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

TRABAJO DE FIN DE TITULACIÓN.

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Master.

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De mi consideración:

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

Loja, febrero de 2015

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DEDICATION

I dedicate this work to God and to my family: my parents, my brother, my sister, my grandparents and my uncles.

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I express my deep sense of gratitude to my parents for supporting me and encouraging me to study this major. Likewise, I acknowledge with thanks the aid that my brother and sister have given me during all these university years.

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CONTENTS

ABSTRACT

This study called "Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools" analyzes and determines what factors affect students' oral production from their point of view.

This investigation was carried out in a private high school in Guayaquil, where students had heterogeneous English levels. The sample consisted in five classes of twenty students. Three classes were in 3rd senior year and the two other classes were in 2nd senior year.

The qualitative method was used to investigate the factors that affect students' willingness to orally communicate from their perspective. A survey containing seven questions was applied to the students. After this, one hour of observation per class was made in order to retrieve actual information about what happens with oral communication inside the classroom. Finally, the survey results were tabulated and then compared to the observations made.

After a thorough analysis, it was concluded that first of all motivation, then student's proficiency level and finally personality are factors that influence students' willingness to orally communicate.

KEYWORDS: Willingness to communicate, Ecuadorian high school, motivation, proficiency level, personality.

RESUMEN

Este estudio titulado "Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools" analiza desde el punto de vista de los estudiantes, aquellos factores que afectan su producción oral en el salón de clase.

Esta investigación se efectuó en un colegio privado de Guayaquil. La muestra fueron cinco clases de veinte estudiantes. Tres clases fueron de 3ro de Bachillerato y dos clases de 2do de Bachillerato.

Para investigar los factores que afectan la voluntad de hablar de los estudiantes, se usó el método cualitativo. Se aplicó a los estudiantes una encuesta con siete preguntas. Luego para obtener información de lo que sucede con la comunicación oral en el salón, se realizó una hora de observación por cada clase. Finalmente, los resultados de las encuestas fueron tabulados y comparados con las observaciones realizadas.

Después de un profundo análisis, se concluyó que en primer lugar la motivación, luego el nivel de suficiencia de inglés y finalmente la personalidad son factores que influyen la voluntad de los estudiantes para comunicarse oralmente.

KEYWORDS: Willingness to communicate, Ecuadorian high school, motivation, proficiency level, personality.

Introduction

When someone travels to a country where people speak a foreign language different to his or her native language (L1), the first question that comes out is: "Do you speak English?" rather than "Do you write English?" This common enquiry clearly shows that speaking skill is very important to develop interpersonal communication. Therefore, many Ecuadorian schools and high school teachers are trying to make their students speak in English. However, a lot of pupils are reluctant to communicate in a foreign language (L2) for different unknown reasons.

Consequently, this research investigates the factors that influence students' willingness to orally communicate in EFL classrooms from learners' point of view. For this reason, this investigation is significantly important because it analyzes students' perceptions and it helps us to discover what truly affects their speaking development.

In order to deeply investigate this topic, three main factors were studied: how motivation, proficiency level and 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 development in the classroom.

Moreover, an interesting number of research papers address this topic. Padial & Tapia (2007), in their investigation about identifying the possible factors which influence students' rejection to use L2 in oral mode, concluded that one of the main reasons why learners decided to remain silent was their fear to fail, and the fact that they considered they had a bad pronunciation. Besides, the motivation to make students use L2 in the classroom begins inside themselves; they must be both intrinsically motivated and feel self-confident.

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Similarly, Toni & Rostami (2012) in their research about identifying the relationship between the learners' motivation and their speaking performance in English; proved that student's performance in speaking English is directly and positively correlated with their level of motivation. Therefore, the teachers are recommended to be sensitive to learners' motivation in general and their instrumental motivation in particular.

Furthermore, Dörnyei (1995) investigated about how training students in communication strategies affects the development of different speaking skills. He concluded that when students were skilled in communication strategies, their speech rate improved. Although the students speaking competence was unrelated to the training, students' attitudes toward the training were favorable.

The conclusions of different investigations demonstrate that speaking ability can be affected by different factors like motivation, proficiency level and personality. This research examines all these factors from students' perception viewpoint. Therefore, it is significant to remark that the results of this research will benefit both Ecuadorian English teachers and students, because it reflects the real behavior of the students in classroom settings in our country. The findings of this study are considerably valuable because in Ecuador there is little information about this issue.

Moreover, the results of this study will benefit the Ecuadorian Ministry of Education, schools, teachers, students and psychologists; because the outcomes provide a relevant information regarding students perceptions about the factors that cause their lack of speaking. In this way, the oral communication of Ecuadorian students can be improved. Additionally, a general analysis of how students' personality influences their speaking will help psychologists to investigate further in this topic.

It is important to mention that this study had some limitations. The survey made to the students contained a general evaluation of their personality. Students had to make a choice

from a list of personalities. For this reason, the application of a battery personality test is recommendable in further research. For example, students might take the original Myers-Briggs Test. Additionally, in order to improve English education, an interdisciplinary analysis with psychologists about how personality affects speaking could be performed.

Literature Review

This literature review explores four different topics that include motivation, proficiency level, personality and teaching speaking. Each of them will be supported with book references and researches that show the relationship among the topics applied to oral communication.

Motivation

Motivation has always been an issue investigated to analyze students' outcomes in classroom development. Ryan & Deci (2000) defined that "to be motivated means to be moved to do something (p.54)." Different authors expose their points of view about this and how motivation can affect students' oral communication. For example: Lightbown & Spada (2006) affirm that "motivation in second language learning is a complex phenomenon. It has been defined in terms of two factors: on the one hand, learners' communicative needs, and, on the other, their attitudes towards the second language community." Whereas, Toni & Rostami (2012), amongst other researchers, claim that motivation is directly and positively correlated to the students' speaking skill performance.

Moreover, there are two types of motivations that teachers and researchers have constantly discussed about. These are: extrinsic and intrinsic motivation. Extrinsic motivation is basically all the external rewards that a person or a student can get if he or she accomplishes a goal. Meanwhile, intrinsic motivation consists of the personal satisfaction or interest that a person or student feels when doing something rather than getting an external benefit for doing it. Regarding to students' motivation to speak during activities in the classroom, we can find different opinions.

Gardner and Lambert (1972), assert that instrumental motivation and integrative motivation, which are related to intrinsic motivation, are the ones who allow students' success in speaking. This is supported by Ur (1996), who presents a list of characteristics that a

motivated learner should have in order to produce output. It includes: students' ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, etc. All of these characteristics shown above are linked with learners' intrinsic motivation.

However, Ryan & Deci (2000) firmly claim that the speaking skill is influenced by external motivation rather than internal motivation. They emphasize that it has been proved that in schools, intrinsic motivation lowers with each advancing grade. They point out that this is due to the social demands and roles that ask people to do things for no intrinsically interest. Similarly, Thornbury (2005) considers cognitive and performance external factors as speech conditions that motivate students to orally communicate in classroom. In the cognitive factors, he mentions: students' familiarity with the topic, familiarity with the interlocutor, processing demands, etc. And in the performance factors, he presents: planning and rehearsal time to speak, time pressure, discourse control, degree of collaboration, mode, and environmental conditions.

