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MENCIÓN INGLÉS

**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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DOCENTE DE LA TITULACIÓN

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 Calva Sarango Angélica e Hidalgo Torres Eliana del Cisne, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Abril del 2015

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“Nosotras, Calva Sarango Angélica e Hidalgo Torres Eliana del Cisne declaramos ser autoras del 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, de la titulación de Ciencias de la Educación mención Inglés, siendo la Mgs. Elsa Liria Morocho Cuenca directora del presente trabajo; y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certificamos que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de nuestra exclusiva responsabilidad.

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DEDICATION

“This research is dedicated to God, our parents and teachers, who have helped us in the development of this project”.

“To Martin and Rafael, because they were the higher forces to continue working.”

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Thanks to teachers that helped us along the time we needed them. Thanks to our parents to give us all the resources and support.

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ABSTRACT

This research is titled Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools and the purpose is to know the factors that influence students in their willingness to speak in Ecuadorian English classes.

This study was carried out at a public high school in Cariamanga, Loja, Ecuador. In that institution, teachers and their students of five English classrooms were selected as the sample. Those participants were from 10th basic year, 1st and 3rd senior year.

The study started by analyzing the perceptions students have about their willingness to orally communicate in EFL classes; these perceptions were involved with their motivation, proficiency level and personality.

The approach of this study is quantitative and qualitative. The technique was note-taking. The information was gathered through instruments such as questionnaires and observation sheets.

The analysis showed that students do not feel motivated to speak in the English classes because they find difficult to use English due to the influence of their first language in the learning process.

Key words:

Willingness to speak, student's perceptions, EFL classrooms, oral communication.

RESUMEN

Esta investigación se titula percepciones que tienen los estudiantes acerca de los factores que influyen en su disposición para comunicarse oralmente en Inglés en el aula en colegios Ecuatorianos. El propósito principal de este estudio es conocer los factores que influyen en las habilidades orales de los estudiantes durante el desarrollo de las actividades de inglés.

El lugar dónde se llevó a cabo la investigación fue un colegio público ubicado en Cariamanga, Loja, Ecuador. En dicha institución, se seleccionaron profesores y sus estudiantes de cinco clases para recolectar los datos. Estos participantes pertenecieron a 10mo año de educación básica, primero y tercer año de bachillerato.

El estudio analizó la percepción que los estudiantes tienen para su disposición de comunicarse oralmente en clases de inglés, estas percepciones estuvieron involucradas con la motivación, nivel de conocimientos y personalidad.

El enfoque aplicado en esta investigación es cualitativo y cuantitativo. Para la recolección de datos se utilizaron instrumentos como cuestionarios y registros de observación.

El análisis mostró que los estudiantes no se sienten motivados a hablar inglés en clase debido a la influencia que ellos tienen de su primera lengua en la enseñanza de un nuevo idioma.

Palabras clave: disposición a hablar, percepciones de los estudiantes, clases de inglés como lengua extranjera, comunicación oral.

INTRODUCTION

Ecuadorian educational authorities have demonstrated great interest in improving teachers' language skills to help students to improve their English learning process, specifically their oral communication. However, it is common for an English teacher to deal with students who remain silent and reluctant to speak in class activities. Being the main goal of language teaching to help students to use English communicatively, it is important to determine why some learners do not participate actively in oral activities.

Therefore, this research has as main purpose to answer these research questions: How does motivation influence students' willingness to orally communicate? How does proficiency level influence students' willingness to orally communicate? How does personality influence students' willingness to orally communicate? Through responding those inquiries authorities and teachers would be able to develop new strategies to motivate learners and help them to communicate in the foreign language.

The language communicative learning process is a fundamental goal in teaching, since it engages students in authentic activities that develop a real sense of oral communication and gives students the main skill of speaking.

Regarding willingness to communicate, others researchers have investigated the factors that influence in students to communicate in EFL classrooms, some of them have to do with their personality and interests. They have found interesting results presented below.

First, the study carried out by Riasati (2012) was developed about the Iranian EFL learners' perception of the factors that contribute to willingness to speak English in

language classroom. The purpose of the study was to elicit Iranian EFL learners' perception of the factors that contribute to willingness to speak English in language classrooms. For this study there were no specific limitations.

Secondly, Barjesteh, Vaseghi & Neissi (2012) did a research to answer these questions: What were the Iranian EFL learners' perceptions regarding their willingness to initiate communication across different context-types? What were the Iranian EFL learners' perceptions regarding their willingness to initiate communication across different receiver-type? This study does not have limitations.

Third, Yashima, Zenuk- Nishide, & Shimizu (2004) conducted a study to achieve two main objectives. First, to find whether learners' WTC (Willingness to Communicate) has to do with L2 communicative behavior in intercultural contact situations both inside and outside the classroom; second, to examine variables that affect WTC in the L2 and communicative behavior in this context.

Therefore, further research could be supported by a formal evaluation of students' English language level to have a better approach of the subject matter.

METHOD

Setting and participants

This research was carried out at a public high school in Cariamanga, Loja, Ecuador. The sample consisted of 100 Ecuadorian students from 10th basic year, 1st and 3rd senior year who study English as compulsory subject with an average age fluctuated between fourteen to seventeen years old. The participants were men and women. They attended five hours of English classes in the mornings, and they belonged to lower-to-middle social and economic class.

Procedure

This study began with the revision of literature from different sources such as books, journals, Internet, etc. That information was organized into formats and was used to write the literature review.

After writing the literature review, the field research was done at a public high school. Since the approach of this research is quantitative and qualitative, the process of collecting data began with surveys applied to one hundred students at the public high school. They answered questions that suit the purpose of this research. In addition, five classes were observed and all the information was recorded in observation sheets.

The information gathered with the questionnaires and observation sheets was tabulated to calculate frequencies and percentages in order to have a better approach of the data distribution. The numbers were used to interpret, analyze, and discuss the results. This information was supported with notes gathered during class observation. In

addition, theories from the literature review provided the necessary support for the analysis of results.

The analysis of the results was organized according to the research questions stated for this research. Under each inquiry, a set of related questions was inserted with the corresponding pie chart. Then, the description of results was done by describing the percentages to interpret the data based on the students' opinions, the observation sheets and the information in the literature review.

Finally, the results were revised carefully to elaborate the conclusions and recommendations. These sections are of special importance because they condense the most important findings of this study.

DISCUSSION

Literature Review

In this section we can find information provided from different sources such as books and journals. The topics researched are related to motivation, proficiency level, personality, and teaching speaking; all of them factors related to willingness to communicate in the English. In addition, this theoretical section includes five studies related to the aforementioned theme; they will show relevant findings from different authors who have investigated the factors that impede learners to speak in class.

