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**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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Magister.

Karina Soledad Salcedo Viteri.

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Tipanluisa Tandayamo Leonidas

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DEDICATION

I want to dedicate this work with much fondness and gratitude, firstly, to my parents for their support, advice, comprehension, love and help in the difficult moments. Likewise, to my daughter for giving me her encouragement, when she told me dad read the book with her sweet voice. Finally, to all of my family, especially to my brothers and sisters, because they have been the fundamental support for me, for their unconditional support to finish this investigation. Thanks to them.

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At the end of my major, I want to thank, in first place to my God for giving me life until today, for giving me faith, strength, health, and hope to finish this research, pour out his blessings on me and letting me make my dream of becoming a professional in English teaching.

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ABSTRACT

The present research is about “students’ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools”, and its purpose was to analyze on the factors that influence students’ willingness to orally communicate in the EFL classroom.

The quantitative method was used through which class observations and questionnaires were applied to students in five public high schools in the city of Cayambe. The sample selected were one hundred students in five classes of 20 students from different grades, whose ages ranged from 15 to 18 years old.

The aspects considered in carrying out the analysis come from the information obtained in the observed classes and students’ questionnaire, being demonstrated in graphs of the surveys previously applied.

After a deep analysis, it was concluded that motivation, student’s level, and personality are factors that influence students` willingness to orally communicate in English.

Key words: student’s perceptions, motivation, personality, willing to communicate.

RESUMEN

La presente investigación es acerca de las "percepciones de los estudiantes sobre los factores que influyen en su disposición a comunicarse oralmente en el aula EFL en las escuelas secundarias del Ecuador", y su propósito fue analizar los factores que influyen en la disposición de los estudiantes a comunicarse oralmente en el aula EFL.

Se utilizó el método cuantitativo mediante el cual se aplicaron observaciones de clase y cuestionarios a estudiantes de cinco colegios públicas de la ciudad de Cayambe. La muestra seleccionada fue de cien alumnos en cinco clases de 20 alumnos de diferentes cursos, con edades comprendidas entre los 15 y los 18 años.

Los aspectos considerados en la realización del análisis provienen de la información obtenida en las clases observadas y el cuestionario de los estudiantes, siendo demostradas en gráficos las encuestas previamente aplicadas.

Después de un profundo análisis, se concluyó que la motivación, el nivel del estudiante y la personalidad son factores que influyen en la voluntad de los estudiantes para comunicarse oralmente en inglés.

Palabras clave: percepciones de los estudiantes, motivación, personalidad, voluntad para comunicarse.

INTRODUCTION

Speaking English has become a necessity in our globalized world, since most of the scientific information, business affairs, scholarships and other programs are conducted in English. The process of teaching-learning English implies that teachers have a high level of proficiency that includes communication skill to make that students get involved in interesting tasks that improve interaction among all the participants into the class.

In spite of the fact that many teachers are able to get students' motivation to be involved in speaking activities pupils during English lessons in high school in Ecuador, students are not able to acquire the desire knowledge to communicate in the target language (Nunan, 2000).

To this concern, the Ministry of Education of Ecuador has implemented some projects in order to make that English teachers acquire the language proficiency (B2) according to the Common European Framework of References for Languages (CEFR) and, also learn new teaching techniques to be applied into the classroom that will improve students' English language competences (Council of Europe, 2001).

The main purpose of this study is aimed to establish the students' perceptions on the aspects that affect their disposition to speak English inside and outside the classrooms through three important inquiries: How does motivation influence student's willingness to orally communicate?, How does proficiency level influence student's willingness to orally communicate?, and How does personality influence students' willingness to orally communicate?.

Therefore, it is critical to identify how these mentioned aspects can affect oral communication. Similarly, it is necessary to analyze and determine the order in which the students classify these three elements considering the perceptions' percentages of how motivation, proficiency level, and personality affect their speaking developing in the classroom.

There have been some studies worldwide that have analyzed the possible factors that inhibit students to develop speaking activities during English lessons. One of them was the one developed by Tomoko, Lori and Kazuaki (2004) whose main purpose of this study was to examine whether Japanese learners' willingness to communicate results in L2 communicative behavior in both situations inside and outside the classroom.

The authors concluded that those who are more willing to communicate in various interpersonal situations in the L2 tend to initiate communication in the classroom and those who recorded a higher score in willingness to communicate before departure were inclined to engage in communication with host nationals more frequently and for longer periods of time.

On the other hand, the present study of Jing (2013) was to investigate the English majors' L2 willingness to communicate inside classroom.

In conclusion, Jing's study shows that English major have comparatively high WTC inside classroom in their English learning and there are no significant differences in English majors' willingness to communicate inside classroom. In addition, there is a significant positive correlation between English majors' willingness to communicate inside classroom and their academic performance, and there are several influencing factors of willingness to communicate inside classroom, such as language capacity, language anxiety, communicating atmosphere, and so on. Finally, the third study connected to this research was done by Alemi, Tajeddin and Mesbah (2013) who investigated the effects of individual differences on Iranian EFL learners' willingness to communicate. The results indicated no significant difference among the participants in terms of gender, major, age, and personality types; however, significant difference was found with respect to other variables such as proficiency level, The present research is about "students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools being abroad, and communicating with foreigners.

The development of the current thesis project is intended to help people involved in teaching English as a foreign language or second language as: English teachers, English area coordinators, high school headmasters, educational researchers, and also it will serve as a basis for future investigations related to the English teaching-learning process and its competences.

Additionally, it is to say that the present research presented some limitations: Students experienced some difficulties to understand and select only one kind of personality according to the surveys. On the other hand, the observations were restricted in its extent which did not permit to the investigator to draw reliable outcomes. It is good to recommend that future researchers can have more opportunities to observe the English classes in order to establish the real situation regarding oral communication.

CHAPTER 1: LITERATURE REVIEW

The English language teaching-learning process requires teachers to have an advanced level of communicative ability in order to be able to involve students in authentic real-world and meaningful activities that develop oral communication. However, even though teachers have the willingness and the skills to incentive students' participation and interaction in the class, the students do not want to use English during speaking activities.

Many teachers think that the willingness of the students to use the English language is a key factor when they are learning/doing some speaking activity.

In Ecuador, most teachers try to get students involved in speaking practices but the students are not willing to use the English language in class. As a result, Ecuadorian students have a basic level in the speaking proficiency. Furthermore, this lack of speaking practice is hindering the normal processes of English language teaching in our students in class.

English teachers are interested in knowing why learners are not willing to use the English language in the classroom. The present study seeks Ecuadorian students' perceptions on the factors affecting their willingness to orally communicate in the EFL classroom in Ecuadorian senior high schools.

1.1. Motivation

First of all, Patsy and Nina (2006) argue that motivation is one of the most important factors in the success in the English learning process. They believe teachers need to use different activities to develop students' intrinsic motivation to learn and speak English with reliability both inside and outside the classroom. For example, as students loved singing, they inferred that songs could be used to arouse their interest in learning. The motivation is effective when using songs incorporated with other activities such as body movements, dance and mini-drama (Segalowitz, 2010). By this way, students are motivated and they develop their confidence in speaking at the classroom with their classmates. They show some samples that students sang with some body movements in the first cycle. In the second cycle, they sang with a dance and a mini-drama

According to the authors, motivation in the classroom is the most important aspect to students' teaching. Really motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal. Teachers also have more influence on these behaviours and the motivation they represent than on students' reasons for studying the second language or their attitudes toward the languages and its speakers. Teachers can make a positive contribution to student's motivation to learn if classrooms are places that students enjoy coming to, because the content is interesting and

relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive (Lightbown & Spada, 2006).