Nation and Newton (2009) affirm that it is necessary to push learners to speak in order to obtain results. They claim that the teacher plays an important role in students' motivation. He or she is responsible for getting students to speak. They explain that the best way to push students is through encouragement or necessity, by exposing them to produce language in certain unfamiliar areas. This is disproved by Ur (1996) who proposes that to motivate students to talk in class; teachers should plan speaking activities based on easy language. Thus, this will make students feel comfortable and produce language fluently without hesitating. Moreover, she mentions other activities that may help teachers to motivate their students. Among these activities, she considers that the use of group work will increase the students' talking time and will allow shy students to express their thoughts. Additionally, the author suggests making a careful choice of the topic and giving some training in discussion skills; this means, preparing students to be able to talk without any problem. Another

recommendation for teachers is to try to keep the students talking always the target language by assigning a monitor who keeps a track and helps the group to speak always in English.

After this presentation of students' motivation to participate in speaking activities in the classroom, and how teachers can motivate their students to speak; another aspect that may affect the communication is students' speaking proficiency levels. A thorough explanation of these will be presented.

Proficiency Level

As reported by *Council of Europe*(2014), it appeared the necessity to design something to measure the right elaboration of the language syllabuses and curriculum guidelines. After twenty years of research, they developed a framework of reference known as Common European Framework of Reference for Languages-CEFR. This framework, divides languages in six levels of proficiency. The basic levels are classified in A1 and A2, the intermediate ones in B1 and B2 and finally the advanced levels in C1 and C2. In this section, there is going to be shown a detailed description of the six levels of the English speaking ability that a student can have.

The basic speaking level is the A1.The Council of Europe (2001), describes learners' simple language in the overall oral production. They state that a student:

> In range: has a very basic repertoire of words and simple phrases related to
>
> personal details and particular concrete situations. In accuracy: shows only
>
> limited control of a few simple grammatical structures and sentence patterns
>
> in a memorized repertoire. In fluency: can manage very short, isolated, mainly
>
> pre-packaged utterances, with much pausing to search for expressions, to
>
> articulate less familiar words, and to repair communication. In interaction: can
>
> ask and answer questions about personal details. Can interact in a simple way
>
> but communication is totally dependent on repetition, rephrasing and repair.

In coherence: can link words or groups of words with very basic linear connectors like 'and' or 'then' (p. 29).

In A2, the learners can talk about more situations like where they live or work and things that they like or dislikes. The Council of Europe (2001) portrays that an A2 speaker:

In range: uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. In accuracy: uses some simple structures correctly, but still systematically makes basic mistakes. In fluency: can make him /herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. In interaction: can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord. In coherence: can link group of words with simple connectors like 'and', 'but' and 'because' (p.29).

In the intermediate level of B1, the students can sustain an open description of different situations, interests and subject. The Council of Europe (2001) presents that a speaker:

In range: has enough language to get by, with sufficient vocabulary to express him/ herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. In accuracy: uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. In fluency: can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. In interaction: can initiate, maintain and close simple face-to-face

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conversation on topics that are familiar or of personal interest. Can repeat

back part of what someone has said to confirm mutual understanding. In

coherence: can link a series of shorter, discrete simple elements into a

connected, linear sequence of points (p.29).

The upper intermediate level of B2, describes the overall oral production by

mentioning that a student can have more structured conversation by talking about a wide

range of topics and supporting them with details and relevant examples. As the following

states that a B2 speaker:

In range: has a sufficient range of language to be able to give clear

descriptions, express viewpoints on most general topics, without much

conspicuous searching for words, using some complex sentence forms to do

so. In accuracy: shows a relatively high degree of grammatical control. He/

she does not make errors which cause misunderstanding, and can correct most

of his/her mistakes. In fluency: can produce stretches of language with a fairly

even tempo; although he/she can be hesitant as he/she searches for patterns

and expressions. There are few noticeably long pauses. In interaction: can

initiate discourse, take his/her turn when appropriate and end conversation

when he/she needs to, though he/she may not always do this elegantly. The

speaker can help the discussion along on familiar ground confirming

comprehension, inviting others, etc. In coherence: can use a limited number of

cohesive devices to link his/her utterances into clear, coherent discourse,

though there may be some 'jumpiness' in a long contribution (Council of

Europe, 2001, p.28).

In the C1 level the speaker can talk about complex subjects and integrate other themes by connecting every detail and having an appropriate conclusion. The Council of Europe (2001) presents that a C1 speaker:

In range: has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. In accuracy: consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. In fluency: can express fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. In interaction: can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers. In coherence: can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices (p.28).

And finally, the top English level is the C2. In this level the speaker, produce a very fluent well-structured conversation. They could even get to speak like a native-speaker. The Council of Europe (2001) establishes that a C2 speaker:

In range: shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expression and colloquialisms. In accuracy: maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). In

fluency: can express him/herself spontaneously at length with a natural

colloquial flow, avoiding or backtracking around any difficulty so smoothly

that he interlocutor is hardly aware of it. In interaction: can interact with ease

and skill, picking up and using non-verbal and intonational cues apparently

effortlessly. The speaker can interweave his/her contribution into the joint

discourse with fully natural turntaking, referencing, allusion making, etc. In

coherence: can create coherent and cohesive discourse making full and

appropriate use of a variety of organizational patterns and a wide range of

connectors and other cohesive devices (p.28).

In addition, there exists another factor that should be taken into account when

analyzing oral communication. After getting to know the different characteristics of the levels

a speaker can reach, the next section will present the sixteen personality types according to

Myers-Briggs theory.

Personality

Baron (1998) mentions that in the 1940s Katherine Briggs and her daughter, Isabel

Myers, developed a personality theory based on Carl Jung's system. The product of this

investigation was the Myers-Briggs Type Indicator that contains a set of questions about

preferences. The aim of this test is to discover and determine which type of personality a

person has. According to their philosophy, there are sixteen personality types and each

contains an acronym of four letters that assigns its behavioral characteristics.

The sixteen personalities that exist are going to be fully described according to what

Baron (1998) presents in her book. Firstly, the Implementer Supervisor- Extraverting Sensing

Thinking Judging personality is a person who loves challenges and responsibilities. People

who have this personality are usually energetic, hard workers and very organized; hence, they

are leaders and like to be in charge of things. The letter E on their name, gives them the

extroversion characteristic. For this reason, these people will always give an opinion about everything. They think that the way they do things is the best, and sometimes they could impose their will by creating trouble within group work. The typical occupations that they have are: administrator, attorney, manager, sales representative, supervisor, etc.

