UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN.

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CENTRO UNIVERSITARIO QUITO-SAN RAFAEL

2015

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Magister.

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De mi consideración:

El presente trabajo de titulación: Students´ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, realizado por Ortiz Noboa Esperanza del Rocio, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, julio de 2015

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"Yo, Ortiz Noboa Esperanza del Rocio declaro ser la autora del presente trabajo 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 Paúl Fernando González Torres director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad. Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado o trabajos de titulación que se realicen con el apoyo financiero, académico o institucional (operativo) de la Universidad"

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Autor. Esperanza del Rocio Ortiz Noboa.

Cédula. 171013468-3

Dedication

This is for every teacher that even believes in more attractive EFL classes, where students could learn in a positive environment, with pleasure and enjoyment.

Acknowledgement

I must acknowledge the work that this university has done to me. During eight cycles, I have learned enough information in order to become in a good teacher with useful strategies and current techniques.

Thanks.

CONTENTS

Abstract

Speaking activities during EFL classes are very complicated for the majority of high school students. The purpose of this study is to identify the perceptions of students about the different factors that influence their oral communication; for example, how factors such as motivation, proficiency level and personality influence throughout their participation in speaking activities. One hundred male and female students in a public high school from Quito took part in the sample. Divided in five groups, both the work of students and teachers were observed. These learners answered some questions in a questionnaire with closed questions about their motivation, proficiency level and type of personality for a quantitative analysis and opened questions about their reasons for a qualitative one. The results were positive in all the questions. This gives us a conclusion that teachers gave students enough extrinsic motivation to participate actively in speaking activities during the class. According to the students, the most important reason for an active participation during oral activities was improving the level. This showed that the students have intrinsic and extrinsic motivation to acquire communicative competence during EFL classes.

Key words: intrinsic, extrinsic, motivation, speaking, communicative competence, EFL class.

Resumen

Las actividades orales durante las clases de inglés como lengua extranjera son muy complicadas para la mayoría de estudiantes en instituciones secundarias. El propósito de este estudio es identificar las percepciones de los estudiantes sobre los diferentes factores que influyen en la comunicación oral, por ejemplo, identificar de qué manera, factores como la motivación, el nivel de competencia y el tipo de personalidad influyen durante la participación de los estudiantes en actividades de expresión oral. Un centenar de estudiantes de ambos sexos en una escuela pública en Quito participaron de la muestra; divididos en cinco grupos, se observó el trabajo de estudiantes y docentes .Los estudiantes contestaron un cuestionario con preguntas cerradas acerca de su motivación, nivel de competencia y personalidad para un análisis cuantitativo y preguntas abiertas escribiendo sus razones para un estudio cualitativo. Los resultados fueron positivos en cada una de las preguntas. Esto nos dio como conclusión que los profesores dieron suficiente motivación extrínseca a sus alumnos para participar activamente en las actividades orales durante la clase. Por otro lado, el motivo más importante para la participación de los estudiantes fue mejorar el nivel. Esto demostró que éstos tienen la motivación intrínseca y extrínseca necesaria para adquirir competencia comunicativa durante las clases de inglés como lengua extranjera.

Palabras claves: motivación, intrínseca, extrínseca, nivel, resultados, estudio, Inglés, maestros, estudio.

Introduction

During EFL classes, the teaching process needs teachers with a high knowledge not only of language, but also of different strategies and techniques to manage the class. Teachers should invite learners to get involved in participative activities with real dialogues in order to improve their communicative competence. But, what is the situation when teachers use every strategy and technique known and students do not cooperate during the class? If teachers do not receive a positive response from students, they have to think about other alternatives for students to become participative learners, especially during speaking activities.

The problem of every teacher around not only the city or the country, in every site is to catch the attention and the interest of students during EFL classes. Teachers can create a positive environment to motivate students with a pleasant site where students come to learn and enjoy the class with interesting and relevant activities according to their age and their proficiency level (Lightbown & Spada, 2006).

Nevertheless, the question of every teacher is how to achieve that. How teachers can create enjoyable classes for every student with different proficiency level, different interests and different social and economic classes. How teachers can achieve a homogenous group where every student show interest and curiosity for every theme and activity. During speaking activities, the majority of students feel nervous and anxious without giving importance to their real level of proficiency. The issue is to find the different reasons why students have problems with speaking activities and their oral production in the target language in front of the class and between classmates too.

Some previous studies have taken into account this theme with very interesting results. One of these studies is the research conducted by Tong (2010) whose important purpose was to identify different situations when students are reserved, their possible reasons and when they are participative with their respective reasons too. Some conclusions found in this study indicate that teachers should give importance to students' non-verbal language. An appropriate use of pair and group work could improve communicative competence between students. Conversation training could also be a good alternative for a warming up activity. And finally, teachers should be patient and give enough time for a better students' oral production.

There is another very interesting study researched by Juhana (2012). Its purpose was to find psychological factors that obstruct the students' oral production throughout EFL classes; its causes, factors and possible solutions. The researcher used three techniques in data collection. These techniques were interviews, observations and questionnaires. Through the use of these tools, Juhana concluded that students can be affected by some psychological factors such as; students have fear of make mistakes. Moreover, students can be shy when they have to produce oral language. Finally, students can feel anxiety due to their insecurity. All these factors can become an obstacle when they should produce oral language within the class.

There is a third study conducted in Taipei by Yu-ching Chan & Guo-cheng Wu (2004). Its aim was the study of anxiety during EFL classes. Some factors of this anxiety, for example; the level of anxiety caused in students during oral production, correlations between anxiety and learning process, and finally, the sources of this anxiety and situations provoking anxiety during EFL classes, being its result some interesting point about anxiety such as, teachers taking into account their knowledge about anxiety in students during learning process. A high percentage of teachers do not think about anxiety in students. Clearly, the anxiety is a strong obstacle for a

successful learning process. Teachers should overcome difficult situations provoked by students' anxiety.

The present study will help high school teachers to improve the teaching process. This study discloses different students' perceptions on the factors that influence their participation during speaking activities. Different factors hinder students' active participation during EFL classes and teachers should deal with these factors in order to achieve a significant learning process.

The Ecuadorian educational system has a lot of limitations in EFL classes. Although a small number of teachers have an adequate preparation in order to accomplish a successful learning and teaching process, there is a notorious percentage of non-qualified teachers with obsolete methods and techniques. This poor work of some teachers cause in high school students an increase of negative factors such as anxiety, nervousness, lack of motivation, and lack of interest. On the other hand, with an appropriate teachers' work during EFL classes, students will feel self-confidence within the different activities in order to achieve a successful learning process.

This study researched different factors that teachers should take into account to improve the educational system in EFL classes in a high school from Quito. During this research some obstacles were present. However, the study could be finished in an appropriate form. Once this research is finished, the results will help to improve the knowledge of teachers, not only their academic knowledge, but also their pedagogical one with new and more appropriate strategies during EFL classes.

Literature Review

When children are observed participating actively within an EFL class, the common thought is that class is very successful, or that this teacher does a very good job. However, some factors influence within the class when students produce oral target language. In this study, it has taken into account some factors which could influence during a learning process, especially in the learning of speaking skills. These factors are motivation, proficiency level, student's personalities, and teaching techniques. Each of these factors has been associated with successful or not so successful learning. Here is a brief explanation of each factor.

Motivation

Lightbown and Spada (2006) claim that motivation has two topics of study. One topic is when students need to communicate in the second language, and the other topic is students' thoughts in the second language. In the first case, students need to use the second language everyday in some common situations, whereas, in the second case students can have positive feelings to speakers of the second language. In this case, students will feel comfortable when they have contact with these speakers.

Diaz-Rico (2008) gives us important ideas about motivation from teachers to students and from students too. According to this author, a positive and humanistic environment creates positive thoughts into learners and gives importance to the personal value of every learner. They believe to be cared for and confident. They learn through their errors. And the most important, learners could work independently and look for new experiences.

When authors talk about motivation within the classroom Lightbown and Spada (2006) argue that teachers could influence in a positive way when students can learn the second language

with attractive themes and suitable activities according to their age and level of knowledge. With a positive environment and well-defined goals, students will have a better motivation within the class.

According to these authors, there are three important points to take account to improve student motivation within the class. First, teachers should motivate students in the lesson from the first point and during the different steps waking up interest in students. Second, the activities during the class should be varied in order to avoid uninterested students in the class with the same type of activities and the same routine every class. Third, cooperative activities are more efficient than competitive ones. When students participate in group work activities increase their self confidence and create a positive atmosphere to learn. Here the most important point is that students have roles with the same importance during the activity in order to decrease weakness and increase the level of knowledge in a positive way.