Likewise, Roland, B. (2003) reports two kinds of motivation: Intrinsic and extrinsic motivation. By intrinsic motivation, it can be understood the kind of motivation generated by internal forces such as the personal desire for developing a new skill or a special concern in language learning. On the other hand, the extrinsic motivation is that which comes from external pressures such as a professional need for a better performance at work or because of the parent's interest of sending the learner to an English institute. There is an example: Often high level learners show a high degree of intrinsic motivation as they continue to study a language beyond any practical need. Furthermore, students sometimes join a class because of extrinsic motivation and become motivated intrinsically as learning becomes enjoyable and rewarding. Getting feedback from the learners on the teaching and learning process through simple questionnaires about aspects of class can help a teacher identify what students find most useful and enjoyable.

In addition, Vadillo (2009) mentions about motivation that directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned the target language, how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over, but Snow (2007) manifests that in some cases reluctance to speak English in pair and small-group activities in classroom is another problem, that students are often not very willing to speak to each other in English during pair or small-group activities; in other words, during activities in which you cannot watch them all the time. Sometimes this lack of willingness is due to the awkwardness of talking to their friends in a foreign language, or even to sheer laziness (Ushioda, 2001).

However, it is also sometimes encouraged by a belief that the only useful kind of speaking practice is conversation with an English teacher who will correct all their errors—in short, they expect to do their practicing with teacher this may also help to point out that students should not be worried that their errors will be reinforced if they spend too much time talking to classmates in classroom, Snow (2007) says that is very important to encourage students to speak English in class, also it is important to be realistic about how far from supervision you can reasonably expect the students to actually practice English. A good rule of thumb is this: break students into the smallest groups in which most of them will speak English a significant percentage of the time (Berens & Nardi, 2004).

While, Peter and Tomas (2006) argue that interaction, it is part of a process learning the rules for acceptable social participation within the classroom in order to display that

language in particular ways where social interaction does affect motivational development and plays a very powerful role in a learning process. In this case students enhancing learning motivation, and improving language proficiency for real communication. Probably the teachers' role is to provide role learners with suitable environment for engaging the self-esteem regulated learning. When learners are able to enhance their motivation and study skills they can actively and positively control their learning. In most cases, improving target language communication specially in speaking. Besides, the learners are likely to become more confident communicating by speaking in different contexts.

Likewise, Brown (2000) explains similar ideas about typical classroom interaction, principally it is characterized by teacher initiation of language in classroom participation when they are motivated we can ask question for example; give direction, provide information and students have been conditioned only to "speak when spoken to" part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask question, to control conversations, and to change the subject. So encourage the development of students speaking in which students become aware of, and have a chance to practice such as, ask for clarification, getting someone attention and so on.

Finally, Patsy and Nina (2006) assume that motivation is extremely important for L2 learning, and it is crucial to understand what our students' motivations. Likewise, Vadillo (2009) suggests some management theorists, such as games, songs and activities are invaluable to the teacher of a foreign language because they provide an opportunity for students to use their language skills in a less formal situation. Games can be used to change the pace of a lesson and so maintain motivation. We can motivate to the students appreciating not only their knowledge, but also their desire to improve in English, their participation in class, creativity, cleanliness and order in the class notebook, etc. In this series of values are as important in the formation of the student, as a good command of English. So we can provide the 'input' auditory medium, not only audio recording, but mainly through oral interventions of the teacher in class. The teacher can motivate students by putting the 'input' of English to the level that their students have at that point in their inter language (Frohlich, Stern., & Todesco, 1978).

1.2. Proficiency level

For each proficiency levels stated by the Common European Framework of Reference (Council of Europe, 2001), there are two kinds of speaking skill: spoken interaction and spoken production. First, A1 level is basic user breakthrough, as for spoken interaction is a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the students are trying to say. They can ask and

answer simple questions in areas of immediate need or on very familiar topics and now in spoken production they can use simple phrases and sentences to describe where they live and people they know. Next, A2 level is basic user wastage, they can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually understand enough to keep the conversation going by themselves. And in spoken production they can use a series of phrase and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job. Then, B1 level is independent user threshold, where they can interact and deal with most situations likely to arise whilst travelling in an area where the language is spoken also they can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). So in production phase they can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions.

After that, the Council of Europe (2001) claims that B2 level is independent user vantage, who can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining my views. Thus, they can present a clear idea, detailed descriptions on a wide range of subjects related to their field of interest. From the point of view they can explain on a topical issue giving the advantages and disadvantages of various options. Then, in C1 level is proficient user also called effective operational proficiency, where students can speak fluently and spontaneously without much obvious searching for expressions. They use language flexibly and effectively for social and professional purposes and formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

Conclude, in C2 level is proficient user or mastery, in this last level students can detail descriptions of complex subjects integrating sub-themes; developing particular points and rounding off with an appropriate conclusion and can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialism. They express themselves fluently and convey finer shades of meaning precisely here is presented with clarity and smoothly descriptions or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

1.3. Personality

Personality means differences individual's characteristics and to be determined in behaviour patterns of thinking, feeling and acting in different ways of personality traits.

Knowing about this topic, Briggs, Keirsey, D. (1998) report profiles of the sixteen personality types that they are: Introverted Intuitive Feeling and Perceiving INFTs, Introverted Intuitive Feeling and Judging INFJs, Introverted Intuitive Thinking and Judging INTJs, Introverted Intuitive Thinking Perceiving INTPs, Introverted Sensing Feeling Judging ISFJs, Introverted Sensing Feeling Perceiving ISFPs, Introverted Sensing Thinking Judging ISTJs, Introverted Sensing Thinking Perceiving ISTPs, Introverted Intuitive Feeling and Judging ENFJs, Extroverted Intuitive Feeling and perceiving ENFPs, Extroverted Intuitive Thinking Judging ENTJs, Extroverted Intuitive Thinking Perceiving ENTPs, Extroverted Sensing Feeling Judging ESFJs, Extroverted Sensing Feeling Perceiving ESFPs, Extroverted Sensing thinking Judging ESTJs, Extroverted Sensing Thinking Perceiving ESTPs.

INFTs personality are imaginative idealists, guided by their own core values and beliefs. So as the realism of the moment is only of passing concern. Then, they see potential for a better future, and pursue truth and meaning with their own individual flair. They are sensitive, caring, and compassionate, and they are deeply concerned with the personal growth of themselves and others. Individualistic and nonjudgmental, INFPs believe that each person must find their own path. They enjoy spending time exploring their own ideas and values, and are gently encouraging to others to do the same. INFPs are creative and often artistic; they enjoy finding new outlets for self-expression.

INFJs personality are creative nurturers with a strong sense of personal integrity and a drive to help others to perform their potential. Creative and dedicated, they have a talent for helping others with original solutions to their personal challenges. The counselor has a unique ability to intuit others' emotions and motivations, also will often know how someone is feeling before that person knows it himself. They trust their insights about others and have strong faith in their ability to read people. Although they are sensitive, they are also reserved; the INFJ is a private sort, and they are selective about sharing intimate thoughts and feelings. INFJs are guided by a deeply considered set of personal values. They are intensely idealistic, and they can clearly imagine a happier and more perfect future. They can become discouraged by the harsh realities of the present, but they are typically motivated and persistent in taking positive action nonetheless. The INFJ feels an intrinsic drive to do what they can to make the world a better place. INFJs often appear quiet, caring and sensitive, and may be found listening attentively to someone else's ideas or concerns. They are highly perceptive about people and want to help others achieve understanding. INFJs are not afraid of complex personal problems; in fact, they are quite complex themselves, and they have a

rich inner life that few are privy to. They reflect at length on issues of ethics, and feel things deeply. Because counselors initially appear so gentle and reserved, they may surprise others with their intensity when one of their values is threatened or called into question. Their calm exteriors belie the complexity of their inner worlds.