Moreover, the Facilitator Caretaker- Extraverting Sensing Feeling Judging is also a very talkative person. This type of people is always worried about others, because they like to be cooperative and sympathetic. These people do not like to deal with philosophical problems, and are concerned about their prestige; for this reason, they are very responsible and trustworthy. Additionally, when they work in groups they enjoy being friendly with everyone. However, they are very sensitive to critics, they like to be appreciated for the things they do. Their typical occupations are: coach, counselor, health care worker, secretary, teacher, etc.

On the other hand, the Planner Inspector - Introverting Sensing Thinking Judging personality characterizes for being very simple, quiet and reserved. ISTJs instead of dealing with people, they like to work with machines or alone. They are very organized, but sometimes too rigid. Furthermore, they like to follow rules, and they can get very pissed off when others do not. They can concentrate for long time periods; thus, they are very realistic and will always fulfill their commitments. Also, they are devoted hard-workers and like to see concrete results of their work. Their typical occupations are: accountant, dentist, computer programmer, librarian, pharmacist, etc.

According to Baron (1998), the Protector Supporter - Introverting Sensing Feeling Judging is a very kind, gentle and reliable person who likes to be responsible in work but doesn't like to be the center, or be congratulated for something. People who have this personality are very reserved and like to work behind the scenes. However, they are always caring about others because they can even keep their feelings or thoughts to avoid hurting people. For this reason, they are friendly and sensitive with those who surround them. Other

characteristics that ISFJs have are their organization and excellent memory for details. Their typical occupations are: bookkeeper, medical assistant, religious educator, social worker, teacher, etc.

Contrarily, the Promoter Executor - Extraverting Sensing Thinking Perceiving person characterizes for being direct, energetic and impulsive. This type of personality likes to be the center of attention. However, sometimes the ESTPs may not be too responsible; they leave things for the last minute. Additionally, they love risks and excess; hence, they don't worry about deadlines and like to take it easy. They are skillful negotiators, because they can persuade people. Their typical occupations are: attorney, firefighter, mechanic, military personnel, etc.

Similarly, the Motivator Presenter - Extraverting Sensing Feeling Perceiving is a high-spirited person who likes to be the center or life of conversations. ESFPs like to call the attention and are interested of what other people think about them. These people are enthusiastic, positive and enjoy amusing others. Therefore, they can handle conflicts and difficult situations by using their sense of humor to ease tensions. Their typical occupations are: athletic coach, designer, musician, performer, teacher, etc.

Baron (1998) mentions that the Analyzer Operator - Introverting Sensing Thinking Perceiving personality characterizes for being very reserved people. People, who have this personality, prefer acting rather than talking. They like to work with machines and things that require hands and action; they only work with people who have a better technical ability or knowledge than theirs. ISTPs are very realistic people and hate listening to unnecessary details, because they like to be concrete and get to the point. One positive thing of them is that they are very analytical because they observe everything, and in crisis or problems, they remain calm. Their typical occupations are: economist, engineer, paramedic, private investigator, technician, etc.

Likewise, the Composer Producer - Introverting Sensing Feeling Perceiving are people who often put others before them. They are very gentle, patient and kind and like to work in egalitarian environments; thus, they do not like to shine. ISFPs prefer working behind the scenes; consequently, they are excellent listeners and prefer to express with actions rather than with words. Besides, they are very connected to nature and like to live the present in a very relaxed way. They prefer part-time jobs, to be able to fulfill their interests. Their typical occupations are: beautician, factory worker, gardeners, geologist, teacher, veterinarian, etc.

Furthermore, in her book, Baron (1998) argues that the Strategist Mobilizer - Extraverting INtuiting Thinking Judging personality is very intellectual. People with this personality are very analytical, innovative and like challenges. Therefore, they are very confident of themselves and like to be leaders in charge of responsibilities. They are very energetic and like to have interesting debates. However, they hate obeying others unless they are of higher competence than them. ENTJs do not like to hide their opinions and sometimes they might be too direct or blunt and might hurt others' feelings. Their typical occupations are: bank manager, consultant, engineer, lawyer, scientist, etc.

Additionally, the Explorer Inventor - Extraverting INtuiting Thinking Perceiving characterizes for being people with many interests; for this reason, they have trouble narrowing things because they always want to try new ones. Moreover, they are innovative, spontaneous and like to improvise; hence, they can reply to things in a funny way without thinking too much. They define themselves as outspoken because they like to interact with many people. Likewise, ENTPs have a great ability to solve problems which helps them to become great leaders. Their typical occupations are: advertising director, attorney, financial planner, public speaker, inventor, university professor, writer, etc.

Conversely, the Conceptualizer Director - Introverting INtuiting Thinking Judging personality is typically independent and autonomous. People with this personality are very

determined and sometimes they can become obsessed with a goal. Also, they are reserved and prefer to work alone, without interruptions; for this reason, they like to talk only when they can learn something from the person who they are talking with. INTJs love quiet activities like reflecting, dreaming, reading and studying. Their typical occupations are: architect, consultant, inventor, mathematician, psychologist, etc.

In addition, Baron (1998) affirms that the Designer Theorizer - Intoverting INtuiting Thinking Perceiving personality is a thinker and has a rich inner world. People with this personality are analytical, quiet and reserved; hence, they are sometimes absorbed in their interests and thoughts. But when they talk, they like to have intellectual discussions and debates. In spite of this, they might have difficulties to express their insight feelings. INTPs usually like to work independently and hate to supervise others' work. Their typical occupations are: artist, astronomer, chemist, musician, philosopher, researcher, etc.

Whereas the Envisioner Mentor - Extraverting INtuiting Feeling Judging people distinguish for being warm, devoted and friendly. They are communicators and for this reason, they like to talk and be with people. They are good in motivating, persuading people and caring about others. Though, they have fear to be disliked; thus, they are always worried about others' opinion about them. They like to please people and sometimes they might feel pushed. ENFJ might have difficulties to get in their inner world because they are always caring about friends and people that surround them. Their typical occupations are: advertising, clergy, motivational speaker, physical therapist, teacher or professor, etc.

Baron (1998) demonstrates that the Discoverer Advocate - Extraverting INtuiting Feeling Perceiving people are creative and spontaneous. Moreover, they are always positive and can transmit their enthusiasm. People like to be with them because they are outgoing and have a great sense of humor. They are great leaders who have always new ideas. Therefore,

ENFPs like to work with people and motivate them with their energy and creativity. Their typical occupations are: journalist, psychotherapist, religious educator, teacher, etc.

On the other hand, the Foreseer Developer - Introverting INtuiting Feeling Judging personality has a rich inner live because people with this personality are very quiet and deep. Consequently, they are excellent listeners and prefer writing rather than speaking. They only speak in familiar environments where they feel comfortable; therefore, INFJs share their thoughts and feelings in private. However, they are very creative, visionaries and perfectionists. They like to work in quiet environments to avoid distractions and concentrate in their work. Their typical occupations are: artist, editor, librarian, musician or composer, teacher or professor, etc.