Diaz-Rico (2008) also argues that teachers should be counselors within the class. The teacher can help learners during the class to deal with the stress of an important theme or common problems. They can guide learners in a correct way to manage emotional conflicts and problems or crises.

Proficiency levels

According to the Common European Framework there are three common reference levels nominated with letters A,B,C. and each level has two sublevels A1, A2, B1, B2, C1, C2.

The Council of Europe (2001) reports that every proficiency level has two factors of study which are spoken interaction and spoken production. The most basic level is A1; in this level, learners have a basic interaction. They can ask and answer very common questions with familiar

topics. When we talk about oral production learners are able to use basic phrases and structures. In the level A2 learners have more interaction with daily and routine activities. However, learners in this level are not able to maintain a conversation understanding all the phrases. In addition, learners can produce more complete sentences to describe basic topics like the family.

The next level is B, in the level B1 learner interaction increase positively. They can participate in conversations without any preparation, especially in familiar topics such as family, work or hobbies. In production, learners can use basic connectors to join phrases to describe common situations. When learners achieve the level B2, they participate actively with certain fluency in discussions or conversations spontaneously. The oral production of language in this level is clear and eloquent. They can express their own point of view and think about advantages and disadvantages of certain options or subjects.

The last level is C. Learners in the level C1 can express complex ideas with fluency in social interaction. They can give opinions clearly and competently. Language production in this level is very clear and meticulous. Learners can use complex themes and subthemes with suitable description of each point and a correct conclusion. The highest level is C2. Learners in this level can participate in debates and conversations without any effort. The idiomatic expressions are very familiar for them. When learners have difficulties with the language they can overcome it and form a new structure immediately. In addition, spoken production is so clear, fluent and understandable. They use complex and coherent structures with correct arguments.

Council of Europe (2001) argues that there are important qualitative aspects of spoken language use such as range, accuracy, fluency, interaction and coherence. The most basic level is A1. In this level the range is very basic. Learners have a basic collection of words with simple

phrases about particular situations. Within the accuracy learners have partial control of basic grammatical structures and sentence patterns is memorized. Fluency is very poor. Learners should make pauses to think in different expressions and unfamiliar words. They can interact in a basic form. Finally, the coherence is very linear. In other words, learners use basic connectors to join words or phrases, whereas in the level A2 the range is limited. Learners can use basic sentences pattern to manage information of common daily situations. In the accuracy, learners use basic structures in a good way with some errors. Fluency in this level has many pauses and double starts. Interaction is reduced. Learners can respond some questions with simple sentences. However, they are not able to maintain a conversation. The coherence is better. Learners can connect words or group or words with basic but correct connectors.

The intermediate level is B. The level B1 has enough range of vocabulary to communicate common situations such as family or hobbies. Within the accuracy, learners can use a reasonable collection of patterns of conventional situations. Fluency in this level is comprehensible; however there are some pauses to continue with more grammatical production. In the interaction, learners can begin and maintain a simple conversation with topics of personal interest. Regarding coherence learners can join isolated elements in simple sequences. The next step is B2; here learners have enough range of vocabulary to create descriptions and their own point of view in common themes. The accuracy improves in this level. Learners have some grammatical control. Some mistakes do not affect the context in general. Within the fluency learners have a better rhythm. Nevertheless, there are some pauses to begin the next structure. Learners in this level produce good interaction. They can begin a conversation and take the turn appropriately. With respect to coherence, learners can use cohesive devices to join utterances to create clear speeches in a limited time.

The highest level is C. Learners in C1 level have a wide range of vocabulary to transmit information without any limitation even in academic or professional topics. The accuracy is consistent. Learners achieve a high level of grammatical structures. Fluency in this level is spontaneous. Learners can express ideas without any effort. The interaction in this level is rich. Learners can elect suitable phrases in each situation and express their ideas competently. Within the coherence learners can create comprehensible and coherent discourses with a good control of connectors and cohesive devices. The last level is C2. In this level learners show a wide range of vocabulary including idiomatic expressions and colloquialism. In the accuracy learners have a good control of complex grammatical structures. The fluency expresses a natural and spontaneous rhythm without any problem. In this level there is not any pause to think the next phrase. In this level learners can interact with others in a natural way using non verbal language too. Finally, in this level, learners can express very coherent discourse with a correct use of a wide collection of organizational patterns and connectors.

Personalities

Keirsey and Bates (1978) argue that there are sixteen personality types in different students within the class. These authors give the following features for each type of personality:

The type of personality of the Envisioner Mentor is also known as ENFJ. Learners with this personality are excellent leaders in the class. Their face to face communication is very effective.

The Foreseer Developer is also known as INFJ. Learners with this personality are good students; furthermore have a great creativity without show it. They have responsibility with their actions and do not have any problem with educational activities. Perfectionism is an important quality of this people.

The next type of personality is the Discoverer Advocate or ENFP. Learners with this personality examine the environment around them every moment. Their attention and observation is active and correct. They are observant and sensitive. However, during their interpretation, they produce some mistakes and finish with a wrong conclusion.

INFP is also known as Harmonizer Clarifier. People with this type of personality seem reserved and shy. However, this people are kind and special. In other words, they are idealistic. Learners with this personality receive new things and new ideas in a good way and show a flexible behavior. They work very well independently and in group too.

The Strategist Mobilizer (ENTJ) people command in every activity. Learners with this quality can develop organization, classification and analysis of evidence easily. If they have an activity to do, they make an elaborated plan to follow. However, they give more importance to goals than procedures.

The Conceptualizer Director or INTJ is the next type of personality. The most important characteristic is self-confidence with their consciousness power. Learners with this personality follow the rules which they believe are useful because of their particular point of view of reality. They make a brainstorm easily with new ways and concepts.

The Explorer Inventor is also known as ENTP. This personality has a great capacity of practical analysis. Complexity is tolerable and in some cases enjoyable for this people. They show passion and interest in everything they do. Nevertheless, it is difficult for them to follow the rules without a strong reason. They are looking for a new alternative all the time.

The Designer Theorizer or INTP is the most precise personality in production of language and thought. They could be shy with unknown people. In other words, they are reserved people

and adaptable while their principles have not been violated. These people work with their intuition. Their thinking production sometimes is occult but not with close relations.

The Implementor Supervisor is also known as ESTJ. These people are exceptional in organization of procedures, regulations and systems. They like to do something very well. Nevertheless, they are intolerant with people who do something incorrectly and outside the rules. Within the work, experience is very important for them.

ISTJ or the Planner Inspector has important characteristics too. People with this personality are quiet and serious not only at work, also at home. In addition, they are so persistent and reliable. Their word is a law and their honor is the most important in their life. They usually work without waiting any reward. The principal adjective is their connection and union.

The next type of personality is the Facilitator Caretaker also known as ESFJ. People with this personality are the most outgoing of all the types. They are able to interact with other people in a good way. The key word for this type is harmony. One important characteristic is their negative thoughts. Keirsey and Bates (1978 p.193) "They need to control their fears that the worst is sure to happen and suppress their tendency toward crepe-hanging and anticipating disasters."

The Protector Supporter or ISFJ people are so reliable and do not feel good working when rules change all the time. Their principal occupations are of service for example teaching or nursing. They feel pleasure when they provide the service to others and assisting the broken situation and can manage better than other personalities.

The Promoter Executor is also known as ESTP. These people are very active. Someone with this personality comes to some place and begins to do something. These people are

exceptional entrepreneur or diplomat. If you have someone with this personality close to you, your life will never be bored. With their gorgeous and sociable style even the most common event seems some amazing.

ESFP is the Motivator Presenter type of personality. People with this type have positivism in every situation. They are charismatic, intelligent and open mind especially to the environment. They are so generous. This is the most important characteristic. Moreover, they are a good company to you. Artist is the word that describes this kind of people. They avoid the negative face of anything as much as possible.

The Analizer Operator is also known as ISTP. People with ISTP do not have fear and take risks even with danger to hurt themselves. They need strong emotions every day with sports such as surfing or motor racing. They want to action all the time. For this reason, they feel bored easily more than the other types. They have a great ability with tools.

The Composer Producer or ISFP is the last type. People with this personality have a unique type of intelligence. That important quality is known as "artisan concretization." This artisan has a special connection with the color, line, texture, movement, all in harmony with an extreme sense of the life. The speech of these people is abstract.

Teaching Speaking

When we talk about teaching speaking, Celce-Murcia (1991) and Allen (1965) argue the same principle when they say the most principal activities for spoken production are repetition or choral drills and pattern practices or repetition pattern.

Furthermore, Allen (1965) claims that large classes have some possibilities to practice spoken English. One idea is working with a half of the class firstly. The first half of the class repeats certain sentences pattern while the second half of the class is writing the same sentences pattern. This activity could become into a competitive game between the two groups through transcriptions, repetitions or pronunciation.

