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

TRABAJO DE TITULACIÓN.

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Doctora

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Dedication

We would like to dedicate this research work firstly to God for guiding our path during this period and providing us the strength and motivation to finish this project successfully. Secondly, to our parents who have given us support and comprehension and whose love have constituted the fundamental pillar to reach our goals. Finally, to our family and friends for being our company and encourage us to overcome difficulties.

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We want to thank our teachers for sharing with us their knowledge, wisdom and expertise. Along these years of study they have been our mentors and have instilled responsibility, values and discipline in us so that we become competent professionals.

Contents

Abstract

The present research work is about the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom and has been conducted in order to find out how do motivation, proficiency level, and personality influence student's willingness to orally communicate. The field research was carried out at a private high school in the city of Quito and the population consisted of one hundred students whose mother tongue was Spanish and who learned English as a foreign language.

In this research work the quantitative and qualitative methods were used. The data was collected through the techniques of Survey, Note-taking and Observation as well as the instruments of questionnaires and observation sheets.

This research has confirmed that students' willingness to orally communicate in English lessons is certainly linked to intrinsic and extrinsic motivation. This is, the different environments in which students are immersed, the teachers' attitudes, the methods and activities used in the classroom have an impact on the students' learning development.

KEYWORDS: oral communication, motivation, proficiency level, personality.

Resumen

Este estudio investiga las percepciones de los estudiantes sobre los factores que influyen en su voluntad para comunicarse oralmente en la clase EFL y se ha realizado con el fin de conocer cómo la motivación, el nivel de conocimiento y la personalidad influyen en la voluntad del estudiante para comunicarse oralmente. La investigación se llevó a cabo en un colegio privado de la ciudad de Quito y la muestra comprendió cien estudiantes cuya lengua materna era español y quienes aprendían inglés como idioma extranjero.

En este trabajo investigativo se usó el método cuantitativo y cualitativo. Los datos se obtuvieron mediante las técnicas de Encuesta, Anotación y Observación así como también los instrumentos de cuestionarios y hojas de observación.

Este estudio ha confirmado que la voluntad de los estudiantes para comunicarse oralmente en inglés está relacionada con la motivación que puede originarse por factores internos y externos. Esto es, los diferentes ambientes en los cuales los estudiantes se desenvuelven, las actitudes del profesor, los métodos y actividades utilizadas en la clase influyen en el desarrollo del aprendizaje de los estudiantes.

PALABRAS CLAVES: comunicación oral, motivación, nivel de conocimiento, personalidad.

Introduction

Teaching and learning English as a foreign language in public and private high schools in Ecuador represent a big challenge for both teachers and learners, mainly due to the abilities that the teachers require in order to plan and apply interesting speaking activities and the students' disposition to participate in an English class. The students' rejection to communicate in a second language is a common situation that teachers have to face every day in the classroom especially with teenagers. It is not unusual, for example, to find several students who are not willing to maintain a short conversation in a foreign language because they are not sufficiently involved in oral activities, as well as their low level of knowledge, limit vocabulary and inadequate environment to develop their speaking skills. Therefore, the reasons for carrying out this study are to have a realistic view of what really happens in the English lessons in Ecuadorian high schools, to observe the students' feelings towards the language, and to figure out how students' individuality affects their participation in oral activities.

The present research work is about the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom and has been conducted in order to find out the answers to the following questions:

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

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

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

The speaking ability may result difficult to teach and learn in light of the fact that the English language is not the Ecuadorian's mother tongue. Throughout this study, teachers will have the opportunity to realize about what they need to improve in order to innovate their English lessons. As well as, understanding the reasons for students' lack of motivation and discover their difficulties to participate in oral activities.

Previous studies have researched on the different factors that influence the students' oral communication in the classroom.   For instance, in a study carried out by Gutiérrez (2005) it is considered that in order to enhance speaking abilities it is necessary that the teachers construct the appropriate classroom environment in which students feel confident to convey messages in English. In this point, teachers' attitudes, affective factors, promotion of self-esteem, and support to students are essential to motivate students to speak and reach a meaningful learning.

In a second study researched by Tokoz-Goktepe (2014) it was found that students presented difficulties in speaking English because of lack of vocabulary and knowledge of the linguistics rules by learners, as well as deficiency in the use of supplementary material and efficient methods by teachers. Therefore, the failure or success in the learning process is determined by the teachers' performance and, in consequence, teachers must implement new materials instead of limiting their practice to the use of the textbook as their only teaching source.

Finally, in a third study conducted by Alam and Bashir (2013) it is shown that it is very important for teachers to innovate their methods and techniques in order to encourage students' desire to talk in a second language. Additionally, the target language should be used along the class to have students get accustomed with the language. It is evident that the teachers' responsibility is to find new teaching strategies that help students overcome their weaknesses and enhance their speaking skills.