Finally, Baron (1998) explains that the Harmonizer Clarifier - Introverting INtuiting Feeling Perceiving characterizes for being a personality where people are reticent and contemplative. They usually hold their feelings and might be seen as antisocial because they are very reserved and prefer to be surrounded with small groups of people. However, they are compassionate and care for others. They dislike schedules, deadlines and orders. For this reason, they can have problems at work because of the competitive environment. Furthermore, they are profoundly reflective and like to spend time alone to think about their own projects and interests. Their typical occupations are: editor, interpreter, translator, journalist, musician, etc.

After the explanation of the sixteen personality types; another important aspect to show is strategies to develop speaking skills.

Teaching Speaking

There are sorts of strategies to teach speaking; Ur (1996) includes "describing pictures, interactional talk, long turns, dialogues, plays, role plays, simulation (p.124,127)" as activities that can be used in class to obtain students oral production. While Harmer (2007)

mentions "photographic competition and portrait interview (p.128, 129)" as other activities options to use.

On the other hand, Thornbury (2005) suggests that to produce and improve speaking, teachers should first use awareness- raising activities. To do this, they should focus on selected language features like: "performance effects, speech acts, spoken grammar and communication strategies (p. 49-50)".

Moreover, Thornbury (2005) proposes that after the awareness-raising part, teachers should use appropriation activities. These include drilling and chant activities where teachers present words or phrases and then students repeat them in choir. Similarly, according to what Thornbury (2005) explains, writing plays an important role in speaking. He mentions it like the first stage in the appropriation of a new language. Instead of students speaking in a dialogue, Thornbury proposes teacher to dictate useful expressions to the students and then make them write a dialogue with a classmate. After this, the next step is to read aloud and then begin the pair work in oral dialogues. In his book, Thornbury presents these activities for dialogues: "memorizing scripts, picture and word cues, flow-diagram conversations, conversational 'tennis' (p. 74)." In communicative tasks he suggests: "information gap activity, jigsaw activity, info-gap race and surveys (p.80)." And finally, for task repetition he indicates: "the onion, the poster carousel, 4-3-2 pair work format, and more (p.84)."

In addition to the significant materials which different book authors exhibit, modern researches support the four topics mentioned above. These investigations are presented subsequently.

Contemporary research shows that there actually is a huge tie between learners' motivation and their oral communication. Toni & Rostami (2012) had as their research objective to find the degree of correlation between motivation and speaking proficiency in the Iranian EFL context. They used quantitative method. To develop the research they took a

model test based on Gardner's Attitudinal/Motivational Test Battery to measure students' motivation level. This test had 38 Likert-type five-point scales items, measuring different types of motivation as well as two demotivators. The questionnaire was then administered to the students, and at the end of the term students' scores on the speaking courses were obtained from their instructors and the data was then statistically analyzed. After having the results of students' overall motivation level and students' speaking proficiency scores the Pearson product-moment correlation coefficient was computed between the two sets of variables. And then the four assumptions: scales, independence, normality, and linearity were used to prove the results. The conclusion of this study was that student's performance in speaking English is directly and positively correlated with their level of motivation. Therefore, the teachers are recommended to be sensitive to learners' motivation in general and their instrumental motivation in particular.

Alternatively, Padial & Tapia (2007) had different objectives in their research. They mainly wanted to identify the possible factors which influence the students' rejection to use the English in the oral mode. And as another objective, they wanted to obtain conclusions about their origin, the extent of their influence, and how to prevent them. This research worked with both quantitative and qualitative methods. They used a teacher's survey of 10 questions and a learner's survey of 18 questions. The collected data were analyzed by means of SPSS. And they concluded that, one of the main reasons why learners decided to remain silent was their fear to fail, and that the fact that they considered that they had bad pronunciation could be important conditioning factors. The motivation to make students use L2 in the classroom begins inside themselves; they must be both intrinsically motivated and feel self-confident. The task of the teacher then is to help them reach that confidence, and one of the ways to do is again to develop learning autonomy; teach not only English but also ways to learn English by their own.

Furthermore, related to attitudes influence on students willingness to communicate, a research made by Yashima, Zenuk-Nishide, & Shimizu (2004) had as their objectives to examine whether attitudes may affect the Japanese learners' willingness to communicate that results in L2 communicative behavior in intercultural contact inside and outside the classroom. An to examine variblaes that affect WTC in the L2 and communicative beharion in this context. To prove theseobjectives, the researchers worked with quantitative method. They administered a questionnaire witha set of attitudinal/motivational measures. Using the Cronbach's alphas the 7-point scales results were obtained. Other additional measures were taken. After this, the results of the survey were correlated with the willingness to communicate using a structural equation model. Finally, they concluded that students who are more willing to communicate in various interpersonal situations in L2 tend to initiate communication in the classroom . As for the objective, they concluded that perceived communication competence most strongly relates to WTC.

In addition, Dörnyei (1995) investigated how teaching communication strategies can affect students' speaking outcome. He had five research questions: Does the training of a specific strategy increase the frequency of the use of this strategy by the students? Does the training of a specific strategy improve the quality (efficiency) of this strategy in actual language use? Does strategy training have a direct impact on the students' speech rate? Is the success of strategy training related to the students' initial level of language proficiency? What are the students' attitudes toward strategy training and the usefulness of CSs? To find the answers for all these questions, Dörnyei used quantitative and qualitative methods. All the students took a written and oral test before the program and after the training. A general language proficiency measure was computed by adding up the standardized scores of the C-test and the two subtest of TOEIC equal weighted. Two composite measures: pretraining speech and posttraining speech rate and speech rate gain were also computed. Then A Student

Questionnaire asked the students to indicate on a 7-point scale how useful they considered the training of each of the three strategies. Finally, student improvement in the use of circumlocutions and fillers in the treatment group and control groups was compared by means of the Chi-square test. The significance of speech rate gain was first tested by paired sample *t* tests separately in the three conditions, and then the gain scores were compared using a one-way ANOVA. To detect interrelationships between the students' language proficiency, speech rate, and measures related to strategy use, Pearson correlation coefficients were computed.

Subsequently, Dörnyei concluded that for the students' speech rate, it was found that both the quality and the quantity of the students' strategy use were positively related to their fluency in the pretest but only fillers affected speech rate in the posttests. With respect to the students' level of L2 proficiency, the effectiveness of the training was found to be unrelated to the learners' EFL competence. It was also found that student attitudes toward such training were favorable, indicating that such training activities are relatively safe to use in the classroom.