Another way to practice with this kind of groups is to separate the class into rows working with one or two rows as only one student. Teachers in this kind of activities can try with choral drilling or repetitions moving from a group to the other group indistinctly. When a teacher works with a group of ten or less students, the teacher could realize the real level of each student.

Whereas, Celce-Murcia (1991) argue that there are four kinds of oral activities such as drills, performance, participation, and observation activities.

Within drilling or linguistically structured activities, Celce-Murcia (1991) claims that communicative activities are the correct way to achieve the marked objectives in EFL class. Activities using books or records are positive too. However, when we talk about psychology games, we have many opportunities to work with beginning learners. These activities could be descriptions of different images and objects or imagine the characteristics of people in images.

Performance activities are another kind of oral activities. Celce-Murcia (1991) states that in these performance activities learners should prepare earlier a speech or a message to share the rest of learners during the activity. The teacher should give the learners necessary specifications about the content. For example learners could make a speech about a story from their life or a description of an experiment.

The third kind is participation activities. The most common activity within participation is discussion or debate between mates. Earlier the discussion the teacher should offer the students an explanation about the topic through a reading. With a group work learners talk about the topic and get probable solutions, conclusions or problems (Celce-Murcia, 1991).

Finally, within observation activities, Celce-Murcia (1991) suggests that this kind of activity gives an advantage to learners who have problems with productive skills. With this activity, learners should observe a conversation between native speakers concentrating in the theme without any production. This kind of activities helps students to improve their input and knowledge of language in the real world.

Once we have discussed the distinct topics of study, we will talk about scientific studies within this field of research. Five important scientific studies will deepen to improve our knowledge about this theme. These important scientific studies are an important theoretical base to know in a better way the different possibilities to achieve the correct objectives within teaching English in a high school class and the different factors that influence students in the oral production within the class.

Tong (2010) develops this study in Hong Kong within English junior secondary classes in order to accomplish the different goals marked in this study. There are two important purposes in this study, recognizing different situations when students are reserved, its reasons and discovering situations when learners participate actively.

The development of this study took part during three years on the English culture classes in Hong Kong junior secondary. 181 learners from 12 to 15 years old participated in six classes in two different schools. Every class was visited frequently during the scholar year from September

to June or July. During the three scholar years, students were observed for two or four times every week. The different classes lasted one or two class hours. In other words, the duration of these classes was 35 or 70 minutes in that order. These students and their two teachers had one characteristic in common, their mother tongue. The students belonged to three different levels. These levels were 1, 2 and 3. In order to achieve a better organization the six classes were named as class 1, 2,3,4,5 and 6 according to the order of the visits. Within the analysis, there was a triangulation among the different data source such as interviews, video-recording, conversations and notes of classroom observations which were the most important data source. The function and performance of observed students were described and partially understood.

Obtaining the results, Tong (2010) identified some factors can manipulate students to produce target language orally within the class. Sometimes students in this study are calm or inactive; however, other times they are active and participative because of four factors such as: first, teachers should take into account non verbal language when students produce it through gestures or movements with their hand or head. Second, teachers can wait a prudential time for students to produce oral language in a better way. Next, a good strategy when students work in pairs or groups, could help them feel more confidence and lower the anxiety about incorrect production. Finally, conversation training can help students to get better abilities in oral language as well as promote an active participation within the class about oral production.

In a second study, Juhana (2012) conducted the research with second grade students of a high school in South Tangerang, Indonesia. Its principal purpose was to discover psychological factors that affect students' participation within speaking skill, causes and possible solutions.

Juhana (2012) argues that the development of this study worked with three options of data collection. These three techniques were interviews, observations and questionnaires. The observations were used in order to determine the different performances and answers within oral production in target language during the class. Questionnaires were open-ended to establish different answers from students in a written form. These questionnaires had five alternatives with some psychological factors that cause problems in speaking production that students should choose them. The interview was made to obtain additional data about psychological factors that could be an obstacle in order to produce oral target language. In addition, these interviews also obtained causes of the different factors and the possible solutions to produce speaking in a better way.

Through this study, Juhana (2012) concludes that students are affected by some psychological factors for example, students can feel panic of making mistakes. Moreover, students are shy when they should produce oral language. Finally, students can feel anxiety because of their insecurity. All these factors can become an obstacle when they should produce oral language within the class. The most common fear of students when they produce oral language is being taunted by their mates. When we talk about shyness, one could say shyness is a very common and natural characteristic of students within the class.

A third study was developed by Yu-ching Chan and Guo-cheng Wu (2004) in Taipei County. Its purpose was to study the anxiety level in EFL primary school students as well as well the correlation with the English learning experience of students.

These authors developed this study through observation of classrooms in real time, interviews to students and teachers, papers of data collection, and questionnaires. This study was

conducted in 18 classes with 601 students within the educational district in the city of Taiwan. The mother tongue of participants was Mandarin Chinese, which was used within the different questionnaires and interviews. The questionnaire had two parts. The first one was about students' experiences within learning. This first part of the questionnaire had the objective of discovering common experiences which students had them during learning process, especially, those experiences that produced students' anxiety whereas, in the second part this questionnaire had a standard scale to measure students' anxiety. Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS), was the scale used in this study in order to determine the students' anxiety in elementary school. The questionnaire consisted of 33 questions which had a scale of 5 points from so agree with a score of 5 points to so disagree with a score of 1 point. The total score of the anxiety scale was calculated by adding each of the 33 items which could be from 33 to 165. When the students achieved the more points they had more anxiety during learning process in the class.

According to the results of this study, Yu-ching Chan and Guo-cheng Wu (2004) conclude that some points should be taken account. First, teachers should increase their knowledge about students' anxiety during learning process. The majority of teachers in this study did not worry about the anxiety from the students. Evidently, teachers need increase their awareness of students' anxiety during EFL learning process. Next, many difficult situations are provoked by the students' anxiety. Teachers should manage these situations carefully to help students decrease their anxiety within the class. Teachers should not ignore this kind of problems because that will increase the negative situations. The authors suggest that teachers should create innovative activities to help students reduce the anxiety. Finally, teachers can offer more understandable

input to learners. One option in order to improve understandable input could be when teachers speak slower.

The next study refers to anxiety and oral competencies in EFL class. Faber (2012) developed this study with 256 learners of different classes in German schools. Learners' average age was 15 years old. This study was a step to investigate a correct test in order to measure competence perceptions and anxiety within oral production in EFL class.

Regarding the method, Faber (2012) states that data about self-confidence and realizations of learners were collected during two class periods with two supervisors who were prepared before to the development of the test. This test was made in each class without the presence of the different teachers. In addition, extra competence information was gotten by their respective teachers through questionnaires in L2 English and their mother tongue, German. In order to work with self perceptions about speaking competences and anxiety about speaking demands during the class, a questionnaire was made. These questionnaires had 18 items which was believed to reproduce the most common demands about speaking production within the classroom. In addition, this test included respective declarations about oral process as for context and language.

This study presented some results which could confirm the configuration of two sub scales in order to organize self perception about oral competencies and anxiety within EFL class in secondary school. The psychometric properties are present enough in each sub scale. There were two tools used in these sub scales in order to evaluate significant cognitive-motivational factors within speaking competencies in the L2 class. For this reason, these results may help to decrease a methodical breach in an abandoned point of L2 study. All the results are indicators of important cognitive and motivational field in oral production beliefs during target language learning;

consequently, they show the necessity of an added differences between different construction

relations (Faber, 2012).

The last study was developed in Karachi Pakistan. Its purpose was to obtain better speaking

skills from students in Lower Secondary Public School working with four selected learners who

had low socio economic level and a beginner level of English language. (Qutbi & Bashir Uddin,

2013).

With respect to method, Qutbi and Bashir Uddin (2013) started this study with a question

"How can I help grade-6 learners to increase their oral production in this public school?"

Learners were subjected to a qualitative research to get better communicative competence within

a public school. Inside this qualitative research, a plan was designed in order to help to different

teaching techniques to increase oral production. In order to increase this production, the spiral

model was used through different process, actions, observations, reprocess, and typical actions.

This model was implemented in the classroom through observations, interactions and records of

progress. Within the process, changes were made and the consequences of these changes were

researched. This plan had duration of seven weeks. From the beginning of their performance, the

selected students were evaluated and their progress was measured.

In conclusion, Qutbi and Bashir Uddin (2013) suggest that within learning process in the

second language class the different techniques and typical teaching process need some changes.