INTJs are analytical problem-solvers, eager to improve systems and processes with their innovative ideas. They have a talent for seeing possibilities for improvement, whether at work, at home, or in themselves.

Often intellectual, INTJs enjoy logical reasoning and complex problem-solving. They approach life by analyzing the theory behind what they see, and they are typically focused inward, on their own thoughtful study of the world around them. INTJs are drawn to logical systems and they are much less comfortable with the unpredictable nature of other people and their emotions. They are typically independent and selective about their relationships, preferring to associate with people who they find intellectually stimulating. INTJs are perceptive about systems and strategy, and they often understand the world as a chess board to be navigated. They want to understand how systems work, and how events proceed, INTJs are typically reserved and serious, and seem to spend a lot of time thinking. They are curious about the world around them and often want to know the principle behind what they see. They thoroughly examine the information they receive, and if asked a question, they will typically consider it at length before presenting a careful, complex answer. INTJs think critically and clearly, and they often have an idea about how to do something more efficiently. They can be blunt in their presentation, and they often communicate in terms of the larger strategy, leaving out the details.

INTPs are philosophical innovators, fascinated by logical analysis, systems, and design. They are preoccupied with theory, and search for the universal law behind everything they see. They want to understand the unifying themes of life, in all their complexity. INTPs are detached, analytical observers who can seem oblivious to the world around them because they are so deeply absorbed in thought. They spend much of their time focused internally: exploring concepts, making connections, and seeking understanding. To the Architect, life is an ongoing inquiry into the mysteries of the universe.

The ISFJs are industrious caretakers, loyal to traditions and organizations. They are practical, compassionate, and caring, and they are motivated to provide for others and protect them from the perils of life. ISFJs are conventional and grounded, and enjoy contributing to established structures of society. They are steady and committed workers with a deep sense of responsibility to others. They focus on fulfilling their duties, particularly when they are taking care of the needs of other people. They want others to know that they are reliable and can be trusted to do what is expected of them. They are conscientious and

methodical, and persist until the job is done. ISFJs are driven by their personal values, and they are conscientious in their behavior. They typically want to work hard, get along with others, and make sure they do what is expected of them. ISFJs value relationships highly and strive to cooperate and maintain harmony with others. They want stability and longevity in their relationships, and tend to maintain a deep devotion to family. They feel most connected with people they know they can rely upon over the long term.

ISFPs are gentle caretakers who live in the present moment and enjoy their surroundings with cheerful, low-key enthusiasm. They are flexible and spontaneous, and like to go with the flow to enjoy what life has to offer. ISFPs are quiet and unassuming, and may be hard to get to know. However, to those who know them well, the ISFP is warm and friendly, eager to share in life's many experiences. ISFPs are typically modest and they may underestimate themselves. They usually do not like to be in the spotlight, preferring instead to take a supporting role, and they will avoid planning and organizing whenever possible. Sensitive and responsive, they step in to do what needs to be done and are satisfied by their personal sense of being helpful to others.

ISTJs are responsible organizers, driven to create and enforce order within systems and institutions. They are neat and orderly, inside and out, and tend to have a procedure for everything they do. Reliable and dutiful, ISTJs want to uphold tradition and follow regulations. ISTJs are steady, productive contributors. Although they are introverted, ISTJs are rarely isolated; typical ISTJs know just where they belong in life, and they want to understand how they can participate in established organizations and systems. They concern themselves with maintain the social order and making sure that standards are met; ISTJs are hardworking and will persist until a task is done. They are logical and methodical, and often enjoy tasks that require them to use step-by-step reasoning to solve a problem. They are meticulous in their attention to details, and examine things closely to be sure they are correct. With their straightforward logic and orientation to detail, ISTJs work systematically to bring order to their own small parts of the world.

ISTPs are observant artisans with an understanding of mechanics and an interest in troubleshooting. They approach their environment with a flexible logic, looking for practical solutions to the problems at hand. They are independent and adaptable, and typically interact with the world around them in a self-directed, spontaneous manner; ISTPs are attentive to details and responsive to the demands of the world around them. Because of their astute sense of their environment, they are good at moving quickly and responding to emergencies. ISTPs are reserved, but not withdrawn: the ISTP enjoys taking action, and approaches the world with a keen appreciation for the physical and sensory experiences it has to offer.

ENFJs are idealist organizers, driven to implement their vision of what is best for humanity. They often act as catalysts for human growth because of their ability to see potential in other people and their charisma in persuading others to their ideas. They are focused on values and vision, and they are passionate about the possibilities for people. ENFJs are typically energetic and driven, and they often have a lot on their plates. They are tuned into the needs of others and acutely aware of human suffering; however, they also tend to be optimistic and forward-thinking, intuitively seeing opportunity for improvement. The ENFJ is ambitious, but their ambition is not self-serving: rather, they feel personally responsible for making the world a better place.

ENFPs are people-centered creators with a focus on possibilities and a contagious enthusiasm for new ideas, people and activities. Energetic, warm, and passionate, ENFPs love to help other people explore their creative potential. ENFPs are typically agile and expressive communicators, using their wit, humor, and mastery of language to create engaging stories. Imaginative and original, ENFPs often have a strong artistic side. They are drawn to art because of its ability to express inventive ideas and create a deeper understanding of human experience.

ENTJs are strategic leaders, motivated to organize change. They are quick to see inefficiency and conceptualize new solutions, and they enjoy developing long-range plans to accomplish their vision. They excel at logical reasoning and are usually articulate and quick-witted. ENTJs are analytical and objective, and they like bringing order to the world around them. When there are flaws in a system, the ENTJ sees them, and enjoys the process of discovering and implementing a better way. ENTJs are assertive and enjoy taking charge; they see their role as that of leader and manager, organizing people and processes to achieve their goals.

ENTPs are inspired innovators, motivated to find new solutions to intellectually challenging problems. They are curious and clever, and seek to comprehend the people, systems, and principles that surround them. Open-minded and unconventional, Visionaries want to analyze, understand, and influence other people. ENTPs enjoy playing with ideas and especially like to banter with others. They use their quick wit and command of language to keep the upper hand with other people, often cheerfully poking fun at their habits and eccentricities. While the ENTP enjoys challenging others, in the end they are usually happy to live and let live. They are rarely judgmental, but they may have little patience for people who can't keep up.

ESFJs are conscientious helpers, sensitive to the needs of others and energetically dedicated to their responsibilities. They are highly attuned to their emotional environment and attentive to both the feelings of others and the perception others have of them. ESFJs like a

sense of harmony and cooperation around them, and they are eager to please and provide. ESFJs value loyalty and tradition, and they usually make their family and friends their top priority. They are generous with their time, effort, and emotions. ESFJs act according to a strict moral code, and look for others to do the same. They often see things in terms of black and white, right and wrong, and they are typically not shy about sharing their evaluations of others' behavior. ESFJs seek harmony and cooperation, and feel this is best accomplished when everyone follows the same set of rules.

ESFPs are vivacious entertainers who charm and engage those around them. They are spontaneous, energetic, and fun-loving, and take pleasure in the things around them: food, clothes, nature, animals, and especially people. ESFPs are typically warm and talkative and have a contagious enthusiasm for life. They like to be in the middle of the action and the center of attention. They have a playful, open sense of humor, and they like to draw out other people and help them have a good time. ESFPs live in the moment, enjoying what life has to offer. They are especially tuned into their senses and take pleasure in the sights, sounds, smells, and textures around them. ESFPs like to keep busy, filling their lives with hobbies, sports, activities, and friends. Because they would rather live spontaneously than plan ahead, they can become overextended when there are too many exciting things to do.

