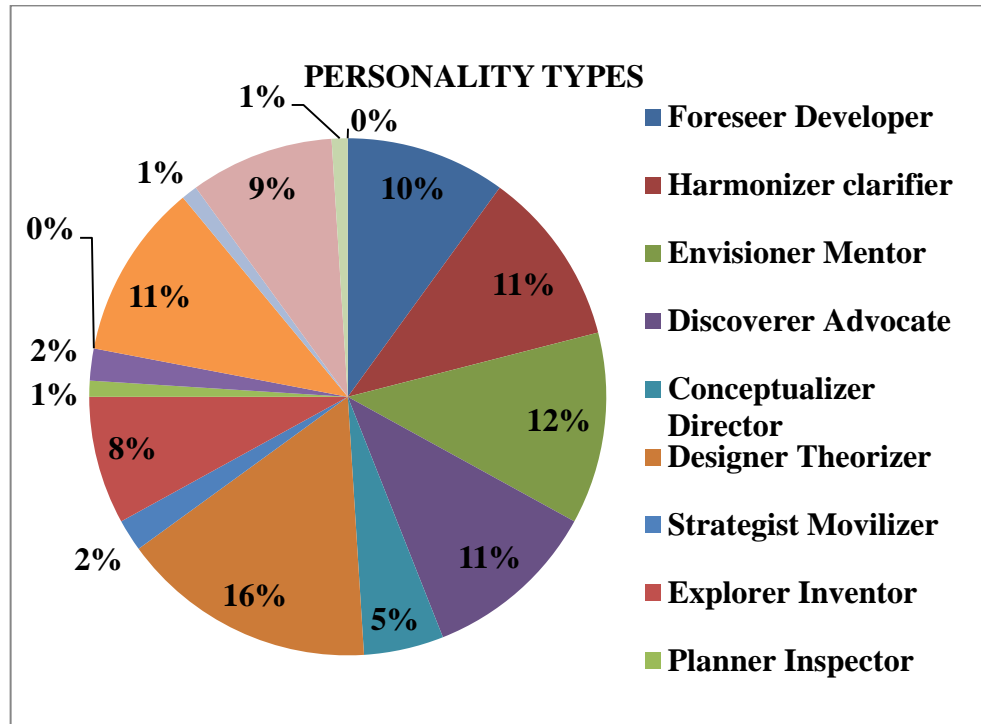
Author: Jimbo Manzanillas, Liliana Elizabeth
Source: Students' questionnaire

The present graph represents the result of question number six of the student questionnaire. Students were given a list of personality types from which they had to choose the one they believed mostly identified their personality. The results were the following: A total of 16% of students felt identified with designer theorizer personality. According to Berens & Nardi (1999) people with this type of personality enjoy meeting new people, new opinions and new knowledge. They enjoy being with others who have clear ideas about their objectives. In many respects, they like to discover new things. They love learning all the time and enjoy working. Occasionally they are loners. They have a talent for design and redesign; they are good at working in groups.

The 12% of students, who identified themselves as Envisioned Mentors. People with this kind of personality tend to be friendly and like to be leaders. They enjoy both telling and

28

listening stories and are excellent at empathizing with others. In addition, this type of personality responds better when team working. Due to their innate leadership qualities, they can encourage those students who are reluctant to participate. They like to have good relationships and to help others. They are very organized, can easily feel affection for others, which is why they often act as advisors.

11% of the participants said that their type of personality is that of the Harmonizer Clarifier. This personality type has a talent to tell stories and metaphors. They are often helpful at clarifying ideas of others, looking for agreement to do things well, have a passive personality, and always stay away from discussions or arguments. They are trying to help others and they maintain their lives in order. Values play an important role in their lives and they need to have some connection with somebody or something. They are social and cooperative people.

Another 11% of the students indicated that they are the Discoverer Advocate type. People with this personality are captivating, leading them to provide support, advice, and motivation for others, which is why people like to be near them. They are able to move easily between changes, are good observers and seek solutions to problems. They are friendly and do not have problems making friends, because they are able communicators.

Other 11% of the surveyed students recognized themselves as the Facilitator Caretakers type. Such people have the ability to interact with others, as they are social, talkative, popular, careful, cooperative and active. They like to work in groups and their main interest is in things that affect people's lives. They are always doing something nice for someone. Sometimes they go back to the past to review details that can assist present projects.