During ESL classes teacher-centered method should be replaced by learner-centered method. In

addition, conventional teaching techniques such as grammar translation should be replaced by

new and fresh methods such as communicative activities or task- based approach. A positive

environment to produce oral activities in which learners feel confidence and comfortable without

shyness or fear of make mistakes, is necessary in order to support students to create more and

better speech. The first step to improve speaking skills is listening activities, and the interaction

process is essential to manage a learning process successfully.

Method

Setting and Participants

Los Chillos is a valley close to Quito, the capital of Ecuador. The government high school in this valley has interesting characteristics. Due to its special geographic location, this high school hosts students of all social and economic classes. This diversity creates heterogeneous groups with different interests where teachers have a hard work especially in EFL classes.

One hundred students of four levels participated in this study. Divided into five groups, students of eighth, ninth, tenth, and first in high school were observed during their participation in EFL classes. Students who participated were from twelve to sixteen years old. Males and females formed the five groups. At the same time, three teachers were observed giving their classes. These three teachers had very different training and education about their profession. One of them was into the government program "Go teacher" and worked in this institution two years ago. The second teacher was a senior citizen with many years in the public education. The last teacher had some years of service in this institution and was studying on line in order to achieve the level B2 necessary to continue within the public education.

Procedures

This study was based on some previous studies. The theoretical framework has been investigated in one or two bibliographical sources according to each subtheme. Four factors were defined to begin the investigation. Motivation was researched in intrinsic and extrinsic forms. Then, proficiency levels were studied according to the Common European Framework. The sixteen types of personality were studied during this research. The last factor was teaching

speaking. Different techniques were investigated in order to improve the knowledge about different alternatives.

Five journals about different factors or problems according to speaking skills were chosen and analyzed to enrich the theoretical framework. In each scientific study, some points were analyzed, especially the purpose, participants and results.

The next step was the field research which took place in Los Chillos valley in the city of Quito. A government high school permitted the development of this study with the previous approval of the pertinent authorities.

Tools used in this study were observations and questionnaires. The observations took into account some aspects such as; participation of students during their classes, oral production in front of the class and between classmates too, and one important aspect, teachers' work and attitudes during EFL classes. One observation sheet was completed during each observation (see annex 1). The five observations took place during five classes with the five groups in order to obtain important information.

Then, when questionnaires were used, one hundred male and female students answered different questions (see annex 2). The questions were about motivation, student's participation during speaking activities, proficiency level and type of personality. In addition, students gave reasons for their answer in each closed question.

As soon as the data were collected, their analysis started. Closed questions were analyzed in a quantitative form with a simple tabulation. Whereas, the reasons that students gave for each answer were used for a qualitative interpretation of data. Graphics were used in the interpretation of quantitative data for a general idea of them.

Discussion

Description, Analysis and Interpretation of Results.

The aim of this analysis is to find answers to some questions established in this study. Data were collected in five different classes in a government high school through observations and questionnaires to male and female learners. In addition, three different teachers were observed in order to find reasons for participation from students during the EFL class.

The analysis is made in a qualitative and quantitative form. Data collected was tabulated and shown in graphics with their pertinent interpretation. Every question of the purpose of this study was responded through the different tools used in this research.

Qualitative and Quantitative Analysis

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

Do you feel motivated to speak English in class?
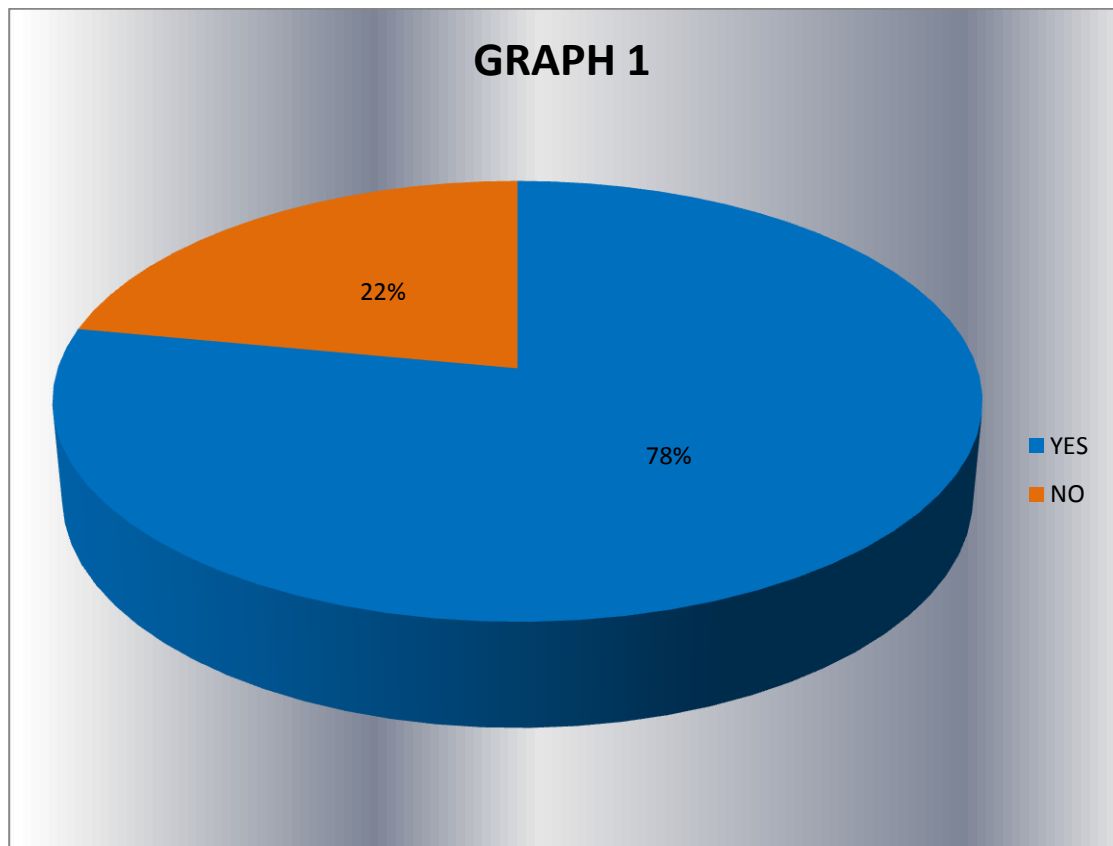
Author: Esperanza Ortiz.

Source: A public high school from Quito.

One hundred male and female learners answered this first question. Seventy eight percent of the total population gives a positive answer. They feel motivated to speak English during EFL classes, while twenty two percent of population said that they do not feel motivated to produce oral language. Learners give different reasons for positive and negative answers. The most

frequent reason for a positive answer was "because I like it". Additionally, more than five

learners said that they learn very much talking and want to travel to other countries.

In brief, learners in this school showed a lot of interest about learning especially speaking

skill during EFL classes. Reasons for a negative response were included lack of understanding

and discomfort they feel at the time to speak. In conclusion, they feel lack of a positive learning

environment.

During the observations to five groups, some effective tools were observed within the

different classes. Teachers used some strategies such as group work, rewards, and choral

repetitions. Group work motivated learners to speak within the class because teachers work with

each group creating a positive environment to participate. When learners participate in group

work activities, they increase their self confidence and create a positive atmosphere to learn

(Lightbown & Spada ,2006).

As soon as teachers gave students rewards for different answers, students increased their

security to participate without fear of making mistakes. Finally, a teacher used choral repetition

strategy. With this strategy, every student participated in speaking activities during the class.

Students were motivated to speak freely.

In conclusion, students increased their intrinsic motivation through participation for helping

the group win rewards. Moreover, teachers gave students enough extrinsic motivation creating a

positive environment to participate, especially in group. Communicative activities such as group

work and choral repetitions were very useful. In EFL classes, around the world, communicative

activities have a tendency to be more effective to achieve the objectives of the curriculum (Celce-

Murcia, 1991).

Do you feel motivated to speak English with your classmates?