Motivation

Motivation is considered as an important aspect in English language learning. About it, Nunan (1999) states that students feel satisfied with the results of learning a language if they have three necessary elements such as effort, desire to achieve a goal and favorable attitudes in the learning process. Nevertheless, those aspects in isolation do not raise motivation; for instance, a motivated learner makes an effort to achieve his goals, but the same individual who works effortlessly is not motivated. In addition, the same author above explains that motivation is high in learners who possess some characteristics such as compulsiveness or desire to please others.

Also, high needs related to teachers' demands, examinations, etc., may increase students' motivation. However, there are five reasons that might hinder the aforementioned features and lead students to show reluctance to speak: lack of confidence, fear of mistakes, teacher's intolerance to pupils' silence, uneven allocation of turns, and incomprehensible input (Nunan,1999).

In addition, Goh & Burns (2012) state that anxiety may also affects students' motivation. These authors define anxiety as the nervousness students feel in class due to the lack of confidence and the fear of failing in the subject. Those elements drive students to show reticence and reluctance to participate in class activities, specifically in oral ones.

The same authors above indicate that students' language anxiety can be used by teachers as a hint to develop strategies focused in raising motivation. Here, it is important to consider that reluctant students are not necessarily unmotivated; instead, lack of participation in oral activities can be the result of learners' fear and deep-seated beliefs.

Being speaking an important skill in language learning, teachers may implement different strategies to encourage learners to participate in class activities. Regarding this, Goh & Burns (2012) consider that teachers should start providing students a positive and supportive learning environment, especially for those who are affected by language anxiety. For instance, guided reflection may help students to overcome their fear; at the same time, teachers may detect possible problems and provide appropriate feedback. In this sense, the authors suggest writing journals as an activity that invites pupils to express confidently about their anxiety and expected outcomes of the language learning process.

In the same vein, Baker & Westrup (2003) suggest more activities for motivating students to speak in class. Since the course book is a common resource for any English teacher, the author considers that it is important to evaluate the points in each chapter that are relevant for achieving the aims of lessons. For instance, the reading section in

any book can be used in different ways to involve students in speaking activities; questions or group work to analyze the content are good ways of adding variety. Also, the aforementioned authors refer to other ways of using class resources and techniques to develop students' speaking skills. Among the most common material in class, the board can be used to present visual context for new language structures and vocabulary. Moreover, teachers can display pictures, charts, or posters that help students to start dialogues using the target language.

Regarding the techniques, Baker & Westrup (2003) mention that warmers and elicitation are vital for stimulating students to speak. As they say, "The purpose of warmers is to help students start to focus upon the lesson, to let them become accustomed to hearing and speaking English before the real lesson begins" (p. 46). These authors remark that warmers are not solely provided by teachers, students can work in pairs at the beginning of a class to talk about their favorite food, sports, hobbies, family, etc. Also, teachers may divide the class in groups and encourage them to discuss topics and write down their conclusions.

Teachers can use different techniques in class to motivate students to produce oral communication. The key is how the teacher can keep the attention of the class in oral production.

Proficiency level

Language proficiency level is defined by the Council of Europe as a set of characteristics that students are expected to acquire during their learning process. The Ministerio de Educación (2010) designed the English National Curriculum which groups

features into A1.1, A1.2, B1.1 and B1.2 levels that students from high school should acquire at the end of their studies.

The aforementioned levels are subdivided into production and interaction skills. The level A1.1 states that production skills must include planned monologues; simple interactions that allow speaker to ask and answer questions related to personal and educational issues. Moreover, students must produce words, expressions, and statements through differentiation of phonemic features.

Regarding interaction, students in level A1.1 are supposed to put into practice simple expressions of social communication such as introduce or greeting someone. Also, learners are able to participate in short conversations to express opinion about personal or educational topics. Here, pronunciation, intonation or pacing is not an important aspect yet, and fluency must be taught through patterns related to ask and answer questions about themselves or others.

The same specifications in the English National Curriculum provided by Ministerio de Educación (2010) describe the production and communicative skills in level A1.2.

Students are required to produce planned dialogues as in the previous level, but they are ready to participate in simple discussions to exchange personal, educational, and social information. The students' communicative abilities depend on repetition and strategies to rephrase and repair language structures.

The specifications provided for level B1.1 describe that students have acquired the sufficient amount of vocabulary to express topics such as family, hobbies, interests,

work and travel with reasonable accuracy. In this level there is the evident influence of the native language.

The level B1.2 specifies that students will be able to have a repertoire of language which gives them the ability of explaining ideas of a problem with reasonable precision and describe unpredictable situations.

Regarding more advanced levels such as level C1, students in this level can understand a wide range of demanding longer texts, and recognize implicit meaning. They are able to express fluently without much searching for expressions. They can use language effectively for social, academic and professional purposes. Furthermore, they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

In level C2 students can easily understand written and heard language, summarize information from different sources. They can express very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Personality

The way English learners interact with others depend on the type of personality they have. About it, Kroeger & Thuesen (1988) describe eight different personalities that combined in fours give origin to eight more. They mention extraversion, introversion, sensing, intuition, thinking, feeling, judging, and perceiving. Each of those are identified with the first letter which in turn are combined with the initial letter of the others.

The first type of personality, extravert (E) describes learners that tend to talk before think. They like to know new people and it is common for them to have many

friends, who are frequently included in learners' activities. Due to these individuals' capacity, they are able to do different activities at the same time such as watching TV while talking to others or doing a particular task. They enjoy dominating a conversation about different topics.

On the other hand, Kroeger & Thuesen (1988) mention that introvert (I) learners like to think well before speaking; therefore, they are considered as great listeners. These individuals enjoy reflecting and having time with themselves, this feature leads them to share their feelings with just one person or intimate friends. Also, these learners are able to concentrate in one thing at a time because of their high developed thinking skills, and sometimes they are labeled as shy by others.

Turning to sensor (S) individuals, the same authors above state that they are identified for preferring specific answers. Also, they are usually concentrated in only one thing without wondering about what is coming next, and they enjoy working with tangible results.

Learners with intuitive (I) personality tend to be considered as absentminded because they always think in different things at a time. For this reason, they like to infer how things are going to be in the future rather than worry about the present. As Kroeger & Thuesen (1988) explains, these types of intuitive learners enjoy playing word games, seeking connections rather than accepting facts per se.

The aforementioned authors state that thinkers (T) prefer to stay calm, working in objective situations to prove specific points. If they discover that someone is wrong they will not discuss anything and they will let others to think they are right. For this reason, they think that having reason is better than being accepted by others.

Next type of personality described by the authors above is the feeler (F) .This kinds of persons always consider feelings before taking a decision. They tend to be in others' place in order to understand their needs; thus, it is common to observe them giving back what they have borrowed or trying to help others. Usually, the continuous desire to please people leads feelers to take things personally.