ESTJs are hardworking traditionalists, eager to take charge in organizing projects and people. Orderly, rule-abiding, and conscientious, ESTJs like to get things done, and tend to go about projects in a systematic, methodical way. ESTJs are the consummate organizers, and want to bring structure to their surroundings. They value predictability and prefer things to proceed in a logical order. ESTJs are conventional, factual, and grounded in reality. For the ESTJ, the proof is in the past: what has worked and what has been done before. They value evidence over conjecture, and trust their personal experience. ESTJs look for rules to follow and standards to meet, and often take a leadership role in helping other people meet expectations as well.

ESTPs are energetic thrill seekers who are at their best when putting out fires, whether literal or metaphorical. They bring a sense of dynamic energy to their interactions with others and the world around them. They assess situations quickly and move adeptly to respond to immediate problems with practical solutions. Active and playful, ESTPs are often the life of the party and have a good sense of humor. They use their keen powers of observation to assess their audience and adapt quickly to keep interactions exciting. Although they typically appear very social, they are rarely sensitive; the ESTP prefers to keep things fast-paced and silly rather than emotional or serious. ESTPs are often natural athletes; they easily navigate their physical environment and they are typically highly coordinated. They like to use this

physical aptitude in the pursuit of excitement and adventure, and they often enjoy putting their skills to the test in risky or even dangerous activities.

1.4. Teaching Speaking

An interesting opinion about classroom, stated by Thornbury (2005) is that the target language is used to regulate the interaction in the classroom. After that, build the topic at hand together with the students and assume that whatever they say contributes to the topic. Besides, an important point to speak in class is encouraging students to sustain their natural speech beyond one or two sentences and to take longer turns. Last, pay attention to the message of students' utterance rather than to the form in which they are cast. Keep them comments for later.

In the same way according Gower, Philips and Walters (2005) state that there are important points for English communication, these can be, first of all, encouraging student interaction and involves increasing the amount students speak in class and another people also can create a comfortable atmosphere where students are not afraid to speak and enjoy communicating with teachers and their fellow student. In second place, give plenty of controlled and guided practice.

Generally, the lower the level of the students the more controlled and guided practice, compared with free practice. However, even quite advanced students often welcome the chance to get their tongues round new vocabulary and grammar structures, expressions and model sentences before using them 'for real'. Likewise, the communication activities are to encourage purposeful and meaningful interaction between the students. In other words, the communicative tasks should be designed so that students have a reason or a purpose for speaking (Harmer, 2001).

Nonetheless, they are bridging information or opinion gap and they are asking for or giving real information or finding out about the opinions of their fellow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real-life interaction. To conclude, speaking activities need to be very carefully structured at first, especially at lower level, so that the students have few demands on them. For this reason, it has been difficult for students to come up with ideas at the same time as having to cope with the language. For example, a picture or a purpose-like performs a role-play from the context of a reading text. However, they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that freer activities can be attempted (Pinter, 2006).

To support this research it is important to mention some previous studies, in order to obtain more information about the factors that affect to the students in willingness to orally communicate in EFL classroom.

Tomoko, Lori and Kazuaki (2004) claim that the main purpose of this study was to examine whether Japanese learners' willingness to communicate results in L2 communicative behavior in both situations inside and outside the classroom. Likewise, it was to observe variables that affect willingness to communicate in the L2 and communicative behavior in this research field. In doing so, the relationship between the construct international posture, confidence in L2 communication, and L2 learning motivation will be explored. For these variables, the author used the same path model used in Yashima, T. (2002), it will be replicated with a younger population. According to the author researches says that he selected 116 high school Japanese students where 11 students were native speakers. Commonly they used a set of questionnaires with attitudinal/motivational measures and willingness to communicate scales.

Next, the teacher distributed the questionnaires to students and instructed them to take their time answering the questions at home before returning them to the teacher when the questionnaire was administered; students had studied in the program for three months in TOEFL & Institutional Testing Program ITP. The authors concluded that those who are more willing to communicate in various interpersonal situations in the L2 tend to initiate communication in the classroom and those who recorded a higher score in willingness to communicate before departure were inclined to engage in communication with host nationals more frequently and for longer periods of time.

Watanabe (2013) introduces two research questions to do a study about Japanese high school English learners' willingness to communicate in English changes over the high school years and to look into the reasons for changes or stability. The author formulates the following questions to be researched. Does the willingness to communicate in English of Japanese high school English learners change during 3 years in high school? How do the participants perceive changes or stability in their willingness to communicate in English in their high school years? Then, this research was carried out the following way; 190 first-year high school students aged 15-16 at the start of this study, from a private boys' school in eastern Japan, he said that the study was tracked them over the courses 1st, 2nd, and 3rd years, respectively. Once selected, he proceeded to evaluate a questionnaire that included 19 items willingness to communicate. The items were identical to those used by Hashimoto (2002). Of the 19 items, seven items were fillers. So the remaining 12 legitimate items were combinations of four situations (speaking in pair, speaking in a group of about five people, speaking in a meeting of about 10 people, and speaking in public to a group of about 30 people) and three types of receivers (strangers, acquaintances, and friends). Thus, the legitimate items represented 12 contexts.

Finally, the author finished saying that statistical analysis of this study showed that across the three administrations of the questionnaire, the scale measured two distinct constructs: Willingness to Communicate with Friends and Acquaintances (WTCFA) and Willingness to Communicate with Strangers (WTCS). Therefore, the author suggested that those differentiations seem to be reasonable because semantically, friends are close to acquaintances, whereas strangers are distant from friends and acquaintances.

In the following study, Ellen and Yanping (2012) carried out with the purpose to identify about non-linguistic variables such as motivation, language attitudes, parental support, willingness to communicate, perceived communication competence, and language anxiety for upper primary Chinese children learning English as a foreign language. Consequently, the authors show that used a questionnaire, which assessed affective variables, and the oral language and reading achievement tests were administered with the participation of 175 students, the test was evaluated in individual form whole test included a proficiency test.

Nevertheless, the students had as much time to complete the questionnaire and the reading comprehension test. To end, all the tests took place under the direct supervision of the two authors where testing directions were given in two languages in Chinese and English for the oral and reading comprehension tests, but the questionnaire was administered entirely in Chinese. They concluded the goal of this study was to investigate the role of affective variables and their relationship to L2 learning for the students at the Shi Da Fu School in Xi'an, China. To this end, differences were explored between the groups, and the relationships between affective variables and English achievement were examined.

On the other hand, the present study of Jing (2013) was to investigate the English majors' L2 willingness to communicate inside classroom. He takes four questions to be researched. First, what is present situation of English majors' willingness to communicate inside classroom? Second, is there any significant gender difference in English majors' willingness to communicate inside classroom? Third, is there any significant correlation between English majors' willingness to communicate inside classroom and their academic achievement? Lastly, what are the influencing factors of English majors' willingness to communicate inside classroom? For this he uses a questionnaire that includes three parts, they are distributed as follows; the first part is about personal information, which involves the participants' gender. The second part is the Chinese version of willingness to communicate inside the Classroom scale. The third part is open-ended questions. The open-ended questions are: What are the major influencing factors of your L2 willingness to communicate inside classroom? And what do you think the teacher can do to improve the students' willingness to communicate inside classroom?

In summary, Jing's study shows that English major have comparatively high WTC inside classroom in their English learning and there are no significant differences in English majors' willingness to communicate inside classroom. In addition, there is a significant positive correlation between English majors' willingness to communicate inside classroom and their academic performance, and there are several influencing factors of willingness to communicate inside classroom, such as language capacity, language anxiety, communicating atmosphere, and so on. Although the present research has shed some lights on willingness to communicate inside classroom, which can be helpful to both English communicating teaching and learning.