A further 10% of the participants said that they are Foreseer Developers people. A person with this personality would be creative, enthusiastic, and kind, and they are good observers and listeners. They like to help to others and take care of people. They act as guides

and organize things to achieve goals. They prefer to stay away from problems. Their creativity and imagination are excellent, but their reserved personality does not allow them to express these abilities easily.

To continue with the analysis, it was found that 9% of the students indicated to be Composer Producers. The traits of this personality are to enjoy listening to others. They are well- organized and have the ability to understand the main ideas and reach conclusions. They have a talent to solve problems. Composer producer people are usually friendly, loyal, creative, and artistic. Their connection to color, line, action, texture, movement is in harmony with the sense of life.

8% of the students believed to be Explorer Inventor type of people, having talent and being original and reliable. They like discovering new ways to solve problems. They enjoy being creative and have the ability to incorporate new ideas and solutions to problems in both their professional and personal life. They enjoy creating and sharing ideas, often seeking out interesting things to do, places to go and people to meet.

Meanwhile, 5% of the participants thought to be Conceptualizer Directors kind of people due to being competent in any situation. They are respectful, and they try to look at problems from different perspectives. They do not need other people to make their decisions and prefer isolation. They can express their thoughts without difficulty. In addition, organizing, structuring and analyzing toward certain goals are strengths that define them.

According to the data 2% of students indicated that they are Strategist Mobilizers. People with this personality are honest, integrative and analytical. They are leaders, and are usually well- informed. Additionally, they like to organize, establish rules, coordinate actions, and prioritize things in order to achieve objectives. They also appreciate new ideas, and innovations. They have a talent for coordinating multiple projects simultaneously.

Another 2% of the participants felt as Protector Supporters, meaning they are reliable, responsible, friendly, patient, loyal, and considerate. Their family is very important for them. They enjoy making friends but like being alone as well. They are able to spend a lot of time working and taking on responsibilities of their own. They follow the rules strictly, but also finding solutions to problems, as well as evaluating and organizing information.

A mere 1% of the participants felt they could identify with the Planner Inspector type. These people are quiet, serious, reliable, practical, orderly, logic, realistic and dependable. Their honor is the most important thing in their life. They are very responsible, and they enjoy sharing their time and knowledge. Additionally, they are well organized, make plans, and they cultivate good qualities and strive to do the right thing. Unfortunately, they are less expressive and keep their feelings for themselves.

The Analyzer Operator type was selected by a further 1% of the participants. Analyzer Operator people are always efficient, although naturally curious, analytical and consistent. They do not like to talk about personal problems or feelings. They are good observers, and they put all their enthusiasm on the various things they do. They are always looking for new ideas or interests, which is why they are generally considered to be multi-taskers.

A final 1% of the participants felt identified with the Promoter Executers type, a type who encourages others to achieve their goals and dreams. They are confident people, enjoying a challenge and preferring action to words. They usually like to communicate with others. They are active, diplomatic and very respectful. They have a talent for business and are good readers, but also like to take care of their family and friends with whom they share their good and bad experiences.

Finally, none of the students felt they could identify with the Motivator Presenter or Implementer Supervisor personality.

GRAPH SEVEN

Do you think that your personality influence your participation in speaking activities?
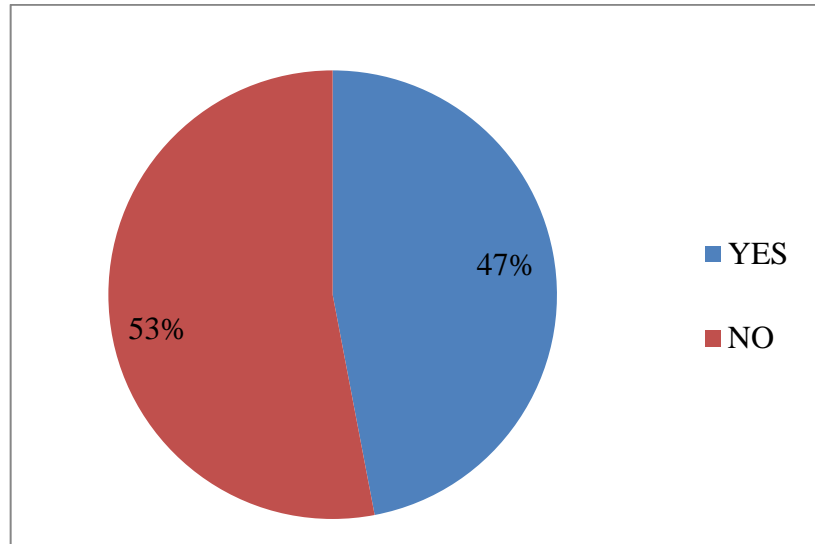
Author: Jimbo Manzanillas, Liliana Elizabeth
Source: Students' surveys.