Another personality mentioned by Kroeger & Thuesen (1988) refers to judgers (J). People identified as judgers are very organized, punctual, and enjoy planning their daily activities. They may become out of control if things do not progress as they expect; for this reason, they always stick to list of activities that need to be completed totally.

The last type of personality is perceiver (P), and it corresponds to people who feel attracted by unknown topics; therefore, they always try new forms or activities. They do not like routines and prefer to work by demand. Also, they dislike planning and organizing their routine and consider that work must be done as a play, always enjoying each moment.

The combination of the aforementioned types of personalities gives origin to eight new kinds such as ISFP, INFJ, INTJ, ISTP, INFP, ESTP, INTP, and ENFJ.

According to Kroeger & Thuesen (1988), ISFPs (or composer producer) are very sensitive persons and they are able to understand others' problems. They like to live in harmony without taking the control of any situation or person because they respect people's points of view. Also, ISFPs enjoy discovering the world around them without any urgency.

The same authors above describe INFJs (or foreseen developers) as gentle and compassionate people who are able to generate lots of ideas due to their introvert capacity. This quality helps them to be malleable and open-ended; however, different situations from the outside world can distract them from objectives because they possess a strong necessity of helping humanity. For this reason, INFJs are very committed to causes and ideals, which sometimes show them as very rigid and demanding persons.

Regarding INTJs persons (or conceptualizer director), Kroeger & Thuesen (1988) mention that improvement is an important feature of this type of personality. These persons like to work neatly and effectively; organization is another characteristic that is present in every activity they do.

INFP or harmonizer clarifier, as it is mentioned by Kroeger & Thuesen (1988), are considered as people who are idealist because they have a subjective view of the world; this perspective take others to consider INFPs as unpredictable. In addition, they always contemplate about self-identity to determine how it is possible to benefit themselves and others.

On the other hand, Berens & Nardi (1999) explain that ESTPs (or promoter executor) are persons that enjoy taking control of situations and pushing themselves to the limit. They work hard for achieving their goals and organizing their priorities. But, if things do not go as they want, they do not hesitate to change the course of the activities for planning new actions. This way of acting shows them as very energetic persons who search constantly for opportunities, resources, and new information.

Another type of personality described by Berens & Nardi (1999) is INTP (or designer theorizer). These authors describe them as people that possess the ability of

taking life as an experience for learning. They like to observe mechanics of things, processes, etc., to identify which factors make those events to work. These kind of people use to generate ideas, discover new patterns and connections. They are very good discovering essence of problems though their thoughts seem to work randomly rather than structurally.

The same authors above describe the last type of personality, ENFJ (or envisioner mentor), as people who consider life as the framework to establish good relationships. They are very enthusiastic individuals who enjoys realizing their own and others dreams; for this reason, interpersonal communication is very important. Also, they are integrative and global thinkers who always help other to find their mission in life.

Regarding ESFJs (or facilitator caretaker), Berens & Nardi (1999) describe them as people that enjoy helping others. Also, they enjoy having conversations with others to know their personal and professional expectations; for this reason, they are also good listeners. In addition, the authors refer to facilitator caretaker as persons that are able of putting aside personal needs in order to please others; this can be a problem if they meet people that do not appreciate offered help.

In addition, Berens & Nardi (1999, p. 24) say, “For facilitator caretakers, relationships are about doing things for each other- sharing life and caring...They usually have lots of personal relationships and friends, enjoying lots of interaction”.

Teaching speaking

Teaching speaking may be difficult for teachers; however, there are some strategies and activities that teachers may use to help learners’ progress in the English

learning process. In this sense, Tsui (as cited in Nunan, 1999) discovered that students may improve their speaking if teachers give them more time to answer well-structured questions. Here, an important point for teachers is to accept different answers from students. Also, teachers may encourage pupils to work in groups or pairs to analyze their options before answering questions. Other strategies mentioned by the same author include focusing on content rather than form and giving importance to good relationship with students.

From a similar point of view, Broughton *et al* (1980) suggest that guided oral work, free oral production, group work, and visual materials can help students to increase the amount of spoken language.

About guided oral work, Broughton *et al* (1980) remarks the usefulness of controlled oral work because it helps students to practice phonological, lexical, and grammatical structures in a dialogue. Students can develop simple conversation in pairs and it helps teachers to achieve the communicative aim of a lesson. Here, the value of guided oral work is the freedom of students to use and practice what they learn in class through small dialogues in role play activities.

After students feel they are able to use basic language structures, the aforementioned authors suggest teachers to use free oral production. This kind of activity can be applied in lower and advanced levels. Another type of strategy is group work; it is a way of giving students more power over their learning process.

Finally, the authors above mention that visual aids are great source for oral production, and they can be used in class to start discussions, to do role play, or to encourage students to practice small dialogues.

Some of the theories presented above have been used in other studies done about willingness to speak; therefore, it is important to review some investigations to know researcher's findings and their consequences in students' ability to speak English.

The first study was carried out by Riasati (2012) to find Iranian EFL learners' perception of the factors that contribute to willingness to speak English in language classrooms. With that purpose, seven students at a language institute were selected to answer semi-structured interviews in order to gather data of the factors that hinder the speaking process.

The researcher describe some factors that affect students' speaking such as those proposed in the Mc Intyre's model such as learning anxiety, learning motivation, etc. However, the author of the study discovered other factors which are not present in the aforementioned model such as task type, topic of discussion, interlocutor, teacher, class atmosphere, personality, and self-perceived speaking ability.

As a result, the researcher concluded that personality or shyness are not the only factors that may hinder the speaking process, and it is important to develop strategies that promote communication to help students to overcome the aforementioned factors.

The second study was done by Barjesteh, Vaseghi & Neissi (2012) to answer these questions: What were the Iranian EFL learners' perceptions regarding their willingness to initiate communication across different context-types? What were the Iranian EFL learners' perceptions regarding their willingness to initiate communication across different receiver-type? The participants were individuals that had studied at a language institute for 4 years; they participated in a panel discussion based on themes such as identity, stereotypes, cross-cultural communication, etc.

The method of this study required that students work in groups to read texts related to the themes stated above. Then, the results of the tasks were exchanged in a whole class discussion with the aid of the teacher; he provided to students different linguistic strategies and vocabulary to participate in the communicative activity. During the discussion sessions, the participants answered self-assessment questionnaires to measure their willingness to initiate communication.

The results showed that students were highly willing to communicate in group discussion, meeting, and other friend-type activities. However, students scored low in other activities such as interpersonal conversation, public speaking, acquaintance, etc.

As a result, the researchers of this study concluded that students' speaking ability was affected by the sole use of the target language in the classroom; they did not use it to speak in daily life because they did not feel confident. This situation is the result of the influence of interlocutor; students do not feel secure speaking with persons who do not know their English language proficiency.

Therefore, the researchers stated that students' background knowledge of the topics help them to generate effective dialogues. In addition, varied topics within and across lessons promote willingness to speak.