Graph 2

36%

64%

- YES
- NO
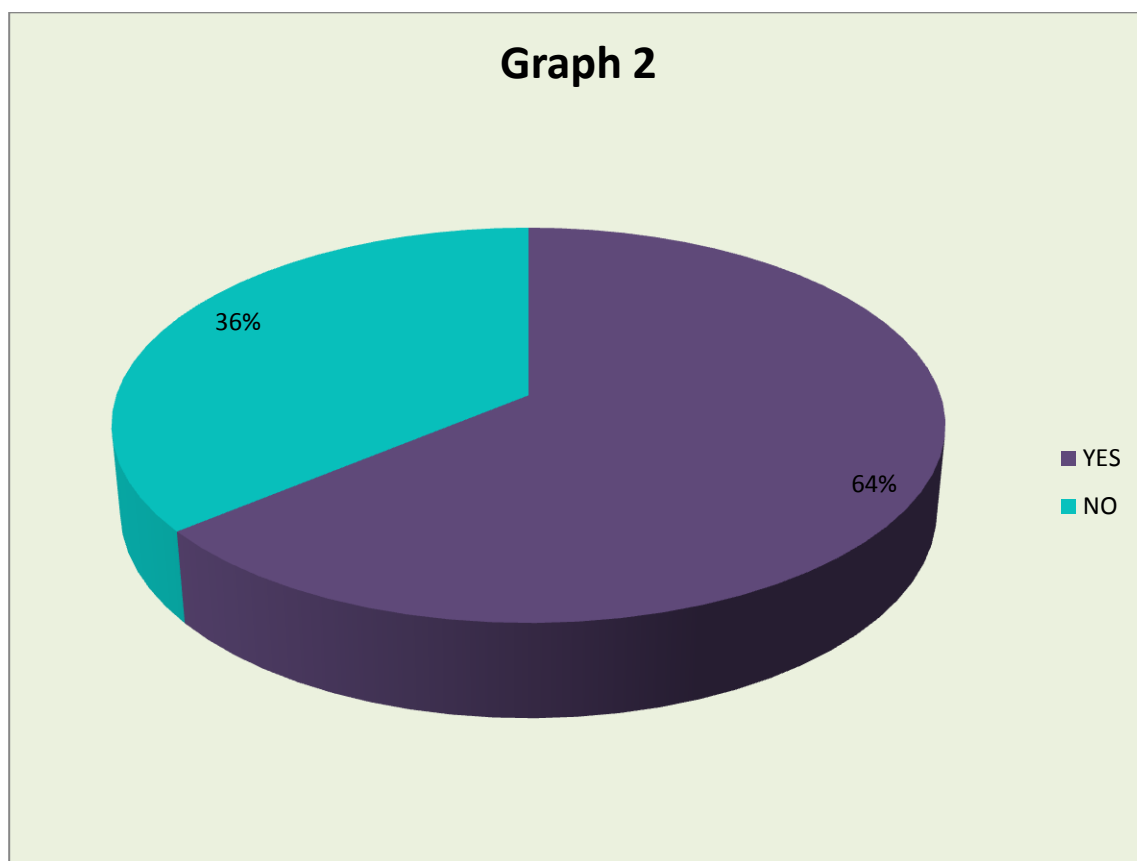
Author: Esperanza Ortiz.

Source: A public high school from Quito.

In this question, thirty six percent of the sample does not feel motivated to speak English to each other, whereas sixty four percent of learners feel motivated to speak English with their classmates. Learners gave a wide variety of reasons for both positive and negative responses. The most frequent reasons for not feeling motivated to talk to each other were that "they make fun of

me" and "I am ashamed". When learners wanted to talk to their classmates, some of them laughed. For this reason, some learners did not speak English during the EFL class.

However, the majority of learners said they feel comfortable talking to each other in the target language. The reasons were diverse. Some of them thought they can learn more and have fun learning. Another reason was the practice. Learners can practice target language talking between them. They increased their self-confidence by practicing with their partners. In addition, learners shared their knowledge with classmates and helped to each other. Quiet learners could participate in talking activities when teachers use pair-work strategy (Harmer, 2007).

The observations provided some interesting points. When teachers used group work as strategy during the class, students had many opportunities to speak English to each other. Students almost had the obligation to speak English without the presence of the teacher. This strategy helped students increase their communicative competence.

On the other hand, when there is a class with questions and answers in an individual way during the whole class, students do not have any opportunity to speak English with their classmates. A very passive class with a teacher- centered technique does not help students improve their communicative competence. Students not only do not want to talk to each other, also they should not do it because of the teacher's attitude.

Another interesting activity was the use of songs during EFL classes. With the lyrics of songs, students feel security at the moment of talking or, in this case singing. In conclusion, students should feel confident during the whole class in order to get a better communicative competence and improve their knowledge within the target language.

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

GRAPH 3

33%

67%

YES

NO
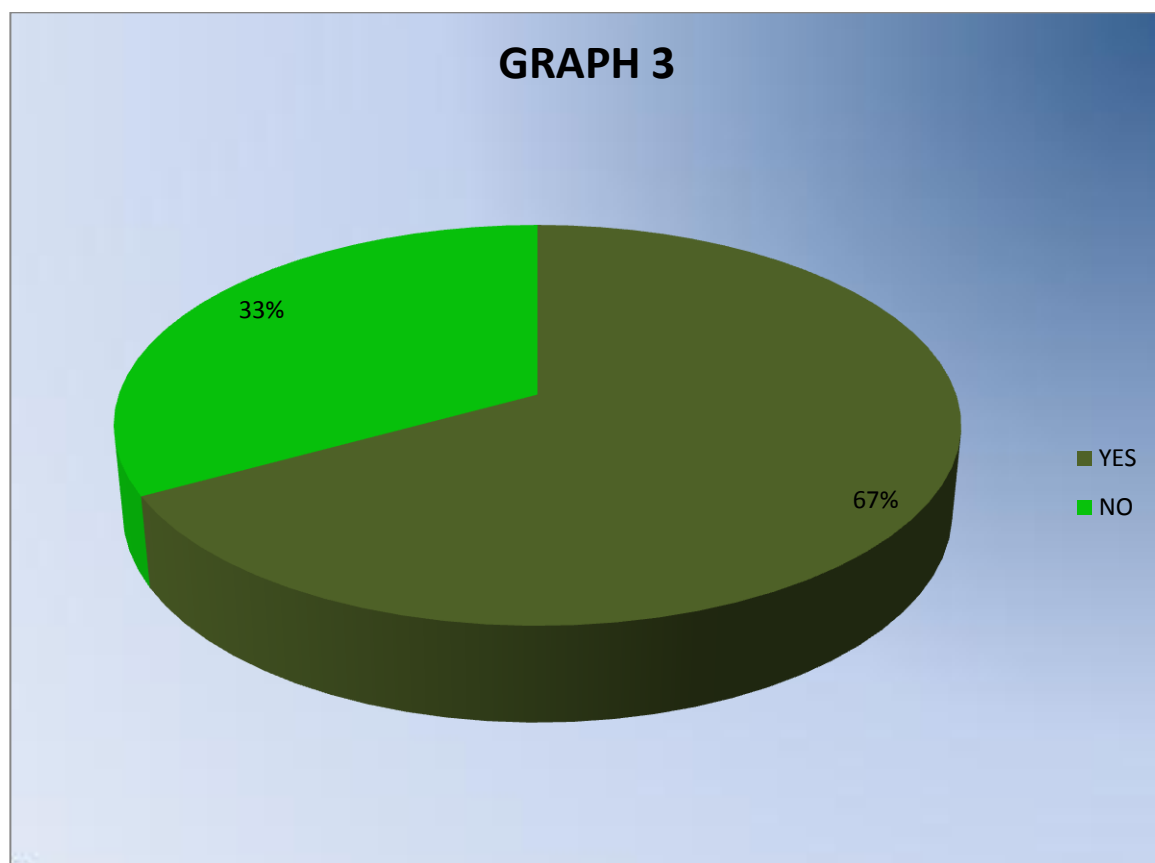
Author: Esperanza Ortiz.

Source: A public high school from Quito.

These results were obtained from a sample of one hundred learners in a public high school. Sixty seven percent of the sample had a voluntary participation during EFL classes whereas thirty three percent said that they did not participate in the class in a voluntary form. The reasons for a voluntary participation were between others that they want to learn and because they like it. When teachers gave students an order, they participated actively because of their interest about

the subject. Students understood very well the orders and explanations of the teachers. That is another reason for a voluntary participation.

Nevertheless, there are some reasons for a non-voluntary participation. Many of the students said they are shy during the EFL class. They are ashamed of participating individually in front of the class. These reasons were an obstacle for the normal development of the class, especially in speaking activities.

As a result of the observations, we can say the reward is a useful tool used frequently within EFL classes. Extra points were a very strong incentive for students participate actively during the class. Group work was a continuous form of work and the extra point was won for the whole group.

When teachers use group work, clear rules and instructions are very important (Harmer, 2007). That was a very interesting strategy because when a student wins an extra point not only it was that for him/her, it also was for helping the whole group and the rest of classmates were rewarded too. Students did not think about just themselves, they thought about the rest of the group too when they participated voluntarily during speaking activities. Grades in general are another reason for a voluntary participation. They thought about their grade when they raised their hands for a new participation.

Lyrics of songs were another incentive when teacher want active and voluntary participation during the class. With the lyrics of songs students felt self-confident and they sang without shame. In conclusion, when teachers gave students security and rewards, voluntary participation increased during the class.