Another study, done by Liu and Park (2013) claim with address objective the following questions: What are Korean EFL learners' main characteristics of willingness to communicate? What are the main types of English learning motivation in Korea EFL learners? Then, they used three questionnaires were administered with 201 college students. Afterward, Liu and Park agree that questionnaires sheet were formed based on previous studies: willingness to communicate in the classroom, willingness to communicate outside classroom, and motivation for English language learning. Furthermore, willingness to communicate in the classroom questionnaire consisted of 10 five-point liker scale items, willingness to communicate outside classroom 12 items, and motivation 42 items. Thus were calculated to check the internal consistency of the items of each questionnaire.

Last of all, the authors' conclude the student's types of motivation for English language learning, and the correlations between willingness to communicate and different motivation types and motivation intensity. First, the analysis of willingness to communicate showed some features specific to the Korean English learners. Second, the motivations of Korean students for English language learning were more instrumental than integrative. Third, students tend to communicate with strangers more than with friends. From this, it can be suggested that teachers should improve students' motivations in order to improve their willingness to communicate in classroom.

CHAPTER 2: METHOD

2.1. Settings and participants.

This study was conducted in five classrooms from a public high school in the city of Cayambe, province of Pichincha, Ecuador. The participants were one hundred students; 20 students from five different course. There were students between 15 to 17 years old.

2.2. Procedures.

The research began with a review of the literature from several books from the universities, libraries and some publications in the web site.

The topics related to this research were the following: students, motivation, teachers' motivation, students' personality, language proficiency, and teaching strategies used on the students speaking English in the classroom. Furthermore, scientific journals were used in this literature review to further support of this research.

The quantitative method was the approach applied to this research. Before conducting this research, permission was requested from the principals of each high school in order to get the respective authorization to apply the survey to the students who studied in those schools. After that, it was necessary to get the permission of the English teachers of the grades involved in this research.

First, the students received instructions about the matter of the survey and how fill it. Besides, it was necessary to explain them on the purpose of the survey. Then, they answered the seven survey questions, which were written in Spanish to facilitate their understanding. The following day the observation classes were conducted, and an observation sheet was completed to take notes of the students' attitudes during the English class.

In order to tabulate the results, it was necessary to classify and interpret the students' answers using the qualitative method to count the positive and negative answers of each question. The qualitative method was used by comparing the students' answers with the notes taken during the observed class and doing a relation with the previous literature reviewed.

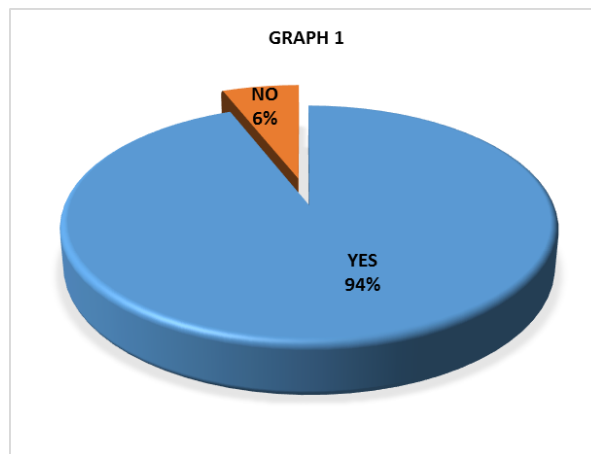
CHAPTER 3: DISCUSSION

Description, analysis and interpretation of results

In this section of the study, the information obtained from data collected through students' questionnaire will be presented and analyzed considering qualitative and quantitative approaches, statistic data will be presented in graphs. After that, the data will be analyzed with the results obtained from observation classes, and finally, it will be supported with the information from the literature review.

How does the motivation influence student's willingness to orally communication?

Do you feel motivated to speak English in class?



Author: Leonidas Tipanluisa

Source: Students' questionnaire

According to the obtained results, as this graph shows, 94% of the students feel motivated to speak English in classroom, and 6% of them, which represents a minimum number of students, mentioned that they did not feel motivated to speak in English inside classroom.

Ninety four percent of students who answered "yes" gave several reasons to be motivated to speak in English within the classroom. They explained that they love learning English because it is interesting and it is an important subject. Besides, they said although they make mistakes they did not feel unmotivated, so they could improve their pronunciation.

On the other hand, 6% of the students, who answered "no", gave some reasons about why they do not feel motivated to speak English in the classroom. They consider that English is difficult to learn and pronounce. Some students wanted to speak English but they did not know how to pronounce some words, namely, they did not have enough vocabulary words.

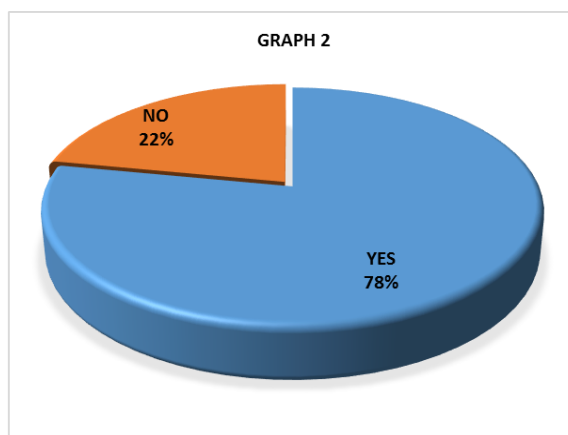
According to the observation, few students tried to speak in English, but the teacher did not apply activities focused on oral communication and students did not have the opportunity to participate in those kinds of activities.

Ren and Yu (2013) argue that teachers must be prepared before coming into the class, with a clear lesson plan, and with activities that will motivate the students. Sometimes teachers need to prepare some interesting activities, such as games, humorous short stories and interesting debates. Some researchers suggest that strong motivation can lead to final success. Therefore, as language teachers, we should understand this and try to motivate the students in several aspects. Encouraging learners to make positive self-talk removes their affective factors and brings them benefits of building a healthy concept and developing a positive optimistic attitude to life. Such positive self-talk helps the students overcome the feelings of inferiority. It reinforces learners' beliefs about their learning abilities, increases their motivation,

Likewise, Vadillo (2009) argues that motivation is extremely important for L2 learning, and it is crucial to understand what our students' motivations are. Games and songs and activities are invaluable to the teacher of a foreign language because they provide an opportunity for students to use their language skills in a less formal situation. Games can be used to stimulate the students' interesting and so maintain motivation. We can motivate the students appreciating not only their knowledge, but also their desire to improve in English, their participation in class, creativity, cleanliness and order in the class notebook. Also, we can provide the 'input' auditory medium, not only audio recording, but mainly through oral interventions of the teacher in class.

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

Do you feel motivated to speak English with your classmates?



Author: Leonidas Tipanluisa

Source: Students' questionnaire

Graph 2 shows that 78% of students feel motivated to speak English with their partners in the class, while 22% of students mention, they do not like to speak with their classmates.

Seventy eight percent of students who answered “yes” mentioned that it is funny to practice English through dialogues, they could learn new words and they would improve the pronunciation of some difficult words. Besides, they said that they feel confident to speak in English with their classmates, because they could improve the language, and other students mentioned, while they were speaking in English, they could improve their skills.