The third study was done by Yashima, Zenuk- Nishide, & Shimizu (2004) to achieve two main objectives. First, to find whether learners' WTC (Willingness to Communicate) results in L2 communicative behavior in intercultural contact situations both inside and outside the classroom; second, to examine variables that affect WTC in the L2 and communicative behavior in this context. In doing so, the relationship between the construct international posture, confidence in L2 communication, and L2

learning motivation will be explored. In addition, the researchers assumed that WTC influences directly L2 communication, which is a combination of anxiety and perceived communication competence.

The sample of this study consisted of two cohorts of 166 pupils at a high school, who answered questionnaires with attitudinal and motivational measures and WTC scales. The variables analyzed by the researchers were motivational intensity, desire to learn English, approach-avoidance tendency, interest in international vocational/activities, interest in foreign affairs, willingness to communicate, anxiety, and frequency to communicate in and outside of classroom. The participants answered the questionnaires before and after an exchange program in an English-spoken country. The authors of the study found that frequency of communication in and outside of classroom was correlated with WTC, and students were able to start a dialogue when they were asked to do it rather than speaking voluntarily. In addition, WTC was related to motivational/attitudinal variables as well as frequency of communication. The results of the questionnaire applied after students return to their native country showed that communication was positive when the participants interact with hosts more frequently and for a greater amount of time. As a result, the researchers concluded that students who initiate communication in the classroom were those able to exchange interpersonal information.

A fourth investigation was done by Watanabe (2003) to answer these research questions: 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 WTC in English in their high school years? What reasons do they give for changes or stability?

The researcher selected 190 first-year high school students who were tracked during 3 years. They answered a questionnaire of 19 items related to WTC; from those items, seven were fillers and 12 were a combination of four situations such as speaking in dyads, 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. Also, the participants were asked to indicate the frequency of communication using English, as if they were living in an English-speaking country.

After analyzing the results, the researchers found several factors that affect willingness to communicate in English. First, students had difficulties to imagine an exclusive English-speaking context since the items of the questionnaire were not specific about the characteristics of the setting. Second, students demonstrated negative attitudes towards foreigners and they did not like to talk to them. Third, students did not feel confident to speak in English and they expressed that the target language is used only for academic purposes.

According to the results above, the researchers concluded that WTC between friends and foreigners differ a lot because of the characteristics of the learning environment since English was taught by teachers in the native language. Therefore, the researcher recommended implementing more communicative opportunities to overcome lack of WTC in English.

The fifth and last study was carried out by Aubrey (2010) to answer these research questions: How does state-level WTC differ across three different sized classes?

What are the differences in language activities between three different sized classes? What factors contribute to state-level WTC in three different sized classes? The study was developed in 6 weeks with the participation of 22 students at a language school. They were observed, interviewed and their oral production was recorded in 18 audio files. Most of the activities done by the participants consisted in communicative interactions such as role plays, discussions, or debates.

The results showed that WTC decrease was related to class size since students in large classes have less opportunity to speak than their peers in small classes. The teacher controlled the communicative activities which shifted from discussion of topics to lectures. Also, the researcher found that learners' anxiety was high due to the few amount of time that students interact with teachers, and little language practice.

Based on the results, the researcher concluded that group cohesiveness is important in English classes because it benefits students' linguistic skills. In addition, practice is vital for the learning process because it increases the level of authentic communication in the target language. Finally, no communicative activities promote passiveness in students and affect their ability to communicate meaning. Therefore, the author of this study suggests that teachers must increase the amount of group work and quality of practice in classes.

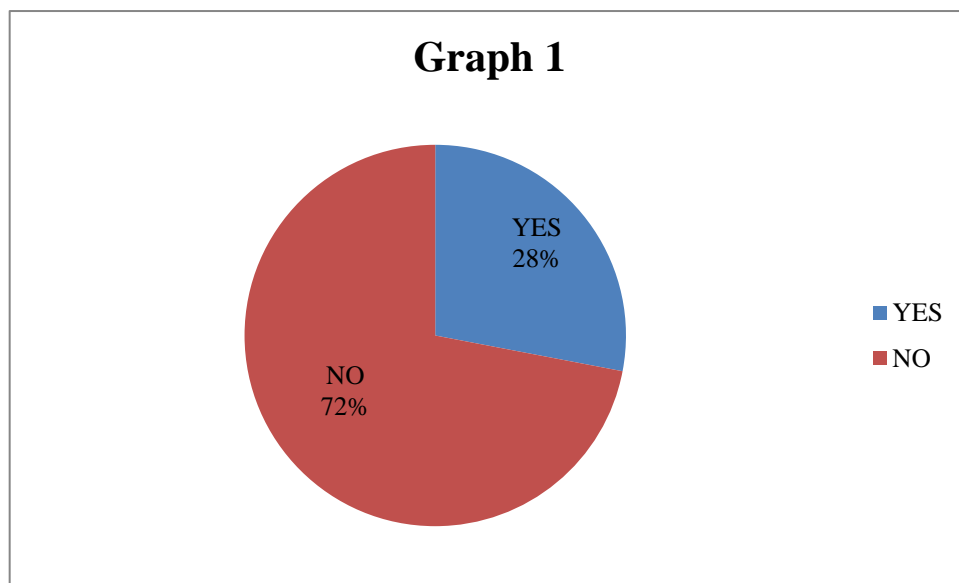
Description, Analysis and Interpretation of Results

This section presents the results gathered through questionnaires applied to the participants of this study. For describing and analyzing the results, the information is presented graphically and it is organized according to the three research questions stated for this study. The same information is going to be interpreted using the data collected during the observation of the classes and the information described in the literature review section.

Qualitative and Quantitative analysis

How does motivation influence students' willingness to orally communicate?

Do you feel motivated to speak in English in class?



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA

SOURCE: STUDENTS' QUESTIONNAIRE

Graph 1 shows that 72% of students do not feel motivated to speak English in the classroom, while 28% indicate they do. Clearly, these results show that an important

percentage of students do not speak English in the classroom because they do not feel motivated.

Those students who answered negatively gave different reasons to explain why they do not feel motivated to speak English in class. Some students stated that they do not like English, or it is difficult to pronounce the words. Others mentioned that there is not communication between students because they do not understand the spoken language and it provokes that peers bother them. Finally, the participants explained that they do not speak in English because they feel embarrassed to speak.

Some of them were observed not feeling confident while using the English language because they looked embarrassed and spoke with pauses, while other participants did not perform the activities as they should. This means, students mixed Spanish and English during the dialogue and they did not demonstrate enthusiasm to participate. That behavior coincides with the characteristics that hinder motivation given by Nunan (1999), which are lack of confidence and fear of mistake.