As mentioned in teaching speaking topic, teaching strategies play an important role in developing speaking skills. However, Fahim, Hamidi, & Saram (2013) proved that teacher's way of teaching affect students willingness to communicate. Their research question was: is there any relationship between teacher's self-monitoring and student's willingness to communicate? They used both quantitative and qualitative methods to develop the research. Teachers and students were interviewed. Students of both language institutes and schools were interviewed in order to find out the possible barriers they face in trying to communicate or making themselves understood. After this, the teacher used for the reflection had to consider these items and reflect upon them or change his way of teaching in order to meet the needs of his students for language institute participants only and worked on the high school students conventionally. Then a questionnaire was given to determine the WTC and possible

difference between the two groups after the reflection for the experimental group. Then, the data were processed using version 18.0 SPSS software. After obtaining the results, an independent t test was conducted in order to decide whether the mean difference was meaningful for the t value.

Fahim, Hamidi, &Saram (2013) concluded that when teachers self-monitor themselves, consider and reflect upon their teaching ways and problems of their students, they become better educators resulting in the better performance of the students' willingness to communicate.

To sum up, students' willingness to communicate may vary depending on different factors. Therefore, with reference to the background presented so far, motivation, proficiency level, personality and teaching speaking strategies should be taken into account in any research related to oral communication

Method

Setting and Participants

The investigation for this research took place in a private high school in Guayaquil. The sample was 20 students of five classes. From these classes, three were 3rd senior year and the other two were 2nd senior year. The students were between 16 and 18 years old. It is important to mention that the students received 6 hours of English per week.

Procedures

In order to develop this investigation, a literature review was done based on information about different topics related to speaking and motivation, proficiency level, personality and how educators teach this skill. Theories, concepts and studies considered in books and journals were taken into account to provide a scientific support for this research.

Qualitative method was used in this study. To develop the investigation process, students had to answer a seven question survey that included five yes/no questions and two multiple choice questions. After answering the yes/no questions, students had to write and explain the reasons for choosing an answer. Subsequently, observations of one hour duration were made in each of the five classes.

Moreover, quantitative method was also used in this investigation. Then, the results were tabulated using Excel 2010. It is important to know that the tabulation was done counting the results per each class and then added to obtain the total of the five classes' answers.

Subsequently, a quantitative and qualitative analysis was performed after obtaining the statistic data from the surveys' results. The study was divided in three topics: motivation, proficiency level and personality. Each topic contained questions that were examined one by one.

Afterward, in order to be able to do the quantitative analysis, a graph was made to illustrate the data obtained in each question. The results from yes/no questions were presented in percentages, and pie charts were used for all of them. A bar chart was used in question four to have a better view of the results. Furthermore, the results' interpretation was done using percentages explanation.

Finally, the qualitative analysis was supported, compared and contrasted with students' commentaries, the observations made and the literature review.

Discussion

Description, Analysis and Results' Interpretation

This section includes a quantitative and qualitative description and analysis according to the variables of motivation, proficiency level and personality. Each variable contains questions that will be supported by the theoretical background and the observations made.

Qualitative and Quantitative Analysis

How does motivation influence students' willingness to orally communicate?

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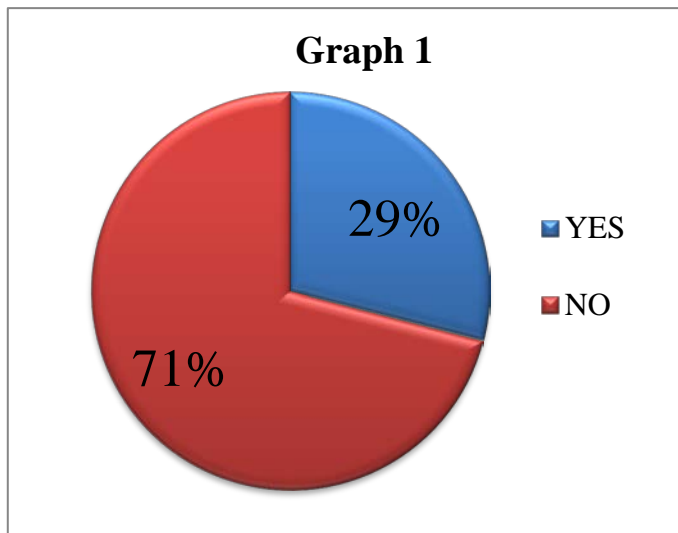
Graph 1

Author: Karen Armijos Yambay

Source: Students' survey and observation sheet

This graph shows the result of the first question of the survey made to a hundred students in a high school in Guayaquil. 71% of the students did not feel motivated to speak in English in their classroom; while 29% percent answered that they felt motivated.

The 71% of students who answered "no" gave several reasons for not feeling motivated to speak in the classroom. The principal reason was that the teacher did not encourage them with speaking activities and that they received monotonous classes instead of interactive ones. According to the observations, in three of the five classes, students did not have the opportunity to participate because there were no speaking activities. Also, students

said they were reluctant to participate because of their bad pronunciation and lack of vocabulary; thus, they were afraid of making mistakes. Moreover, other pupils mentioned that they did not like English and some of them even said that they did not understand it. Another group stated the heterogeneous English levels in the class did not allow them to communicate.

On the other hand, 21% of the students who answered "yes" explained that their love for English language made them participate in class. They mentioned that the more they participated in speaking the better English pronunciation, vocabulary and level they acquired. Furthermore, students stated that English is necessary to become excellent professionals. For this reason, they were interested in learning English for their future projects and further studies.

In addition, during the observations, it was noticed that the majority of students did not participate because there was a lack of external motivation. Ryan & Deci (2000) and Thornbury (2005), affirm that extrinsic motivation provided by the teacher is the master key which will open students' communicative door. Ur (1996) proposes that teachers should plan speaking activities based on easy language in order to motivate students' oral production. Throughout the observations in these high school courses the teachers did not use speaking activities and for this reason students were reluctant to speak.

On the other hand, the minority who answered positively felt motivated. Gardner and Lambert (1971) stated that instrumental and integrative motivations bring communication to success. And Ur (1996) presented need for achievement, high aspirations, goal orientation and perseverance as characteristics of motivated learners. Students felt motivated because they liked the language and had academic personal goals and expectations with English language.

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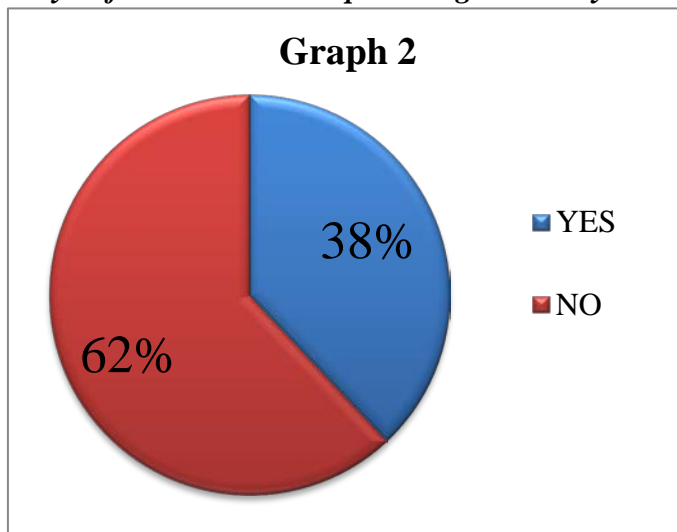
Graph 2