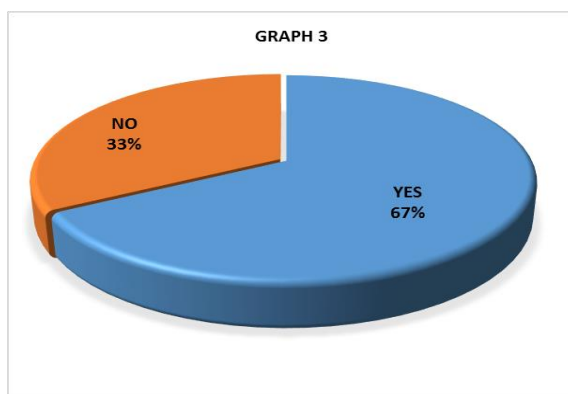
On the other hand, 22% of students who answered “no”, gave several reasons such as fear to speak in English in front of their classmates, because some of them made jokes about mistakes in word pronunciation, and other students mention that they did not like any foreign language because it is difficult to understand.

In addition, in all observed classes some students tried to speak in English, but they did not have enough vocabulary, and classes there were not any speaking activities such as pair work activities or dialogues, the teachers taught English through grammar translations and that is because classes are based on old methodologies.

In this case, Nation and Newton (2009) denote that there are three components that are associated to classroom-specific factors; course specific, group specific and teacher specific. Simply stating, the first one holds the point from the teaching method to materials to syllabus. The second component embraces the learners group, and finally the third one involves the teacher. With all fairness, we can say the two categories (group specific and teacher specific) argue the intrusion of a humanistic variable, namely, interaction.

Regarding to this fact, Liu (2013) argues that if teachers demonstrate positive attitudes in class, this certainly will motivate students to learn and use the spoken English; furthermore, when students are motivated they get positive attitudes to speak English in class.

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



Author: Leonidas Tipanluisa

Source: Students' questionnaire

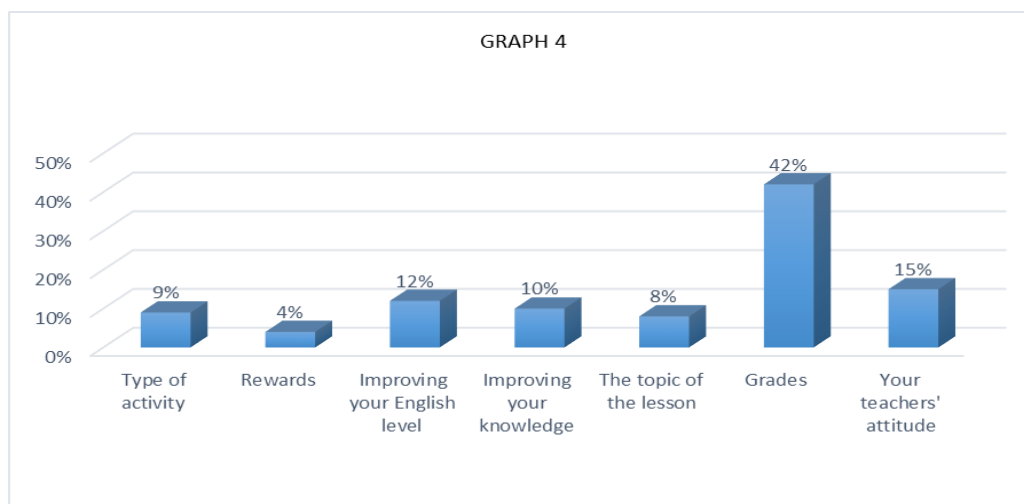
The results of the graph 3 expose what students replied to the third survey question about voluntary participation. It shows that 33% of the students do not voluntarily participate in speaking activities in the classroom. While the other 67% declared that their participation is always willingly.

The 33% of the students who replied “no” expressed that the participation depends on the teacher and not on themselves. They felt forced to participate because the teacher selected them. In the observation made, the students of three of the five courses did not participate when teacher asked questions. Consequently, the teacher had to call up names to obtain answers. Nation and Newton (2009) affirm that it is necessary to push learners to speak in order to obtain results. They explain that the best way to push them is through encouragement or necessity. However, Ur (1996) claims that teachers should plan speaking activities based on easy language. And another reason for not participating spontaneously in speaking activities is the absence of this type of practice and the lack of interaction. Similarly, some students wrote that they did not voluntarily participate because of their shyness. Ur (1996) suggests that group work will increase the students’ talking time and will allow shy students to express their thoughts. Additionally, she recommends making a careful choice of the topic and giving some training in discussion skills. Furthermore, students mentioned they did not know English, therefore they could not participate. According to The Council of Europe (2001) an A1 speaker “can ask and answer questions about personal details. Can interact in a simple way but communication depends completely on repetition, rephrasing and repair.” Students pointed this out and recognized their vocabulary shortage.

On the contrary, the 67% of the interviewed students who responded positively declared that they liked to voluntarily participate because they could practice English and improve their pronunciation. Others confessed they felt sorrow for the teacher because nobody participated and this encouraged them to talk. Similarly, students mentioned they participated to demonstrate and show to the teacher and their classmates what they knew and how well they could speak. During the observation, in two classes students voluntarily participated because they wanted to show off their English speaking level and their wide vocabulary knowledge.

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

Through this question will be explained and analyzed some aspects that motivate students to participate in classes.



Author: Leonidas Tipanluisa

Source: Students' questionnaire

Graph 4 shows that 42% of the students replied that grades what motives them to participate in speaking activities, 15% of the students stated that the teachers' aptitude plays an important role on students' motivation, 12% of the students affirmed that improving your English level motive them to be part of the speaking activities, 8% of the students mentioned that the topic of the lesson motive them to participate in speaking, 10% of the students said that demonstrating your knowledge motive them to participate in the speaking activities, 9% of the learners gave credit to the type of activity, and 4% of the students replied that rewards motive them to participate in the speaking activities.

According to the results above, grades (42%) is the high reason that motivates students to participate in speaking activities. It shows us that there still is some feeling of obligation to participate; otherwise, grades might have been affected. This is not a good variable to come out first for sure but it clearly indicates what we already know about willingness to participate, which is deficient in most of the cases. The fact of being in their last high school year also offers them a great deal of pressure, as observed. Peter and Tomas (2006) mention that anxiety levels are important factors that influence students' participation in oral tasks.

Now, the teachers' aptitude which represents the 15%, might attribute that some techniques that help students fell confidence, are being used with this particular group of students. Scrivener (2012) states "once you have started to get to know your class, you will soon notice which students tend not to speak. It is worth taking some time to support them and boost their confidence" (p. 181). On the other hand, Alam and Uddin (2013) state, "how teachers talk to learners is key element in organizing and facilitating learning" (p. 14). Additionally, Nation & Newton (2009) concludes that the attitude of the teachers towards

using PRS (Personal Response System) for improving pupils' communicative skills in ESL classroom was positive and relatively high. It can be seen that teachers' aptitude plays an important role in motivating students.

Improving English level which represents the 12% of the student surveyed. Some students had interest in improving their English level. It was evident in the observed class that few students felt that they wanted to improve their English. Other students did not show interest in practicing their speaking in the classroom: for example, when teachers gave them a set of questions to practice with their peers many students did not make their best effort in completing the activity.

According to Nunan (2000), children acquire a high competency in speaking skills by using their knowledge of rule and tense to improve their verbal communication with their audiences. Furthermore, improving their knowledge should be very important for students because it would be much easier to communicate with those around them if they had a higher level of language proficiency.

Demonstrating your knowledge, chosen by 10% of the students surveyed. In the observed classes, many students wanted to demonstrate that they were more knowledgeable than others. Moreover, they voluntarily tried to read aloud phrases written on the board by their teachers. In addition, they knew the meaning of the new English words used in their textbooks. According to Hess (2001) says, "as a rule students are interested in sharing what is on their minds and are wanting for a chance to do so" (p. 34).