In addition, the students who did not feel motivated to use the English language seemed to consider that their language skills are not appropriate to perform the dialogue in pairs. In fact, it was possible to listen that they did not form the wh-questions correctly; they did not use past tense as they should. Therefore, their lack of confidence using the grammar structures to exchange information may influence their motivation to participate.

Turning to the students who indicated that feel motivated to speak in class, they stated that it is good for them to practice English in class and that they feel comfortable practicing pronunciation.

According to Nunan (1999) three elements are vital in English learning: effort, desire to achieve a goal, and favorable attitudes towards the learning process. In this sense, the observed students who participated with enthusiasm in the activity assigned by the teacher demonstrated to have those aspects mentioned by the author.

It seems that the students feel some kind of internal joy while interacting and using the target language. This could be interpreted as if those students wanted to please their teacher and themselves doing the task correctly; therefore, that behavior meet the description given by Nunan (1999) regarding that motivation is high in learners who feel desire to please others.

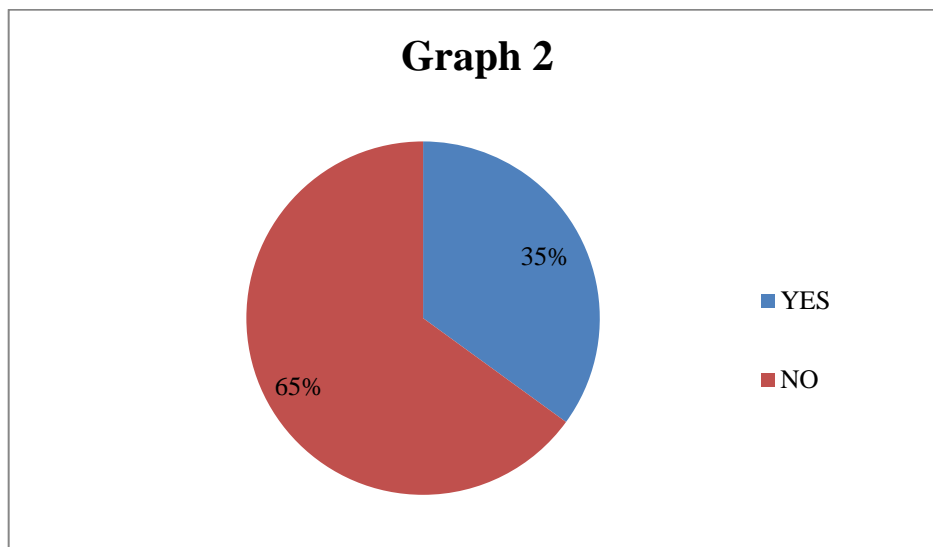
During the observation process, it was noted that teachers used communicative activities such as pair work to involve students in small dialogues to practice the use of wh-questions in simple past. Few students were interested in performing the activity; these participants spoke totally in English following the instructions given by the teacher and achieving the purpose of the task.

As Baker & Westrup (2003) suggest, there are some activities for motivating students to speak in class. For instance, teachers can use the board to display pictures, charts, or posters that help students to start dialogues using the target language. Maybe, the teacher in the observed class could have encouraged those students with low English level to observe pictures and write wh-questions on the board using a given model. After that, those students could have read the questions to each other and answer them to exchange information.

Certainly, motivation is an important aspect in English learning; therefore, the use of communicative activities in the observed classroom should have been focused on

motivating those students with low language skills to exchange information properly rather than only speak in English.

Do you feel motivated to speak English with your classmates?



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA
SOURCE: STUDENTS' QUESTIONNAIRE

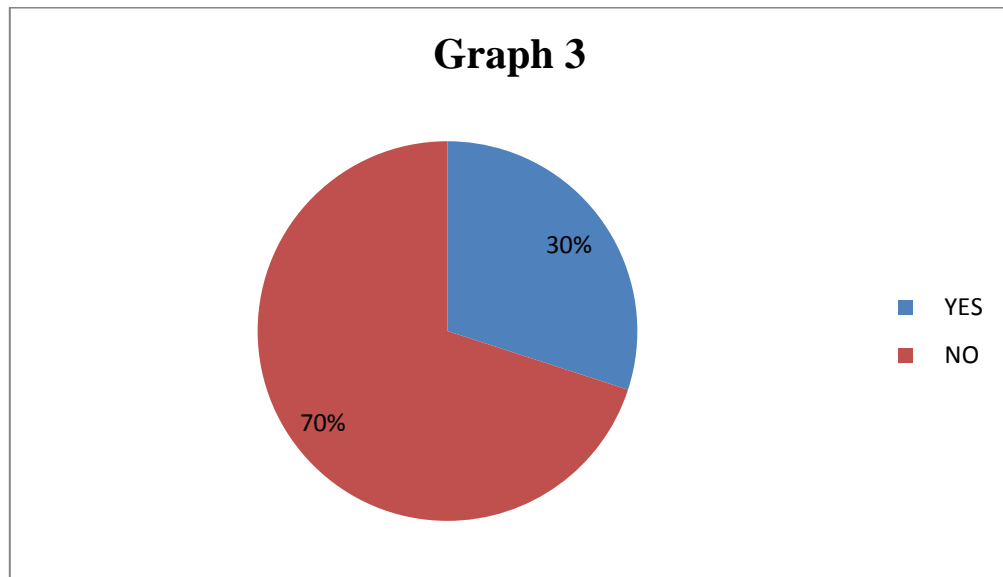
When students were asked to indicate if they like to speak English with their classmates, 65% gave negative answers and 35% answered positively. The majority of participants indicated through the questionnaire that they do not like to speak with their peers because they do not understand each other and it makes them feel embarrassed. Other students stated that they do not speak fluently and they feel fear of making mistakes. And a minor part of the class gave the answer that they are not interested in learning English.

Turning to the students that answered positively they indicated through the questionnaire that they feel more confident if they speak with classmates instead of the teacher and they could receive some help from classmates.

During the observed classes, students demonstrated apathy towards the English language and sometimes they did not act seriously while speaking. In addition, the pupils showed difficulty to structure sentences orally and it made difficult for them to interact with others.