Which of the following aspects do motivate you to participate in speaking activities?
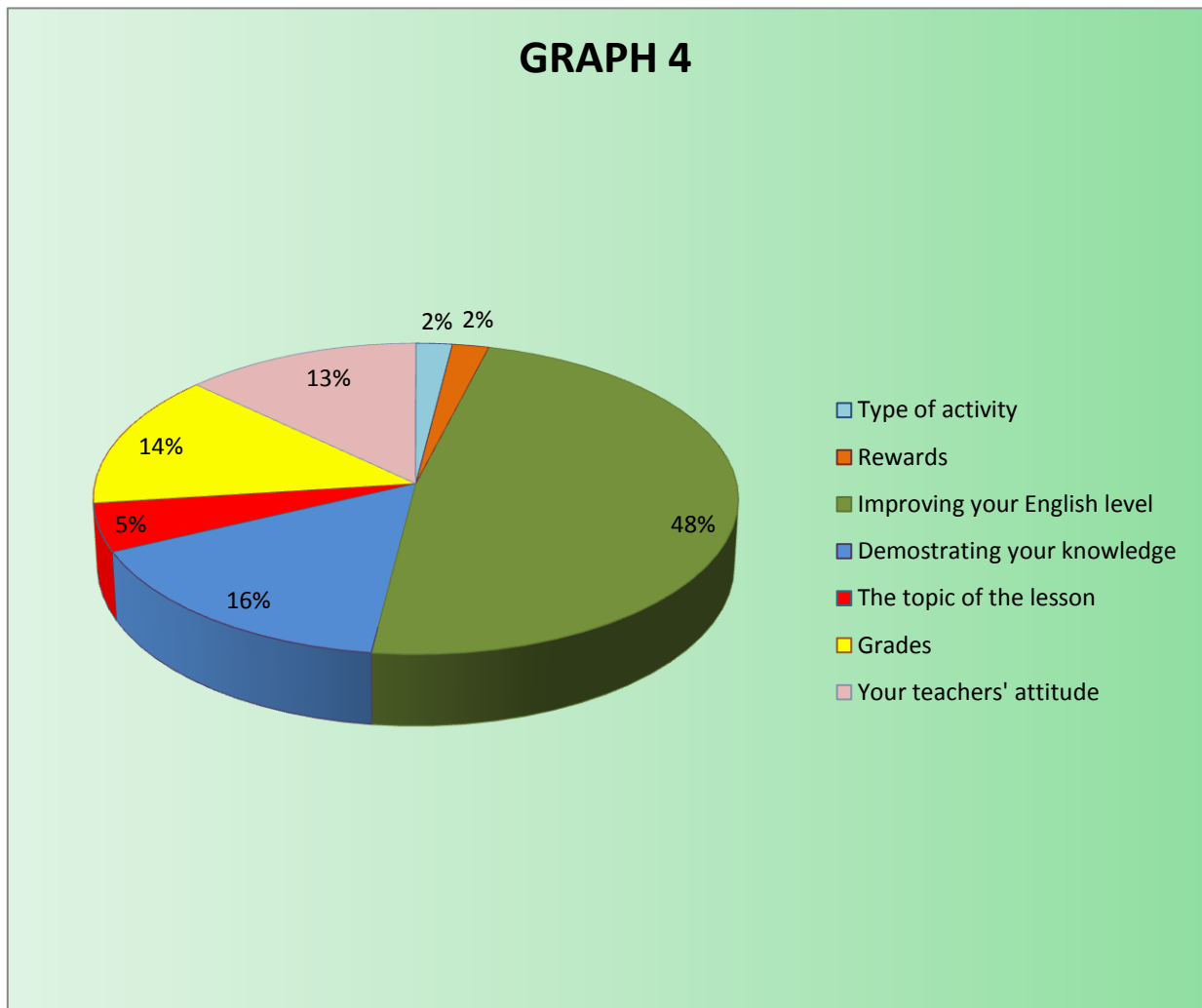
Author: Esperanza Ortiz.

Source: A public high school from Quito.

Once the results were obtained, we could realize that these results were very varied; however, one option obtained forty eight percent, this option was related to improving the level. This is a very interesting point. Learners in this study had enough intrinsic and extrinsic motivation in order to want to improve the level, especially in the speaking skill. When learners want to improve the level, the teacher could work in a fertile land, and every activity would have

a positive outcome. They can give students a positive contribution with interesting and relevant content according to their age and level (Lightbown & Spada, 2006).

Demonstrating the knowledge was the next point with sixteen percent. If learners within the class want to demonstrate their knowledge, the class will be very active and participative. This important percentage is an advantage for teachers' work.

In addition, grades and teachers' attitude also have significant percentages, fourteen and thirteen percent respectively. Grades are important for them. With the current educational system, grades occupy an important site within the priorities of students.

Moreover, when we talk about teachers' attitude, we can take into account many factors that influence the behavior of students. For example, when teachers create a positive environment during the class, students increase their self-confidence in order to participate in speaking activities.

The last three options obtained a minimum percentage. These are the theme, type of activity and the incentives. The theme obtained five percent of total population. Student gave little importance to the topic of the activity. This is an advantage for the development of the class because regardless of the subject activity, we can develop the class in a positive way. Finally, both the type of activity and the incentives got two percent. Students sometimes unconsciously participate during different activities in English class; they do not realize the motivation they receive from their teacher and participate taking account other factors. The type of activity is very important but not for them. They just do not think about that. For example, in a discussion activity students should talk about something without any preparation. The ideas should be spontaneous and the results could be very gratifying (Harmer, 2007).

The observations yielded very interesting data. During the five observations, it was seen that there is a little difference in the students' opinion. Improving their English is the most important aspect for learners. Intrinsic motivation had worked in a good way in this group of students. During the observations, learners wanted to improve their English through active participation in speaking activities. Rewards also occupy an important place in the motivational tools for students.

Two of three teachers work with the extra point strategy. With each participation, students win extra points which help them to improve the final grade. This is a strong incentive for students because with their participation in speaking activities not only they improve their grades, but also they improve their knowledge. The grade is a concern for all students. However, they do not think about grades all the time. Extra points help learners to improve their grades, but, they improve their grades unconsciously through their active participation during the class.

The last point to take into account is the teachers' attitude. Teachers motivate students all the time to get self-confidence in order to improve their participation and their communicative competence too.

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?

GRAPH 5
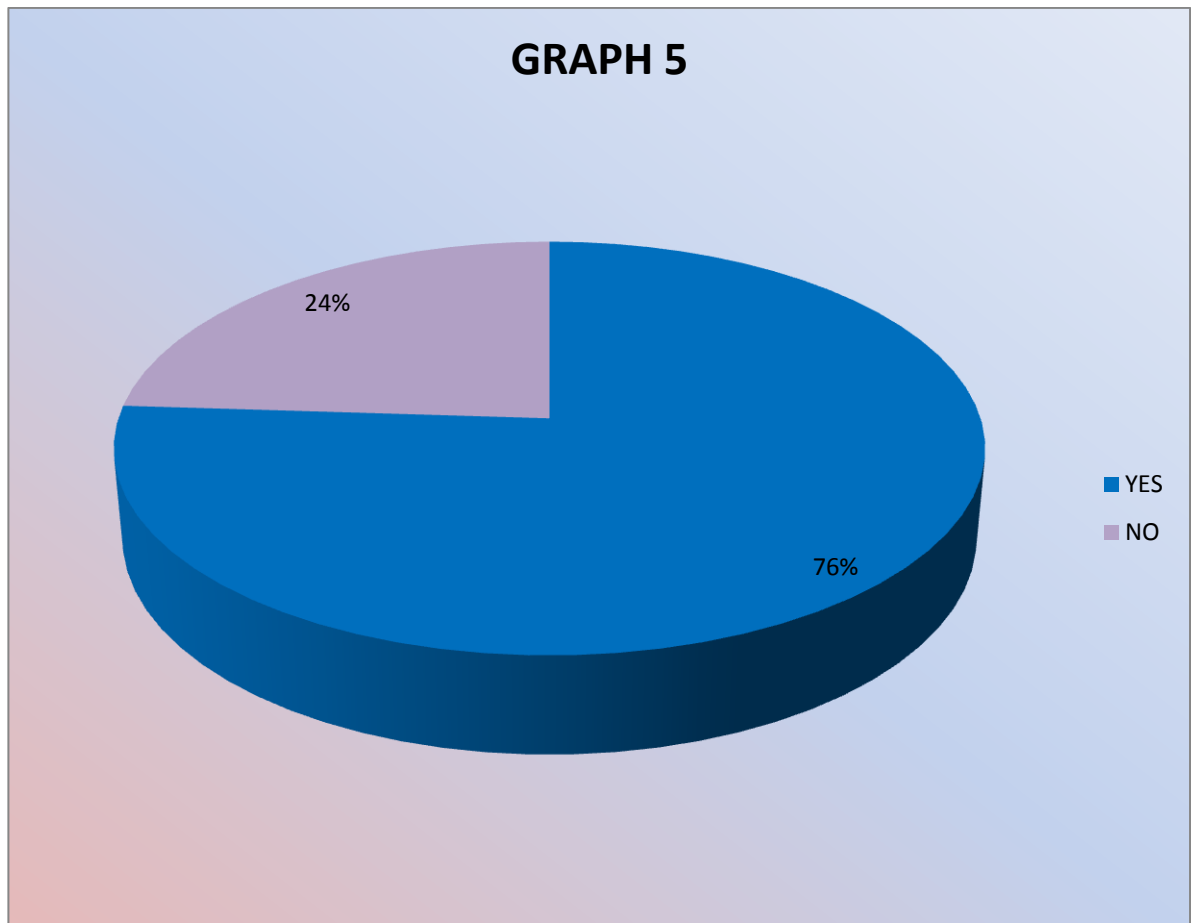
Author: Esperanza Ortiz.