According to the graph 47% of students indicated that their personality influences their participation in speaking activities, while 53% of them said that their personality does not influence their willingness to communicate in English.

47% of the students say that their personality influence in their participation in class; helps them to communicate, have better relationships with their classmates and to share knowledge with them. In the observations, it was possible to see that most of the students who have an extrovert, talkative and dynamic personality, participated voluntarily when they have to speak in English classes. They were not afraid of speaking in front of their classmates and felt more able to speak. They volunteered more participation during the different speaking activities. On the other hand, some students did not participate much in speaking activities because they seemed to be shy, which could be seen during observations. Some students were unwilling to speak because they felt ashamed in front of the class or their classmates. Yet others, who had some fear to talk and stayed quiet, participated during the class because the teachers were always encouraged them.

On the other hand, 53% of students answered that their personality does not influence their participation in speaking class. They said that the level of English is what influences their willingness to participate in their English speaking activities and not their personality. Students feel confident when they are given the opportunity to show their ability to speak the foreign language in class. Others said that the desire to learn influences their willingness to participate, regardless of the type of personality. In addition, others said that their participation in class comes from likes and dislikes towards the subject.

Additionally, some students did not have enough knowledge of their personality type to answer this particular survey question, and many of these students required an additional explanation about this question. According to Berens and Nardy (1999) "personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feeling, and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment".

CONCLUSIONS

- The research demonstrates that motivation plays an important role in students' willingness to speak English in class. 90 % of students feel motivated to speak English in class.

- The level of proficiency is a factor that influence on the students' willingness to participate on speaking activities.

- Rewards is a factor that less influence on the students' willingness to participate on speaking activities.

- Most of the students investigated identified themselves as having designer theorizer personality.

- Those students who have already achieved a higher proficiency level of English are more motivated to speak in class than those who have not yet reached such a confidence level.

RECOMMENDATIONS

- To motivate students to participate in English speaking activities, teachers should plan activities involving the use of friendly and efficient resources in the classroom they will keep the learning stimulus active, motivating and involving students, especially if they are expected to produce language of their own.

- Teachers can apply different activities to motivate students' interest in English speaking in class, in order to share their ideas among themselves and their teachers, e.g. telling stories, giving opinions, questioning and answering,. etc.

- It is suggested that teachers organize a conversation club with the aim of students to gain confidence and develop their English skills.

- In order to improve students' level the English language should be used during class during instruction. The more the students are exposed to the target language, the more they develop their speaking skills.

- As far as teachers are concerned, they should have better understanding of the different types of students' personalities to improve their teaching procedures.

- Teachers should pay more attention on learners' individualities, and identify what kind of students they are dealing with in order to design and apply interesting speaking activities, organizing students to work in groups or in pairs that involve the whole class and to know what to expect from them.

REFERENCES

Bashir, M., Azeem, M., & Hussain, D. (2011). Factors Effecting Students' English speaking Skills. *British Journal of Arts and Social Sciences*, *2*, 34-50.

Baker, J. & Westrup, H. (2003). *Essential speaking skills*. London: Continuum.

Berens, L., & Nardy, D. (1999). *The sixteen personality types: Description for self – discovery*. Washington: Telos Publications.

Cabe., Cabe., & Selatan. T. (2012). Psychological Factors That Hinder Students from Speaking in English Class: A Case Study in a Senior High School in South Tangerang, Banten, Indonesia. *Journal of Education and Practice, 3*, (12), 100-110.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Hamouda, A. (2013). An Exploration of Causes of Saudi Students Reluctance to Participate in the English Language Classroom. *International Journal of English Language Education, 1*(1), 17-34.doi:10.5296/ijele.vlil.2652.

Harmer, J. (2001). *The practice of English language teaching.* England: Pearson Education Limited.

Harmer, J. (2007). *How to teach English.* Edinburgh Gate, England: Pearson Education Limited.