Some of the observed students' behavior meets the description given by Goh & Burns (2012). They state that students show reticence and reluctance to participate in class when they feel anxiety and assessment fear. Probably, students' lower level was one reason that made them feel nervous and sometimes not decided to participate. The majority of the class was afraid of speaking English with their classmates, in consequence they showed anxiety and they preferred using Spanish

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



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA
SOURCE: STUDENTS' QUESTIONNAIRE

In graph 3 the 70% of students indicated that their participation in speaking activities is not voluntary, while 30% answered the opposite. Some of the reasons given

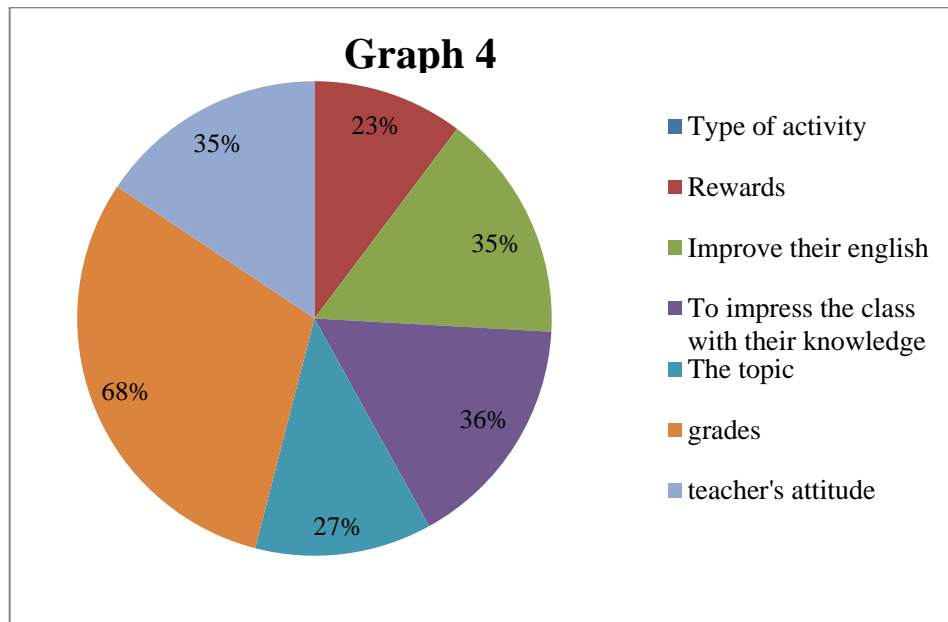
by the 70% of students to avoid participation in speaking activities were among others low language level, fear of mistakes, and lack of interest in language learning. In fact, it was observed that some students did not want to participate in speaking activities and they argued that they did not understand the tasks. There were pupils who did not feel confident to speak in English, while other students were doing other activities and they did not pay attention to the class.

The students' attitude of those avoid speaking in English coincides with the description given by Goh & Burns (2012) when they explain that it is important to consider that reluctant students are not necessarily unmotivated; instead, lack of participation in oral activities can be the result of learners' fear and deep-seated beliefs. Certainly, it is difficult for teachers to work with students with different levels of proficiency; for this reason, it is important for teachers to find ways to motivate all students to speak in English. About it, Baker & Westrup (2003) suggest to use a reading section from the textbook to ask questions or encourage students to work in groups in order to involve them in speaking activities.

Additionally, the observed teachers may have used other strategies such as pair or group students with high language level with those who had difficulties to speak in English; such strategy could have increased the level of motivation in students. In fact, some students asked their teachers to work as it is mentioned, but teachers did not pay attention to their requirements. There were some activities that the observed teachers used as speaking activities such as act out dialogues and short conversations based on grammar.

On the other hand, the students who gave positive answers explained that they participate in oral activities because they want to learn and practice the language, and to get better grades. Effectively, the students were observed very motivated when they participated and got good grades; these results encouraged them to continue demonstrating the same attitude during class time. In this case, the students' good grades were their motivation to use the target language in classes.

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



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA

SOURCE: STUDENTS' QUESTIONNAIRE

Regarding the reasons that motivate students to participate in speaking activities, graph 4 shows that 68% indicated grades; 36% of learners seek to impress the class with their level of knowledge; 35% of students are motivated to improve their language level and by the teacher's attitude; 27% are motivated by the topic of the lesson; and, 23% of participants are motivated by different rewards proposed by the teacher.

At first, graph 4 shows that students indicated different reasons to participate in speaking activities. Among those causes, grades were confirmed as the most frequently source of motivation in students. Moreover, it was observed in some classes that students felt disappointed when teachers did not grade the activities.

Certainly, grades are important because students need to pass the school year and teachers need to evaluate the learning process. However, as Nunan (1999) explains, grades in isolation do not raise motivation. Instead, students need to discover the role of speaking English as a way of communication.

The second important percentage showed in graph 4 is to impress the class with their knowledge. About it, some students with good language level wanted to show teachers and their classmates their knowledge and they participate in the speaking activities frequently; they looked proud of doing in the correct way. Those students' attitude corroborates the information provided by Nunan (1999) who states that favorable attitudes towards the learning process drives students to learn a language and to feel satisfied with the results.

Regarding teachers, they were observed being friendly and kind with the pupils, this create a trust environment where pupils participate actively, however, they did it mixing English and Spanish to interact with the teacher and their classmates. Certainly, teachers' attitude meet the description given by Goh & Burns (2012) who consider that teachers should start providing students a positive and supportive learning environment, especially for those who are affected by language anxiety. But, there is still something that teachers need to do in order to reduce the students' frequent use of the mother tongue in class.

About the students who wanted to improve their language level, they were observed asking their teachers for explanations about meaning of words and grammar structures in order to speak correctly. This is evidence that they were highly motivated to learn more for improving their knowledge.

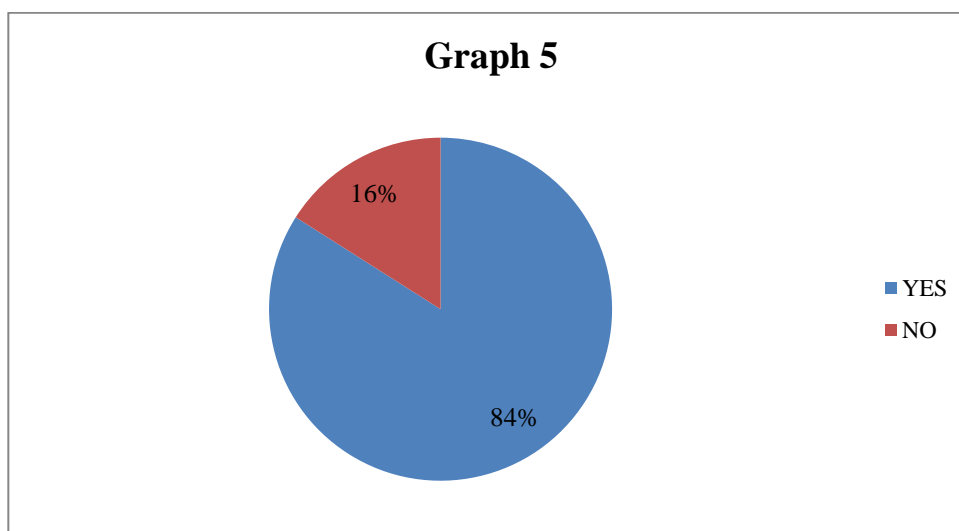
The topic of the lesson also motivates a group of students to participate in speaking activities. Some topics such as sports and activities done by teenagers developed in students strong desire to communicate using the target language; however, some of the pupils looked anxious because they did not know how to say some words or how to structure the sentences orally to express their ideas. In this sense, Goh & Burns (2012) remarks that students' language anxiety can be used by teachers as a hint to develop strategies focused in raising motivation. In fact, teachers took advantage of students' anxiety and helped those pupils through making simple questions about the topic that guide them to express themselves appropriately.