Source: A public high school from Quito.

In this question about the students' proficiency level, seventy six percent of learners said their level of proficiency influences their participation during speaking activities. On the other hand, twenty four percent of students said that their proficiency level does not influence at the moment of participating in speaking activities. The majority of learners in this study does not

know what their real level of proficiency is. There are three marked levels, A, B and C. And each level has two sublevels A1, A2, B1, B2, C1, and C2 (Council of Europe, 2001).
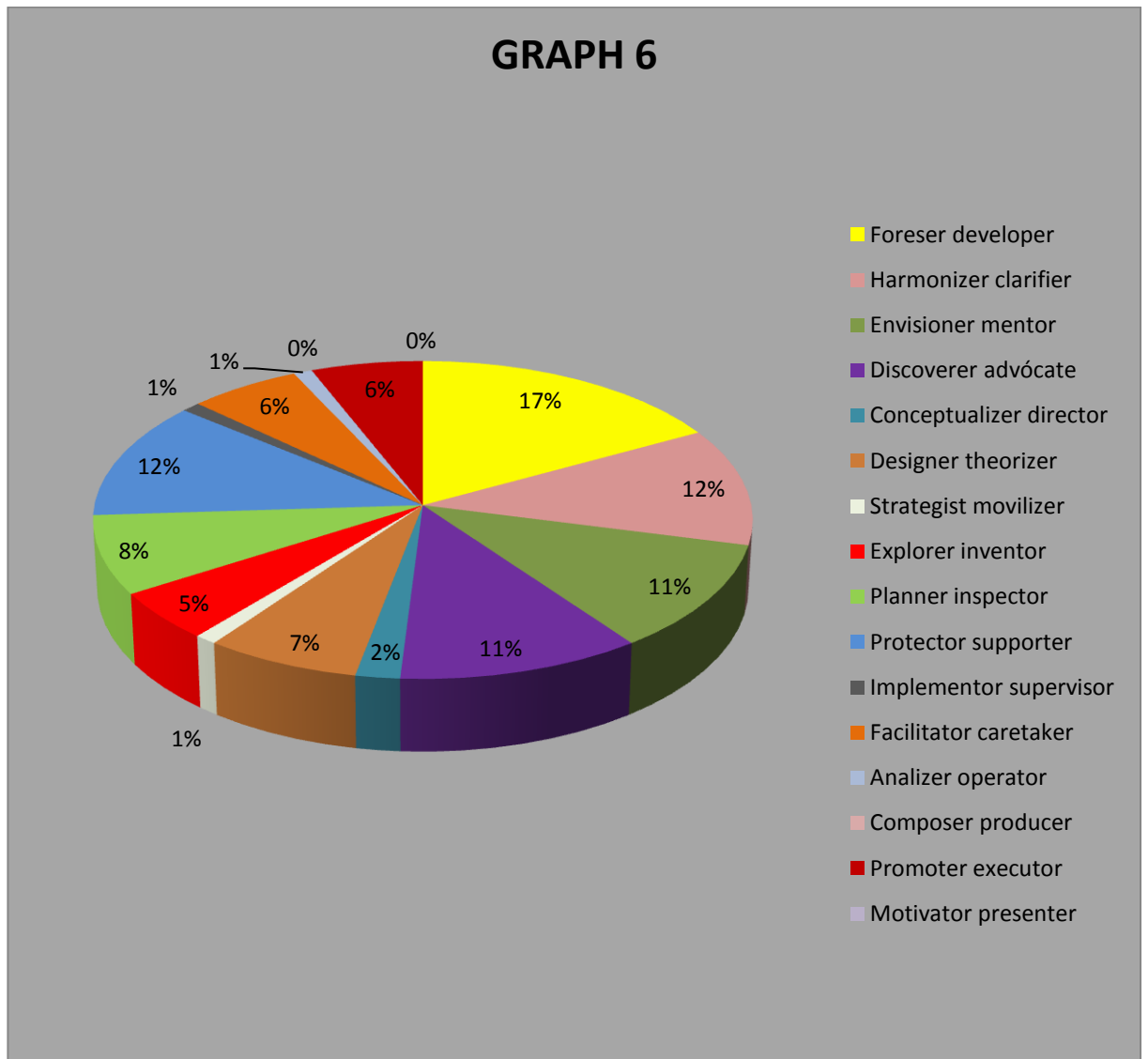
When learners participate in speaking activities, those who have a better proficiency level have a great participation during these activities. However, when learners have a low proficiency level, their participation, especially in speaking activities, is very difficult. In addition, learners, who said their proficiency level does not influence their participation during speaking activities, just participate without giving importance to what proficiency level they have.

The different observations confirmed the results of the interviews. Learners with a very low proficiency level did not participate in speaking activities. The most basic level is A1; in this level, learners have a basic interaction (Council of Europe, 2001). They did not know what they should say. They felt insecurity and anxiety during this type of activities.

On the other hand, learners with a high proficiency level had an active participation during each speaking activity. In the level B1 learner interaction increases positively (Council of Europe, 2001). They are very few students and there were moments that they monopolized the class and the other classmates were isolated from oral activities. That was a negative point because, in some occasions, learners with a low proficiency level did not have any opportunity to participate and, therefore, they could not improve their level. Some teachers gave learners, with a low proficiency level, enough extrinsic motivation to participate during speaking activities with more security and enjoyment.

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

W hat type of personality do you have?

GRAPH 6

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

Author: Esperanza Ortiz.

Source: A public high school from Quito.

This was a special question. There were sixteen distinct types of personalities which were selected by the different students. Due to a lot of options, the results were varied. The highest percentage was for Foreseer developer personality with seventeen percent. Students with this type of personality have a strong force to achieve the wellbeing of others; for this reason, they really enjoy helping their classmates (Keirsey & Bates, 1978). When a significant percentage of this personality is present in the class, the different activities of this class develop in a collaborative and participative environment.

Another important percentage was for two types of personalities. With twelve percent, Harmonizer clarifier and Protector supporter had an important representation within the sample. These personalities have interesting characteristics to take into account. For example, Harmonizer clarifier people work very well independently and in group too (Keirsey & Bates, 1978). When we talk about Protector supporter personality, Keirsey & Bates (1978) state that people with this personality are so reliable and do not feel good working when rules change all the time.

The next percentage was eleven percent. Envisioner mentor and Discoverer Advócate obtained this percentage. Students with Envisioner mentor personality are sure of their good communication and this is accepted by the others (Keirsey & Bates, 1978). However, when more than three students with this type of personality concentrate in a class, this could become a negative point because each Envisioner mentor will want to impose their authority on the others. Whereas, students with discoverer advocate personality give more importance to their feelings.

Planner inspector was the next type of personality with eight percent. The principal adjective is their connection and union (Keirsey & Bates, 1978). People with this personality make a good job when work in group.

The next personality was Designer theorizer with seven percent. This personality is the most precise in production of language and thought (Keirsey & Bates, 1978). This seven percent of Designer theorizer people help the group improving their oral production in target language.

Two types of personalities obtained six percent. These are Facilitator caretaker and Promoter executor. Facilitator caretaker people are able to interact with others in a good way (Keirsey & Bates, 1978). These people are very sociable and friendly. Additionally, students with Promoter executor personality have a gorgeous and sociable style and even the most common event seems amazing (Keirsey & Bates, 1978).

Explorer inventor personality obtained five percent of the total population. Keirsey and Bates (1978) state that people with this personality are sociable and always stay in good mood. Students with Explorer inventor personality create a pleasant environment for the teachers' work.

With two percent of the total population we had Conceptualizer director personality. Students with this personality are self-confident and have consciousness power (Keirsey & Bates, 1978). Learners are sure of themselves.