Javad, M. (2012). EFL learners' perception of factors influencing willingness to speak English in language classroom: A qualitative study. *World Applied Sciences Journal* 17(10), 1287-1297.

Jones, L (2007). *The students- centered classroom*. New York: Cambridge University Press.

Khamkhien, A. (2011). Quantitative and Qualitative views of Thai EFL Learners' Learning Oral Communication Skills. *Academic Research International, 1*, 90-102.

Nation, L., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking.* New York: Routledge, Taylor & Francis.

Pandey, V.C. (2005). *Intelligence and motivation.* Delhi: Gyan Publishing House.

Richard & Renandya, W. (2002). *Methodology in language teaching*: an anthology of current practice Cambridge: Cambridge University Press.

Riasati, M.J. (2014). Causes of Reticence: Engendering Willingness to Speak in English Classrooms. *International Journal of Research Studies in Language Learning 3*, 115-122.doi:10.5861/ijrsll.2013.410

Sansone, C., Harackkiewcz, J. (2000). *Extrinsic and Intrinsic Motivation*. The Research for Optimal Motivation and Performance. Woodbine: New Jersey. Academic Press.

Scuderi, R (2011). Six types of motivation retrieved from: www.lifehack. Org/articles/productivity/6-tyes –of-motivation-explained.html.

Tong, J. (2010). Some Observations of Students' Reticent and Participatory Behavior in Hong Kong English Classrooms. *Electronic Journal of Foreign Language Teaching, 7,* 239–254.

Williams, M., & Burden, R. L. (1997). *Psychology for language Teachers*: a Social Constructivist Approach (1st ed.) Cambridge, United Kingdom. Cambridge: University Press.

Yashima, T., Nishide, L., & Shimizu, K (2004).*The influence of attitudes and affect on willingness to communicate and second language communication*. Retrieved from: http://www.sciencedirect.com/

Zhu, B., & Zhou, Y. (2012). A Study on Students' Effective Factors in Junior High School English Teaching. *English Language Teaching, 5*, 33-40.

ANEXOS

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE INGLES

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos Informativos:

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

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

1. ¿Te sientes motivado al hablar inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado al hablar inglés con tus compañeros en la clase?

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

Tipo de actividad	( )
Incentivos	( )
Mejorar tu nivel	( )
Demostrar tu conocimiento	( )
El tema	( )
Calificación	( )
Actitud del profesor	( )

5. ¿Consideras que tu nivel de inglés influye en la participación de "speaking"?

SI	NO
¿Por qué?	

6. ¿Qué tipo de personalidad consideras que tienes? Marque una sola opción.

1	**Foreseer developer** Superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	**Harmonizer Clarifier**: son analíticos, entusiastas y buscan una explicación más allá de los superficial.	( )
3	**Envisioner mentor**: comunica y comparten valores, son intuitivos y disfrutan de procesos creativos y de trabajar y crecer en equipo.	( )
4	**Discoverer advocate**: exploran percepciones y responden a ella mediante un proceso creativo. Aprecian la felicidad y son intuitivos.	( )
5	**Conceptualizer director**: visualizan las razones tras las cosas que suceden, son independientes y se encuentran difícil interactuar con otras personas.	( )
6	Designer theorizer: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )
7	Strategist movilizer: son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	( )
8	Explorer inventor: son creativos e ingenioso, intentan ser diplomáticos.	( )
9	Planner inspector: idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	( )
10	Protector supporter: notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	( )
11	Implementor supervisor: tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	( )
12	Facilitator caretaker: aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )

13	Analyzer operator: resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14	Composer producer: toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal.	( )
15	Propomer executor: tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16	Motivator presenter: tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas vecs malinterpretan las intenciones de otras personas.	( )

7. ¿Consideras que tu tipo de personalidad influye en tu participación en las actividades de "speaking"?

SI	NO
¿Por qué?	

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE INGLES

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

1. Students actively participate in speaking activities in the English classroom.

SI	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?

Activity types	( )
Rewards	( )
Improve your level	( )
Demonstrate your knowledge	( )
The Topic	( )
Grades	( )
Teacher'attitude	( )

Why?

…………………………………………………………………………………………………

………………………………………………………………………………………………

42

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

▪
▪
▪
▪
▪
▪
▪

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

YES	NO
Why?	

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

YES	NO
Why?	