Another percentage of students stated that rewards motivate them to participate in speaking activities. It was observed that teachers gave learners extra points for their performance and congratulated them when they performed well. This was close related to the students' attitude towards the lesson topic because the incentives increase their interest and they were focused on the activities.

Therefore, teachers need to understand that students, as foreign language learners, are not integrated with the target culture and they do not use English to communicate daily. It is important to provide learners with opportunities to use the target language as a mean of exchange information. For instance, teachers may involve students in warm-up activities such as speaking about favorite topics.

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

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



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA

SOURCE: STUDENTS' QUESTIONNAIRE

Regarding English proficiency level influencing students' participation in speaking activities, 84% of students stated that their English level influence their participation in class, while 16% indicated the opposite. These results show that the majority of students participate in the activities as they feel confident with their language level. In fact, many of them explained that it is important to have an appropriate English level to participate in the activities. Others agreed and stated that high language proficiency enables them to speak fluently and understand the contents correctly.

The observations corroborate the students' opinions because those who demonstrated more enthusiasm during class activities had better language level than the learners who did not. They were able to understand teachers' instructions and performed the activities correctly.

On the other hand, the students who demonstrated to have low language level looked shy and did not want to participate, while others joked about the language. Frequently, these students were encouraged by teachers to take part in class activities and they need additional help to perform the activities; it was observed that teachers paired students' with low language level with advanced peers, but in this instance, students with low level copied the activity from students with a higher level and did not do any effort to complete the task by themselves.

Certainly, students' language level is an aspect that affects the normal development of speaking abilities. Moreover, it is important that teachers could design such activities to motivate students with low English level to use the basic language structures they know.

Actually, some teachers were observed encouraging students to act out imperatives such as: close the door, stand up, open your book, etc. Also, students played Simon says with the teacher in some of the observed classes. But, these types of activities did not allow students to speak because they only have to follow instructions, although, they could listen and try to imitate the language.

According to Broughton *et al* (1980) controlled oral work helps students to practice phonological, lexical, and grammatical structures in a dialogue. Students can develop simple conversation in pairs and it helps teachers to achieve the communicative

aim of a lesson. Therefore, it would have been more useful that the observed teachers apply the type of work described by the aforementioned author to give students the possibility of practicing the structures they have already learned.

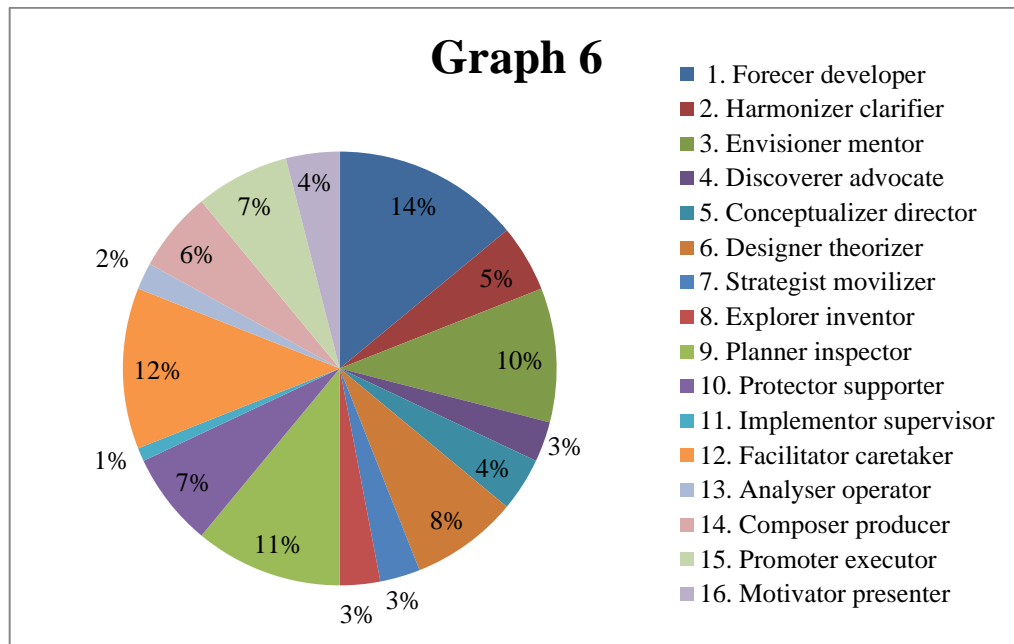
According to the specifications in the English National Curriculum provided by Ministerio de Educación (2014), students in level A1.1 are supposed to produce short dialogues to put into practice simple expressions of social communication such as introduce or greeting someone. However, the analysis above allows seeing that pupils' participation is influenced by the low language level they have; the students do not feel capable of producing language. Therefore, they avoid participating in class, and feel secure when they are anonymous in the classroom.

From other point of view, Dicker (2003) explains that anxiety makes students underestimate their language proficiency and this situation reduces opportunities to communicate; less communicative practice gives as a result low language proficiency. But, the same author argues that willingness to communicate help students to improve their proficiency level.

Therefore, it is important that teachers take advantage of the moments when students show willingness to speak in English to help them achieve a better language level; the more they practice, the more they motivate in the English language learning process.

How does personality influence students' willingness to orally communicate?

What type of personality do you have?



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA
SOURCE: STUDENTS' QUESTIONNAIRE

Graph 6 shows the types of personalities students believe they have. It can be observed that foreseen developer got 14% that is the highest percentage of all, followed by the 12% of students who identified themselves as facilitator caretaker. Next type of personality chosen by the learners was planner inspector that got 11% of preference. Finally, the last important percentage observed in chart 6 corresponds to the type envisioner mentor that was selected by 10% of participants.

Other percentages in graph 6 are distributed as follows: designer theorizer 8%; protector supporter and promoter executor 7%; composer producer 6%; harmonizer clarifier 5%; conceptualizer director and motivator presenter 4%; strategist mobilizer, explorer inventor, and discoverer advocate got 3% of responses; analyser operator 2%; and, implementor supervisor 1%.

In general, it was observed that students were shy in almost all classes, and only some of them demonstrated a more sociable personality. Sometimes the shy pupils were observed giving ideas to the teacher about the activities such as suggesting pair or group work, and tried to guide the teacher about the way to do the tasks. These behaviors meet the description given by Kroeger & Thuesen (1988) who explain that INFJ (foreseen developer) individuals are able to generate ideas due to their introvert capacity; also, they are very committed to causes and ideals.