Author: Karen Armijos Yambay

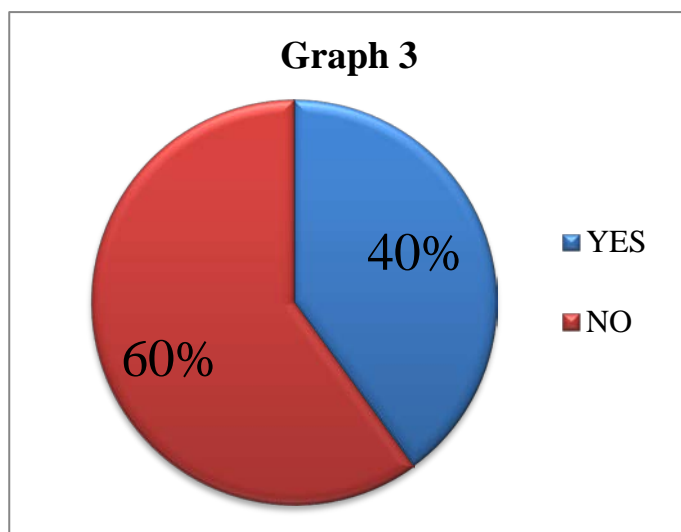Source: Students' survey and observation sheet

The graph above presents the results of the second question of the survey, where students had to answer if they felt motivated to speak in English with their classmates. 62% answered negatively and 38% replied that they felt motivated to communicate with their peers.

The 62% who answered "no" mentioned that speaking in English is not necessary considering that they can easily communicate in Spanish. They are not used to speak in L2. This is supported with the observations made, because in all the classes students preferred to speak in their mother language or L1. They also stated that another reason is the absence of peer activities and strategies of how to communicate. Some of them said they would like to speak, but they do not know how to do it; or that they do not have the opportunity because there are no talking activities. Thornbury (2005) suggested that to produce and improve speaking, teachers should first use awareness- raising activities. To do this, they should focus on selected language features like: "performance effects, speech acts, spoken grammar and communication strategies (p. 49-50)". If teachers do not train students in communication strategies; they will not be able to speak. In his journal, Dörnyei (1995) made a study about

the teachability of communication strategies, and he concluded that students speaking rate and fluency is positvely related to the training of specific strategies. As a consequence, students attitude to it was favorable. Moreover, another important reason why students replied negatively was because they considered they have different English levels and if they spoke, some of their classmates would make fun of them.Toni &Rostami (2012) mentioned that one of the main reasons why learners decided to remain silent was their fear to fail.

Conversely, the 38% of students who felt motivated to speak with their classmates declared that the principal reason to talk is improving their English. They expressed that the only way to get a better pronunciation and learn new words is by practicing. In addition, they expressed that they felt more confident talking with their friends than talking out loud to the teacher. Toni & Rostami (2012) claimed that the motivation to make students use L2 in the classroom begins inside themselves; they must be both intrinsically motivated and feel self-confident.

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

Author: Karen Armijos Yambay

Source: Students' survey and observation sheet

Graph 3 exposes what students replied to the third survey question about voluntary participation. It shows that the 60% of the students do not voluntarily participate in speaking

activities in the classroom. While the other 40% declared that their participation is always willingly.

The 60% 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 observations 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 40% 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 of the following aspects motivate you to participate in speaking activities?
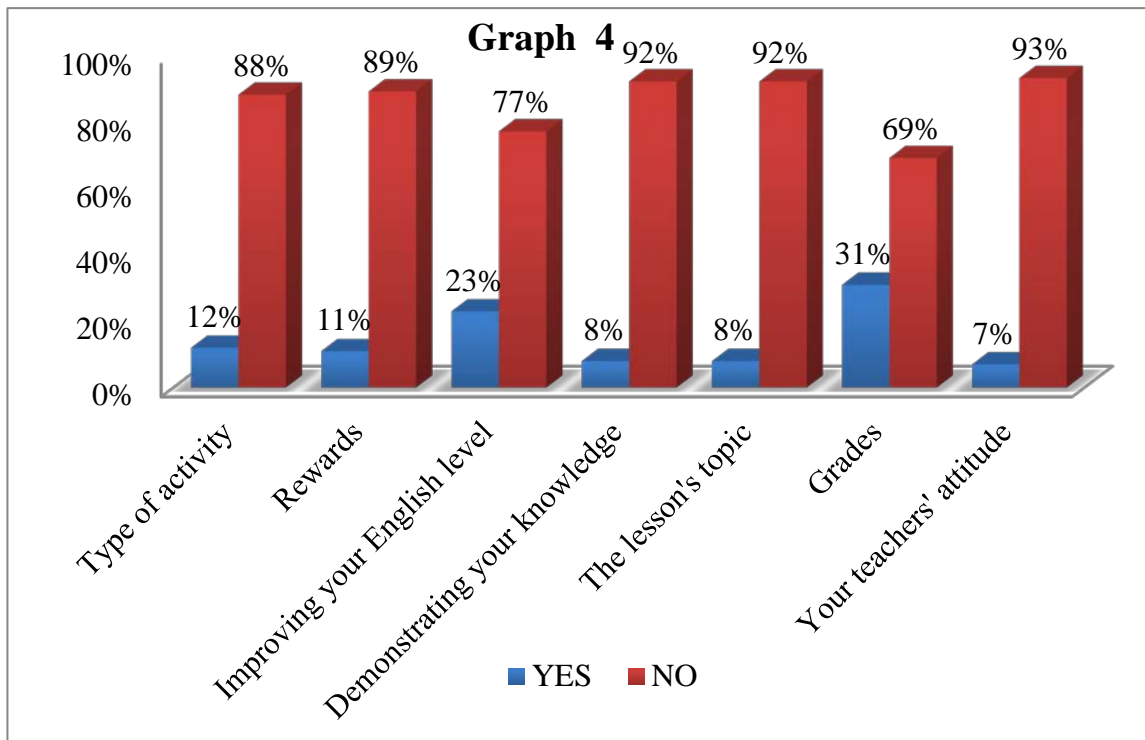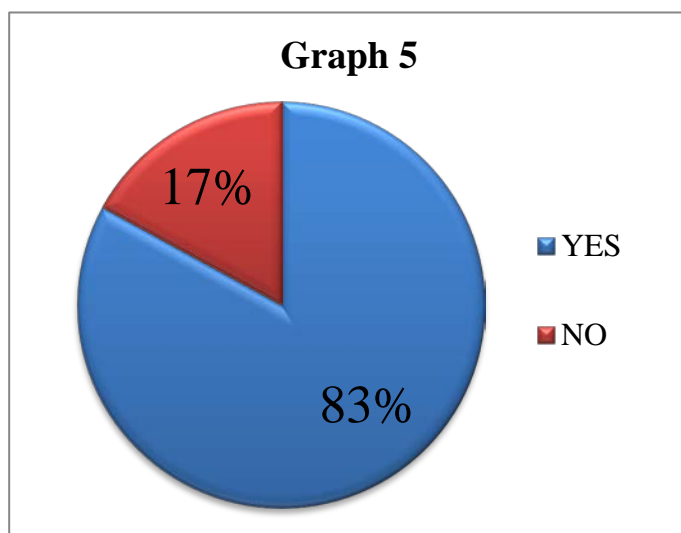