Furthermore, the type of activity and topic of the lesson which represent 9% and 8% of acceptance, which in most cases go together, are also being part of student motivation. Due to the fact that this result is small, it indicates that teachers must prepare more activities that have students prepare their answer by writing before speaking.

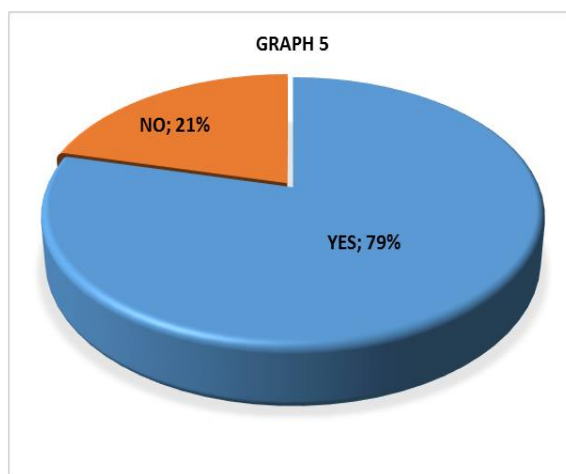
According to the observed classes, it was noticed that most of the teachers did not plan or organize any interactive activity such as role-plays, dialogues or debates, among. Teachers wrote a long list of words on the board and students copied them on their notebooks. These activities did not motivate students to practice English. In addition, classes were little interesting, and most of the students felt tired and bored. This lack of motivation was the main difficulty to enhance students to communicate in class.

The communicative language teaching method requires learners to practice in real situations. Brookhart (2007) mentions a typical classroom activity is a role-play. When teachers use this activity of role-play is more effective in arousing students' motivation in speaking English than using oral English tests. In addition, Zheng (2014) argues that doing role-play activities, it is a way to practice, or rehearse, situations that may happen in real life. The purpose of this activity is to prepare the students for the real-life language use.

Finally, the 4% of the students chosen rewards as other motivating factor. Rewards are very important because they encourage students to purpose their goals. Moreover, rewards can help teachers control the behavior of their students in class. During the observed classes, it was confirmed that after verbal rewards, students participated more in speaking class, asking question about the class topic. Patsy and Nina (2006) say that when someone is rewarded for learning, the learning is far more apt to occur.

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

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



Author: Leonidas Tipanluisa
Source: Students' questionnaire

In graph 5, it points out that 79% of the students expressed that their English level permits to participate in speaking activities in class. In contrast, 21% of them considered that their English level affect their oral production.

Seventy nine percent of students who answered “yes” to this question they gave several reasons as follow: some students say that by participating in speaking activities they want to be an example to encourage other classmates, and improve their English. Others mention that no matter how low their English proficiency is they do their best when participating in speaking activities. Also, some students state that though participating in this type of activities they can learn more. Students also say that they have to do it in order to get good grades. Another opinion from students is that by participating is the only way to improve English proficiency level. It was said that thought speaking, teachers can notice if students’ leaning process is having success. All the answers given by the students show us that most of students have an English proficiency level permits them to participate actively in class.

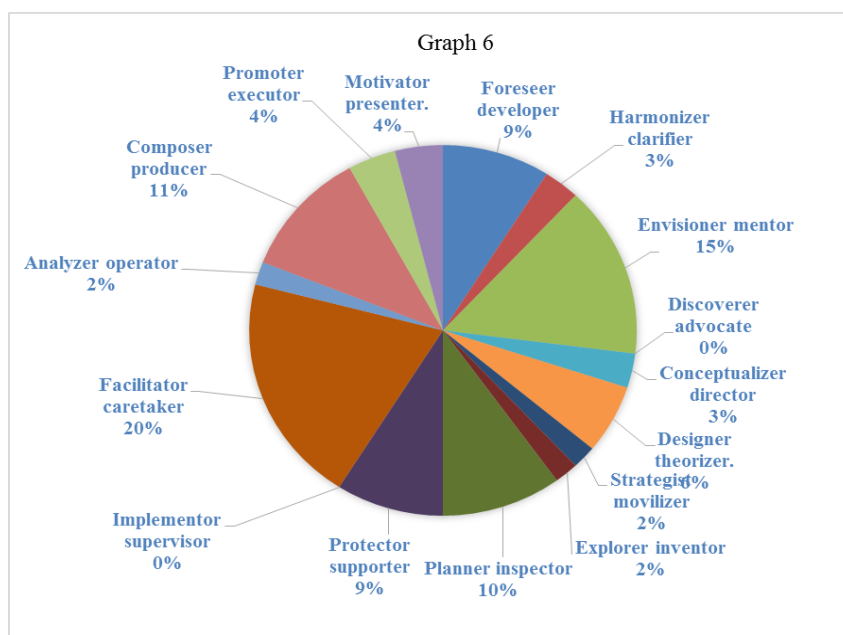
Nonetheless, 21% of the students that said “no” to the question above also have their reasons that support their answers. They do not know English well, they do not understand it, they do not want to participate, difficulty, or they simple do not like the language. Additionally, students think that the teacher is very strict; others say that they do not know English enough, so that is why does not influence in the learning process. Also, students prefer to listen to the teacher’ explanation than participating in speaking activities.

However, it can be seen that students have many reason to avoid their participation due to their English level. During the observation class, it was noticed that the English level does influence in students’ participation due to the fact that they try to translate into Spanish the speaking activities. And although some students need translation, other do their best by speaking in English, especially those that do have previous knowledge and are able to understand teachers’ instruction. Another group of students simply like to participate individually. On the other hand, there is a group of students that have bad behavior and are demotivated.

The council of Europe (2001) reports that there is a global scale for the English proficiency level. Although C2 the highest level students can have, it implicates that their English level is almost as a native speaker. Students involved in this research do not have this English proficiency level. On the contrary, most students start form a level A1 and finish with a level B2.

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

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



Author: Leonidas Tipanluisa

Source: Students’ questionnaire

As it is observed in graph 6, there are sixteen types of personality, 9% of the students are foreseer developers, it means, they overcome differences and relate to other people. Moreover, they are practical when they solve problems, and only 3% of students are harmonizer clarifier they can discover mysteries and they have a way of knowing what it is credible. Fifteen percent of students are envisioner mentor because they communicate and share values they are intuitive and enjoy creative processes.

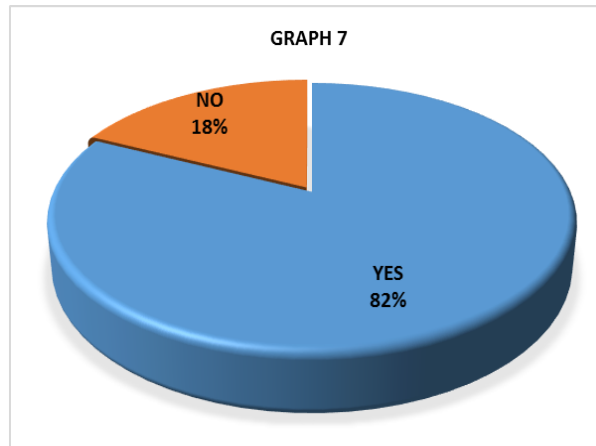
On the other hand, 3% of them recognize they are conceptualizer director it means, that they try to display the reasons after things that happen, they are independent and find it hard to interact with other people. Likewise, 6% of students state, they are designer theorizer and talented to design and redesign. Activate their imagination, discover, and reflect on the thinking process. Only 2% of the respondents are strategist mobilizers it means, they are leaders and organized resources to achieve progress. Adequately manage all the details of time and resources. While, 2% of students are explorer inventor it means they are creative, ingenious and try to be diplomatic. Ten percent of students are planner inspector they could devise plans and take responsibilities so they grow good qualities and do the right things.