In order to develop students' willingness to speak, teachers may include topics to arise foreseen developers' interest such as situations from the outside world and generate lot of ideas. Certainly, the topic of lessons is an important aspect in developing speaking skills because the more students like and know about some topics, the more they will be engaged oral language practices. In this sense, Baker & Westrup (2003) suggest that it is important to evaluate the points in each chapter that are significant for achieving the aims of lessons. It can be added that also topics of lessons are relevant in lesson planning.

Regarding the group of students who identified themselves as facilitator caretakers, it can be mentioned that some of them were observed helping their peers during class activities; also, they seemed very enthusiastic while sharing with others and participating in class. These characteristics meet the description given by Berens & Nardi (1999) who explain that facilitator caretakers appreciate relationships and like to please others in different ways.

Next type of personality, planner inspector, was evidenced in students who like to achieve the objectives of the lesson and performed the activities in an organized way;

those students always finished on time and demonstrated responsibility. These behaviors coincide with the descriptions given by Berens & Nardi (1999) who mention that planning, method behavior, commitment, active participation, or doing things correctly are some of the characteristics of people who are ISTJs or planner inspector.

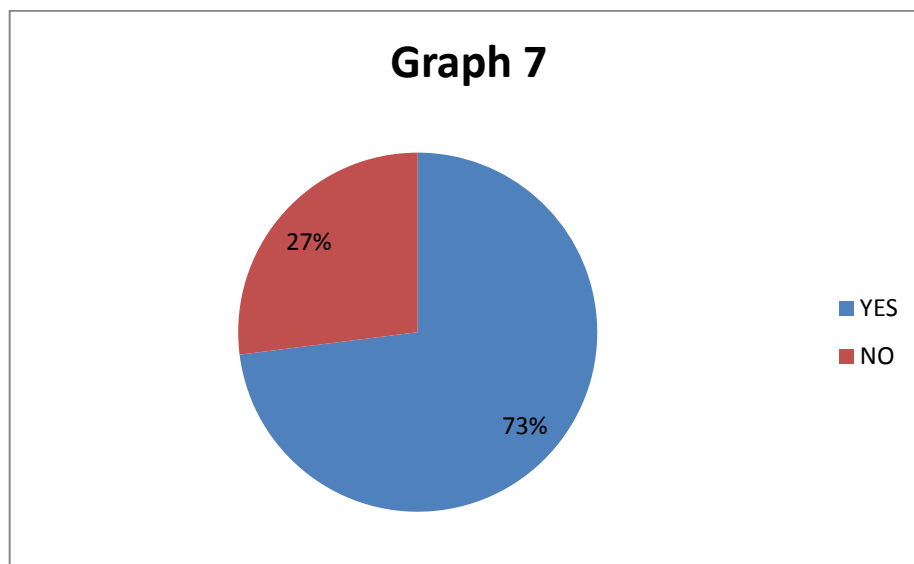
Finally, the students who stated that they are envisioner mentors looked as very enthusiastic individuals who enjoy communicating with others; this is one of the traits mentioned by Berens & Nardi (1999).

In general view, students indicated in the questionnaire that personality is something that improves their participation in class activities. According to them, the type of personality influences their decisions during speaking activities and helps them to have a better performance.

The type of personality seems to be a factor that influences students' willingness to communicate since those learners who demonstrate more enthusiasms and ease to interact with others were more involved in class activities than those that looked shy. In this sense, the teacher's attitude is also a crucial factor because he/she must find creative ways to motivate all the pupils to speak English.

Regarding the other types of personalities that obtained less than 10% of responses, during observation any of the students demonstrated the characteristics of those types.

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



AUTHORS: HIDALGO ELIANA AND CALVA ANGELICA
SOURCE: STUDENTS' QUESTIONNAIRE

Graph 7 shows that 73% of students consider that their type of personality influences the speaking activities, while 27% of learners perceive that character or temperament do not hinder their oral practices.

Regarding the highest percent of positive answers, students indicated on the questionnaire that personality influences their performance and their motivation to participate in class. In fact, it was observed that extroverted students participate more than shy learners.

According to Kroeger & Thuesen (1988), some students talk before think, while others do the opposite. Also, there are other features such as ease to make friends and get along well with others that enable people to do different activities. These authors explain that even shyness is an advantage because it helps people to concentrate better to perform activities correctly.

In agreement to the characteristics mentioned by Kroeger & Thuesen (1988), some students in the observed classes demonstrated an introvert personality because they prefer to listen and think well before speaking. Some others were identified as thinkers because they stayed calm on their sit and did not participate in oral activities, but they were paying attention and taking notes.

Therefore, the different personality traits showed by the students allow them to participate in speaking activities in different ways. For this reason, it is important to consider personality as a factor that may help students to increase their willingness to speak.

Conclusions

- Teachers do not provide rewards to involve students in oral activities according with the surveyed students' own view.
- Obtaining a good grade was the main motivation among the participants of this study. Moreover, students felt disappointed when teachers did not grade the activities.
- Motivation to speak English in classes is affected by the students' self-perception of their ability to communicate using the target language.
- The participants have low language level and it causes that they keep silent to avoid embarrassment and competition with others. Additionally, low language level makes students feel anxious and nervous to participate in oral activities. The majority of participants do not like to speak with their peers because they do not understand each other and it makes them feel embarrassed.
- Students consider that their type of personality helps them to participate in oral activities in class.
 - The influence of the mother tongue makes that students find difficult to communicate in English in class and interfere with the process of learning a new language.

Recommendations

- Teachers should try different techniques to motivate students to speak in English for example conversations based on grammar and repetition.
- It is important that teachers continue pairing advanced learners with those who have low language level to help them during oral activities.
- Teachers may divide the class in groups and encourage them to discuss different topics included in curriculum.
- It is recommended that teachers implement activities to reduce the level of anxiety derived from students' low language level. In this sense, visual aids are very useful for oral production; these resources can be used to start discussions, to do role play, or to encourage students to practice small dialogues.
- It is advisable that teachers consider students' personality to design speaking activities. For instance, learners who prefer to think before communicating orally may help others who are impulsive or too shy.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos Informativos:

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

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

1. ¿Te sientes motivado a hablar Inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado a hablar Inglés con tus compañeros en clase?

SI	NO
¿Por qué?	

3. ¿Tu participación en las actividades de “speaking” es voluntaria?

SI	NO
¿Por qué?	

4. ¿Qué te motiva a participar en las actividades de “speaking” que se realizan en clases?

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

5. ¿Consideras que tu nivel de inglés influye en tu participación en las actividades?

SI	NO
¿Por qué?	

6. ¿Qué clase de personalidad crees que tienes?

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 mobilizer: 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 la 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 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 in their participation in the speaking activities

SI	NO
¿Por qué?	