Author: Karen Armijos Yambay

Source: Students' survey and observation sheet

This graph above indicates the results obtained from the survey question about different options that may encourage students to actively participate in speaking activities in the classroom. The students had these seven options to choose: type of activity, rewards, improving your English level, demonstrating your knowledge, the lesson's topic, grades and your teacher's attitude. The most chosen option with 31% of the students answering "yes" was "grades". Then, the second option was "improving your English level" with 23%. "Type of activity" continued with 13% and then "rewards" with 11%. While "demonstrating your knowledge" and "the lesson's topic" both obtained 8%. Finally, the least chosen option was "your teacher's attitude" with only 7%. However, according to the observation sheet what motivated students the most was "the lesson's topic" and "demonstrating your knowledge".

According to the observations made, although, students knew in advance that the activities in class were going to be graded; this was not the main reason that encouraged them to speak. However, students were more willing to speak when the teacher presented an interesting topic. In two of the five classes, pupils actively participated when the teacher showed a motivating topic that involved learners and captured their attention.

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: Karen Armijos Yambay

Source: Students' survey and observation sheet

The graph 5 presents the results of the fifth question of the survey, where students had to answer if they considered that their English level influence their participation in speaking activities. The final outcomes shows that 83% answered "yes" and 17% answered "no".
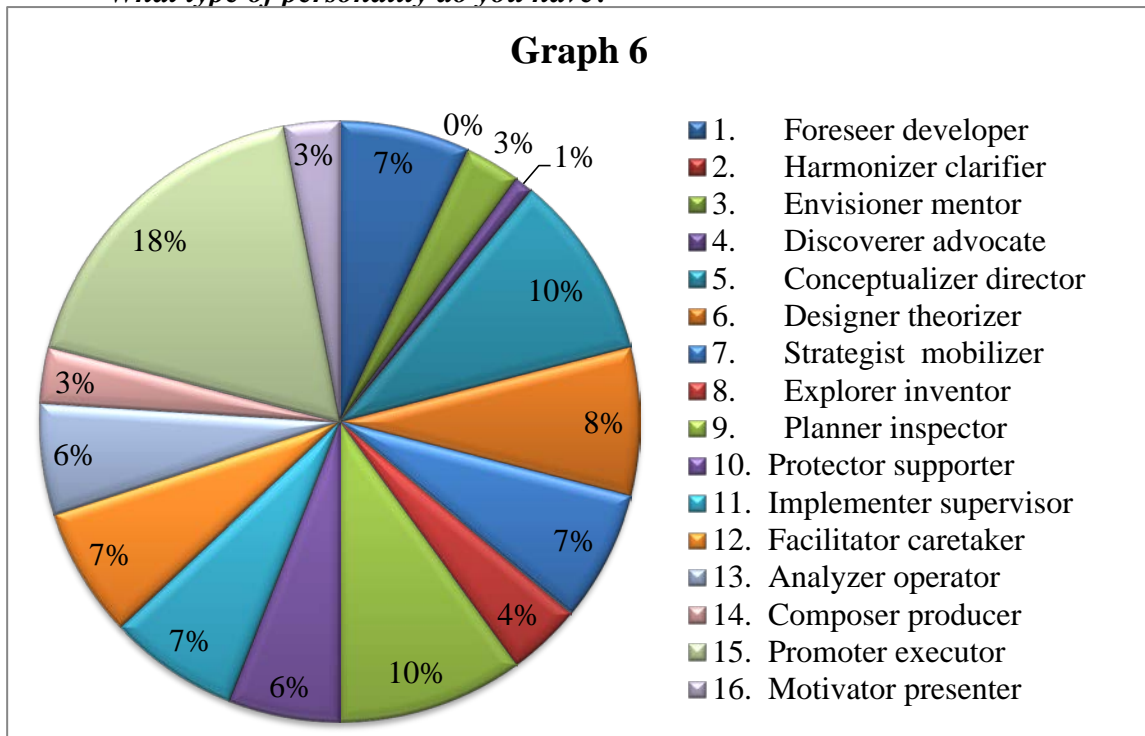
The 83%, who answered positively stated that if students had good English bases and good level, they would be willing to participate and to communicate. However, poor English foundations, not understanding the language and not being able to express, decreased their participation in speaking activities. Some students said: "If we don't know vocabulary and

basic phrases, how could we be able to speak?" Regarding the observations made in the five classes, this was an issue in all of them. Some students wanted to participate but unfortunately they could not communicate in English. They had excellent ideas and answers to questions but their English did not allow them to express themselves. For this reason, most of them used their L1.

On the other hand, the 17% of students who answered negatively and who considered that their English proficiency level did not affect their participation said that although they did not have good English, they spoke because in this way they would learn. Some students claimed: "If we don't know something, we ask and in this way we improve our English". Others declared that even if they had better English, they would not contribute in the class because they do not like to participate in any class.

How does personality influence students' willingness to orally communicate?

What type of personality do you have?

Graph 6

- ■1. Foreseer developer
- ■2. Harmonizer clarifier
- ■3. Envisioner mentor
- ■4. Discoverer advocate
- ■5. Conceptualizer director
- ■6. Designer theorizer
- ■7. Strategist mobilizer
- ■8. Explorer inventor
- ■9. Planner inspector
- ■10. Protector supporter
- ■11. Implementer supervisor
- ■12. Facilitator caretaker
- ■13. Analyzer operator
- ■14. Composer producer
- ■15. Promoter executor
- ■16. Motivator presenter

Author: Karen Armijos Yambay

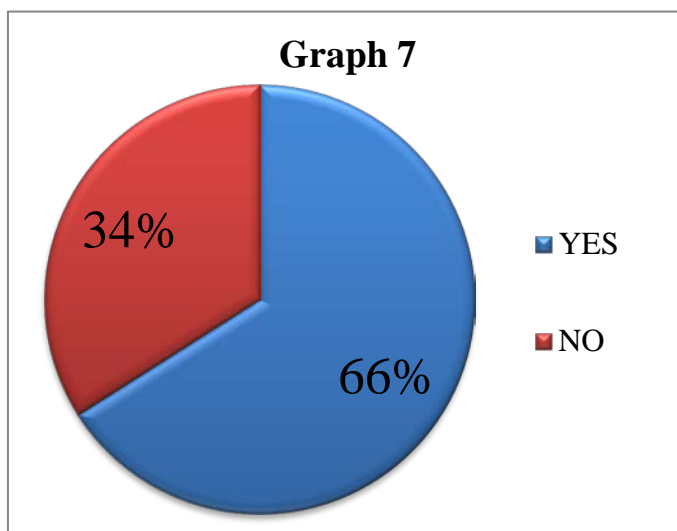Source: Students' survey and observation sheet