Next, there were three types of personalities with one percent. These were Strategist mobilizer, Implementor supervisor and Analizer operator. Just one learner of a total of one hundred- population chose these personalities. The key words of Strategist mobilizer personality are organization, classification and analysis. A student with Implementor supervisor personality has organization in every action they do. Analyzer operator has a great precision with the use of tools (Keirsey & Bates, 1978).

Finally, there were two types of personality with zero percent. In other words no one chose these personalities. These were Composer producer, whose principal characteristic is a unique

type of intelligence, and Motivator presenters, people with this personality are charismatic, intelligent and open- minded, especially to the environment (Keirsey & Bates, 1978). These two personalities have complex characteristics. For this reason, students chose neither of both during the interview.

During the observations, recognizing every type of personality is a complicated mission. Nevertheless, there were some personality characteristics that stand out from others. For example, in two groups there were more than two leaders, that is with Envisioner mentor personality. Responsibility was another dominant characteristic during observations. Protector supporter people are very responsible. With twelve percent, this characteristic was noticed during the different classes.

Foreseer developer personality also was present in this group. This personality maintains good personal relationship (Keirsey & Bates, 1978). For this reason working with this group was a positive experience.

There were some students quiet and serious; these are characteristics of Planner inspector personality. Eight percent formed part of this personality.

Harmonizer clarifier personality receives new things and new ideas in a good way and show a flexible behavior (Keirsey & Bates, 1978). This personality was present by twelve percent.

Finally, these were some of the stronger characteristics of every personality that stood out during observations and interviews. However some other characteristics were not as visible as the others before mentioned. For this reason every student chose their personality according to their own ideas and obviously characteristics.

Do you think that your personality influence your participation in speaking activities?
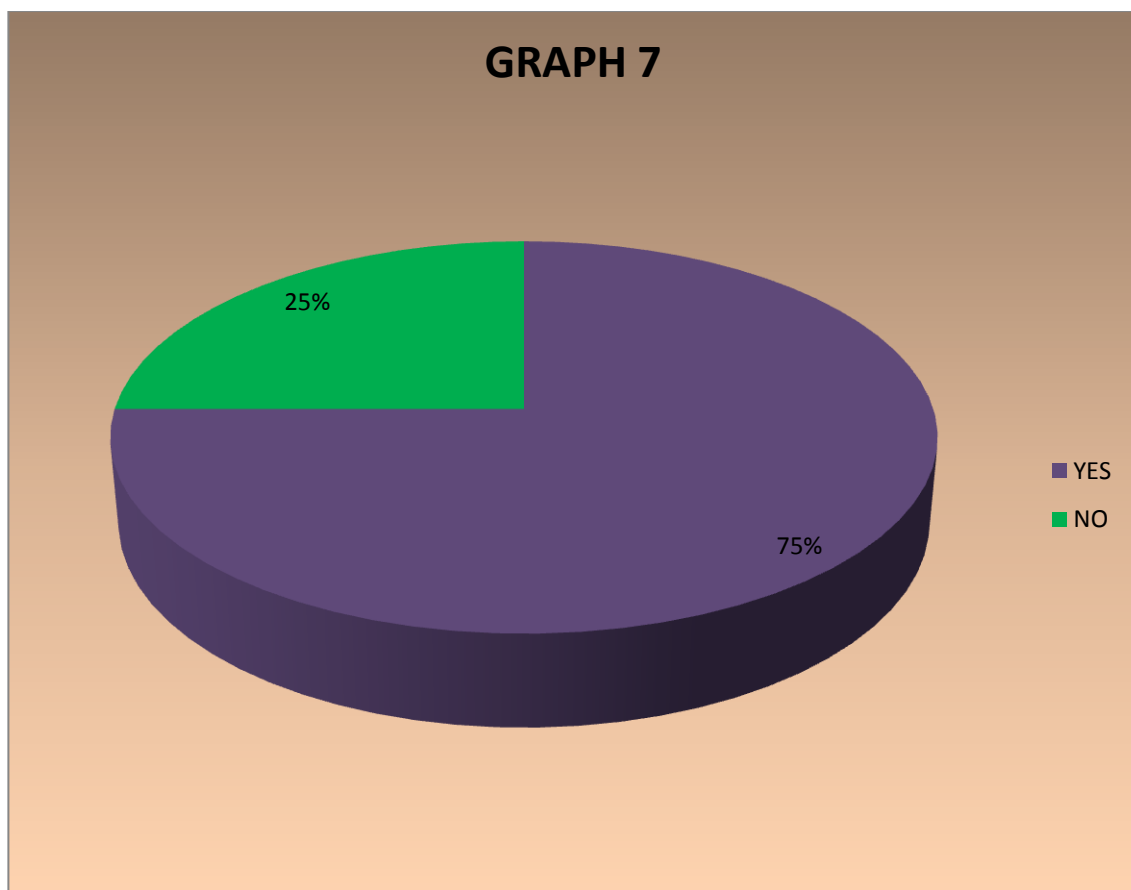
Author: Esperanza Ortiz.

Source: A public high school from Quito.

In this last question, results were conclusive. Twenty five percent of students said that their personality do not influence their participation during speaking activities. Whereas, seventy five percent of students said that their personality influences their participation during speaking activities. That was very clear. The majority of students believes their type of personality affect negatively or positively their participation in speaking activities.

The most interesting reason for a positive answer was because if they are shy, they could not say what they think. According to Keirsey and Bates (1978), designer theorizer people could be shy with unknown people. Another remarkable reason was about classmates who have a better proficiency level; they could help others. People with foreseer developer personality have a strong force to achieve the wellbeing of others. They really enjoy helping their classmates (Keirsey & Bates, 1978).

On the other hand, there was one important reason for a negative answer. Some students said that personality is a secondary factor. This is a valid point of view. Students could have a positive participation during speaking activities without giving importance to the type of personality they have.

The observations were useful to take into account some points. There were very shy students whose participation in speaking activities was very poor. Teachers should motivate this kind of students to improve their participation. In addition, some students felt anxiety when they participated in class.

On the other hand, there were very confident students when they spoke English in front of the class. And others had a very positive behavior during the class. In conclusion, not only teachers, also students should create a positive environment in order to improve the result of the class especially during speaking activities.

Conclusions

The majority of students in this public high school had a high extrinsic motivation to participate during speaking activities, especially in group work activities due to the use of rewards such as extra points, which were even to the whole group.

Intrinsic motivation occupied an important place in the students who participated on this study. Factors such as improving the level and demonstrating their knowledge were the most important motivational points for students in order to participate during speaking activities. For these reasons, students increased their participation in the EFL classes.

The proficiency level influenced students' participation during speaking activities. Students who had a low proficiency level had a very poor participation, whereas students who had a high proficiency level had an active participation, especially during speaking activities, monopolizing the class and becoming a negative influence for students with low proficiency level.

In heterogeneous groups, students with a low proficiency level felt insecurity and anxiety during speaking activities. These factors affected their participation especially when they had to participate voluntarily. Fear of teasing by peers is the greatest obstacle to speak English in front of the class and among classmates during EFL classes.

The different personality types influence students' willingness to orally communicate in certain aspects. For example, when students are confident and do not have fear of making mistakes, they increase their participation even in a voluntary way. On the other hand, if learners

are shy and not interested in participating during the class, these learners will not participate in speaking activities and not even in a voluntary form.

Recommendations

Teachers should pay more attention to that small percentage of students who are not motivated to participate in class activities. Class is managed positively with the participation of some students. However, there are a small number of students who go unnoticed throughout the class. Group work is a good alternative to increase participation of every student. This strategy is used but not by all the teachers. EFL classes in which group work strategy is used have more active participation.

Teachers should avoid the laughs of learners when a student speaks English in front of the class. This situation was repetitive during the observations and it was mentioned in the interviews too. Teachers could change the situation by creating a positive environment where students could listen to the others with attention and respect. One alternative could be rewards such as extra points or gifts for those who show respect during the participation of classmates.

Finally, teachers could use more diverse activities throughout the class. If one type of activity works in a good way, this activity can be used every day, but including changes in the activity. This will cause students to become bored during the class. The activities should be varied in order to students increase their interest in the different types of activities and they could improve their participation and proficiency level too.

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ANNEXES

ANNEX N° 1

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 influence on their participation in speaking activities.

YES	NO
Why?	

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

YES	NO
Why?	

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLES
CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de cómo influye la motivación, nivel de conocimiento y la personalidad en el uso del idioma Inglés en las actividades de "speaking" en el salón de clases. La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

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

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

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

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

5. ¿Consideras que tu nivel de Inglés influye en 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 toman 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?	