On the other hand, 9% of respondents think they are protector supporter they notice what is necessary and valuable. They are very good to listen and remember. They feel anxious when people ignore the rules or do not have good relationships with others. Twenty percent of students are facilitator caretaker. They are people who accept and help others. They recognize the success of others and remember what is important. Two percent of students are analyzer operator, this is someone try solving problems actively, they need to be independent. They act according their intuition.

Otherwise, 11% of them stated they are composer producer who take of the opportunities advantage. Solve problems creatively and have their own personal style. Only 4% of students showed that they are promoter executor those are have talent to business they like act as a counselor. They take care about their family and friends they get upset when someone does not show respect. Finally, 4% of students are motivator presenter, they have talent to present things in a useful way. They respect the freedom and take risks and sometimes they misinterpret the intentions of other people.

According to the results of the class observation, it was noticed that students did not know about their types of personality, and they did not identify which type of personality they had. However, it was observed that most of students were composer and producer, they liked to look and draw the nature they were interested in protecting the environment. Likewise, some students were energetic and enthusiastic, they liked to write a short paragraph on their pasteboard and they liked to listen to music in English.

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



Author: Leonidas Tipanluisa

Source: Students' questionnaire

According to graph 7, it is noticed that 82% of the students mentioned that their personality permits them to participate in speaking activities, as well as improving their English knowledge level.

The extroverts students tend to show their skills more than introverts students accordingly with Wakamoto (2009) "Extroverts prefers social strategies such as cooperation with other or asking for clarification" (p. 23). These extroverts students stated that they participate in English class because they want to practice their learning and better their speaking showing their understanding and learning which allows them increase their self-esteem by improving their speaking skill. Hooder (2002) affirmed, "someone with a high aptitude will pick up the L2 relatively easily, whereas for another person the same level proficiency can only be achieved by means of hard work and persistence" (p. 171). Students were motivated to speak because they had a positive attitude and were interested in learning English.

In order to better understand students' personality, some authors suggest using speaking activities; for instance, teachers can use the question and answers activities, this activity was created by Simcock (1993) and cited by (Nation & Newton, 2009). This activity does as follow: tow students read a text, then one of them asks question; after that, the student who answered the question had to write a summary using the main ideas discussed and finally explain it in front of the class. This exercise provides students with the ability to express them more clearly and helps teachers to understand their students' learning manners.

Personality, according to Lightbown and Spada (2006), state is a very important factor in determining students' ability and motivation to improve their communication skill. In the observed class the extroverts students asked all time to their teachers everything to confirm

their learning; moreover, they gave some suggestion to their English teachers to they improve their teaching. The students attitude was seen for others students as boring, but teachers accepted these suggestions because they believed that the students ideas can be a good tool to apply in class. The extroverted students identified themselves as foreseer developers because according to Berens and Nardi (2004). They get to do the things of their interest very well without hurt people around of them.

On the other hand, the students who responded that they did not believe that their personality influenced their speaking in class showed 18%. This percentage was represented by introverts' students who stated that they prefer practice in a silent place where people do not laugh of them. Frohlinch, Sterm, and Todesco (1978) stated that "students who had reported that they were extremely shy and embarrassed, afraid to speak in class and afraid that people were laughing at them, and whom the investigators regarded as being introverted on the basis of classroom observation" (p.148). Similarly, Wakamoto (2009) affirmed "introverts preferred to learn alone, to avoid social contact and spontaneous situations" (p. 24).

In observed class, it was evident that some students did not had enough knowledge of their personality type to answer this survey question. Indeed, many of these students required an additional explanation about this question and how their personalities can influence their English learning.

Besides, students need a right reinforcement to involve in the speaking activities. Overton, and Molenaar (2015) say that the personality is very important to get the learning English, for this reason teachers have to develop a very good reinforcement which will help to their students feel very good; then this reinforcement has to be done considering the different personalities because that is good for some students might is not a good reinforcement to other students "whereas extroverted students react more positive reinforcement, introverted students react more positively to negative reinforcement" (p.791).

Personality influences the students' willingness to orally communication because when students are interested in learning they have a positive way of thinking and they enjoy that other people know about their speaking skill. In other words, they create their own strategies to improve their learning and self-steem.

CONCLUSIONS

According to the results obtained from the research, we can conclude the following aspects:

- ❖ Motivation is extremely important that influences on students' willingness to orally communicate, it encourages students to participate in speaking activities.
- ❖ The majority of students speak voluntarily in English class because they feel motivated to learn English.
- ❖ Language proficiency is a factor that influences student's motivation to speak in English class; students who have a high level of proficiency are more motivated to speak in the English classroom.
- ❖ The research evidenced that teachers' attitude have a great importance for learners to get involved in speaking activities inside the class.
- ❖ Themes that were focused on students permitted them to participate in speaking activities.
- ❖ The type of personality influences the students' learning and their oral production in the English classroom. It is possible for teachers to identify and apply a suitable teaching approach in the classroom, if they know the different types of personalities

RECOMMENDATIONS

- ❖ Teachers should take into account students' motivation in order to involve them in learning. For instance, they have to implement several kinds of activities such as listening songs, watching video, discussions and debates, among other activities. This will help improve the interaction between students and teachers, which is an important factor in the English classroom.
- ❖ It is recommended that in order to improve students' proficiency level the English language should be used along the lesson since the more the students are exposed to the target language the better for them to improve their speaking skills.
- ❖ It is advisable that the teachers value and take into account the different types of personalities of the students at the time of incorporating communicative task activities in the classroom.
- ❖ Teachers should always communicate in English with their students in the class, especially in speaking activities so they will feel motivated to speak in English inside and outside the classroom.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

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

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

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

YES
Why? NO

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

YES
Why? NO

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

YES
Why? NO

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

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

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

YES

NO

Why?

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

1	Foreseer developer: they overcome their differences and get along with others. They are also practical when solving problems.	()
2	Harmonizer clarifier: They discover mysteries and have ways to know what is plausible.	()
3	Envisioner mentor: they are communicative people and share values. They are also intuitive and enjoy creative processes.	()
4	Discoverer advocate: they explore perceptions and respond to them through a creative process.	()
5	Conceptualizer director: they imagine reasons behind things that happen. They are also independent and it is difficult for them to interact with others.	()
6	Designer theorizer: they are talented at designing and redesigning. They activate their imagination, discover, and reflect on the thought process.	()
7	Strategist mobilizer: they are leaders and organize resources to achieve progress. They properly manage time and resources.	()

8	Explorer inventor: they are creative and clever. They try to be diplomatic.	()
9	Planner inspector: they make plans and take the responsibility. They cultivate good qualities and do the right things.	()
10	Protector supporter: they realize what is necessary and valuable. They are very good at listening to people and remembering things. They feel anxious when people ignore the rules or do not have good relationships with others.	()
11	Implementor supervisor: they are talented at bringing in chaotic situations. They self-educate and have a working attitude.	()
12	Facilitator caretaker: they accept and help others, recognize the success of others and remember what is important.	()
13	Analyzer operator: they actively solve problems and need to be independent. They act intuitively	()
14	Composer producer: they take advantage of opportunities. They are creative problem solvers and have their own personal style.	()
15	Promoter executor: they are talented at negotiating they like to act as counselors and take care of their family and friends. They feel disappointed in disrespectful people.	()
16	Motivator presenter: they are talented at presenting things in a useful way. They Respect freedom and take risks. Sometimes, they misinterpret the intentions of others.	()

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

YES

NO

Why?



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

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

¿Why?

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

•
•
•
•
•
•
•
•

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

YES	NO
Why?	

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

SI	NO
¿Por qué?	