The graph above presents the result of the survey question six that asked students' to mark which of the sixteen personality types they thought they had. The narrow description of each personality is based on Baron (1998). The 18% of the interviewed students recognized themselves to be Promoter Executors. This personality type characterizes for being extroverted direct, energetic and impulsive; therefore, they like to be the center of attention. Other 10% of students considered themselves Planner Inspectors which are simple, quiet and reserved. They like to follow rules, and can be very pissed off when others do not. They can concentrate for long time periods. Another 10 % of students classified themselves as Conceptualizer Directors; these people are introverted, independent and autonomous. They are reserved and prefer to work alone, without interruptions. Other 8% of students considered that they are Designer Theorizers, which are introverted and thinkers. They are normally quiet and reserved. They might have difficulties to express their insight feelings. According to the survey results, these personalities Foreseer Developer, Facilitator Caretaker, Implementer Supervisor and Strategist mobilizer obtained 7%. Foreseer Developers are very quiet and deep. They are excellent listeners and they prefer writing rather than speaking. On the contrary, Facilitator Caretakers are very talkative. They are always worried about others, because they like to be cooperative and sympathetic. The Implementer Supervisors are extroverted. They are leaders and like to be in charge of things. And the last personality that got 7% is Strategist mobilizers; they are extroverted and very analytical. They are very energetic, confident and like to have interesting debates.

Continuing with the graph, other 6% of the students classified themselves as Analyzer operators, which are reserved people who prefer acting rather than talking. As Analyzer Operators, the personality Protector Supporter obtained 6% too. Protector Supporters are kind, gentle and reliable people. However, they are reserved and like to work behind the scenes. Another 4% of students chose Explorer Inventors, who according to Baron (1998) they define

themselves as outspoken. They like to interact with many people and have a great ability to solve problems. Other three personalities that acquired 3% each in the survey are: Motivator Presenter, Envisioner Mentor and Composer Producer. The first personality type characterizes for being a high- spirited person who likes to be the center of conversations. They like to call the attention and are interested of what other people think about them. The Envisioner Mentors are communicators and for this reason, they like to talk and be with people. They are good in motivating and persuading people; they care a lot about others. And Composer Producers are introvert, gentle, patient and kind people. They prefer working behind the scenes. They are excellent listeners and prefer to express with actions rather than words. And finally, the last 1% of students considered themselves Discoverer Advocates, who are extroverted, creative and spontaneous. They are dynamic people who like to change activities. They are great leaders who have always new ideas.

When adding the extroverted and introverted personalities, it was obtained that 50% of the students considered themselves extroverted and other 50% introverted. According to these results, half of the class should have participated. However, the observations made demonstrated that the percentage of students who participated was low.

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

Graph 7

34%

66%

YES

NO

Author: Karen Armijos Yambay

Source: Students' survey and observation sheet

Graph 7 shows the percentages where interviewed students had to answer if they think their personality affects their English participation. 66% answered "yes" and 34% replied "no".

The 66% that consider that their English participation is affected by their personality gave the following reasons. They stated that depending on the personality the students would participate more or less actively in speaking activities. Some of them who were introverted declared that their personality definitely influences their participation because they do not even talk in Spanish classes. However, extroverted students answered that they are very talkative and although their vocabulary is poor, they try to communicate in English. These extroverted students' opinions are supported by Yashima, Zenuk-Nishide, & Shimizu (2004) who concluded that students who are more willing to communicate in various interpersonal situations in L2 tend to initiate communication in the classroom. Moreover, in the class observations the following event that happened in a class supports this 66%. The teacher was asking questions and students had to answered them orally. Shy students who were at the back of the class did not participate. However, when the teacher asked them to write the answers on the board, these shy students raised their hands. Furthermore, in all the five classes, there were some extroverted students who dominated the class and did not let others participate.

Contrarily, the 34% of students who answered negatively declared that they liked to talk but the fact is that they did not feel motivated to do it in English class. Others said that they were extroverted but their lack of knowledge and practice did not let them speak. Finally, a minority stated that participation was mostly influenced by students' interest like obtaining a better grade rather than in personality.

Conclusions

This research demonstrates that students' willingness to communicate orally is highly affected by motivation. Many students do not feel motivated to speak in English in the classroom due to lack of vocabulary and insecurity to communicate.

Moreover, most students use L1 when they speak to their classmates. Students who take the chance of using English are the ones who are self-assured of their knowledge and have a desire to improve their oral communication in English.

Students feel more comfortable talking in small groups rather than in big ones. They participated more when interacting with their classmates rather than when interacting in front of the class with the teacher.

Furthermore, low intrinsic motivation and high extrinsic motivation were observed. Motivation has an effect on students' oral participation because most of them do not want to participate voluntarily in class. The most relevant aspect that motivates their oral production in the classroom is obtaining a grade rather than raising their English level.

This investigation proves that students' English proficiency level directly influences their willingness to orally communicate. Low English proficiency level does not allow students to speak. Incidentally, they are forced to use L1 to communicate with their classmates and even with the teacher.

In addition, personality affects students' willingness to orally communicate in the classroom. After analyzing the students' personality classification, it was concluded that introverted students do not even speak in Spanish, whereas extroverted students enjoy talking a lot even if they do not have enough English vocabulary.

Recommendations

Teachers should find the way to get enrolled in education seminars and workshops that can help them to acquire updated strategies and ideas on how to motivate their students and raise learners' speaking production.

Moreover, teachers may consider practicing peer-observation of their classes to learn from their colleagues and apply speaking motivation approaches with their pupils. Peer-observation applied in a positive way, is a great source of enriching the planning of oral activities.

Likewise, teachers need to consider having access to education journals where they can select information about how to improve students speaking production in the classroom. By knowing about these journals teachers could form teaching learning communities to discuss latest research related to oral communication.

Furthermore, teachers can include in their planning, working with controlled speaking practices like: filling in the gaps in pairs, completing a dialogue and then speak, role plays etc. These activities demand time and planning from the teachers. However, they could be extremely useful in increasing students' oral production in class.

On the other hand, students should look for additional funny resources to practice their speaking skills outside the classroom. A lot of input with listening and reading activities will raise their speaking output. Students can listen and do karaoke with songs in English. They can watch short videos or movies with English subtitles at the beginning and later without them.

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Annexes

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 a hablar Inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado a 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?	

39

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 tu participación en las actividades 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: descubren misterios y tienen una forma de conocer lo que es creíble.	( )
3	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	( )
4	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	( )
5	Conceptualizer director: visualizan las razones tras las cosas que suceden, son independientes y 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 ingeniosos, 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	Promoter 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 veces 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
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLES
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 actitude	( )

¿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?	