This study is principally intended for teachers and students and, in general, for any institution and people involved in the educational field related to English language. Throughout this research work teachers will better understand the different problems that may arise when students are pushed to talk in English. Also, teachers will increase their knowledge about interesting techniques and methods to improve their English

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lessons. Additionally, teachers will find new ways to create a warm atmosphere to get students interested in the topic. Students on their part will benefit from this study by identifying their strengths and weaknesses to learn a new language. Besides, they will find useful activities to improve their speaking abilities and discover different ways to feel motivated to communicate.

A few obstacles were encountered in the field research such as lack of coordination of the schedule provided by the high school authorities and the ambiguous responses given by the students. However, these obstacles did not constitute a limitation for carrying out this study.

Literature Review

This section provides the theoretical framework of the present research work and describes the literature related to the problems that high school students experiment to orally communicate in a second language.

How do students feel when they have to communicate in an English as a Foreign Language (EFL) classroom? It is well-known that speaking may result difficult for students to develop in view of the fact that there are many aspects that hinder the correct progress of this skill. In this regard, several prior studies on speaking problems have confirmed that one of the main influential factors is motivation since lack of motivation may reduce students' ability to convey messages in a second language. Additionally, proficiency level is an essential factor that needs to be considered in order to determine students' degree of comprehension when they have to talk in the classroom. Also, it should be noted that all individuals possess distinctive characters that make them learn in one way or another and, therefore, personality is a vital aspect that impacts on the students' disposition to orally participate in the lesson. Aside from motivation, proficiency level and personality, the speaking activities in the classroom are crucial to get students' interest in developing their communicative skills. Accordingly, Nation and Newton (1987) consider that speaking activities for students should be well prepared, the topics must correspond with the student's level of knowledge, the teachers need to create a warm environment and apply different methods to encourage students to discuss about new topics. Thus, making students feel comfortable talking in an EFL classroom is not only the responsibility of the teacher, the students also play an active role in the process of improving their speaking skills.

Motivation

In the learning process motivation is one of the main factors that stimulates students to talk in English because if learners are not motivated to actively participate in the class they

will not be able to increase their speaking abilities. Additionally, lack of interest and hard feelings towards the language could affect the correct development of their oral communication.

Motivation has been classified in two types: intrinsic and extrinsic. In this sense, different authors such as Harmer (2007) and Nation and Macalister (2010) consider intrinsic and extrinsic motivation as factors that influence in the students' desire to communicate in a foreign language. Intrinsic motivation refers to the personal feelings of students towards the oral exercises in the classroom. On the contrary, extrinsic motivation refers to external factors that affect students in their willingness to talk. Consequently, both kinds of motivation are very useful to encourage students to get involved in the speaking activities.

One important aspect is that the lesson contains interesting topics and different activities to help students develop their oral expression. In this regard, Nation and Macalister (2010) state "If learners are not interested in learning, it is worthwhile beginning by looking at ways to attract them and involve them in learning (p.50)." Additionally, the objective of the lesson must be clear for students and the teachers need to set achievable goals according to the students' age and level so that students will accomplish such goals more easily. Also, students need to be provided with proper tools to act independently and feel free to speak in English during the lesson.   For instance, the teachers can negotiate with the students the topics and activities that they believe are relevant for them.

Another aspect that generates motivation in students is the teacher's attitude and methods used in the classroom. When students feel that the teacher cares about them and provides a warm environment, they feel more motivated to talk and get involved in English speaking activities. A technique that teachers can use to motivate students could be recognizing each student's individuality, for example, being interested in their likes and dislikes, knowing their names and special characteristics in their personality. Another

technique to maintain motivation is respecting students rather than criticizing them; for this reason teachers must avoid ridicule or teasing and use of offensive language or other negative attitudes that demotivate students' ability to communicate. Additionally, avoiding favoritism and being impartial will definitely help teachers to keep students motivated in the learning process. Therefore, treating all the students equally is essential to increase in them the desire to speak. Moreover, showing interest in what students say and listening to them with attention is motivating to them because they feel more comfortable to communicate their thoughts without worrying about making mistakes. Harmer (2007) considers that students' success also depends on the methods used by the teacher, taking into account that not all students learn in the same way. For this reason, it is necessary that teachers investigate and find new teaching methods to implement in the classroom in order to keep students actively involved in the learning process.

The different environments in which students are part of outside the class can also affect their disposition to speak English in the classroom. For example, family settings, social relationships and cultural backgrounds are besides recognized by Harmer (2007) as important factors that influence motivation. Therefore, students that face difficult situations at home such as drug's addition, alcoholism, physical and psychological abuse will have a lower performance in an EFL classroom and their speaking abilities will not improve. Furthermore, interaction with friends and classmates can affect positively or negatively in the process of communication in a second language. Thus, when students feel accepted by the group they will not be afraid of making mistakes while when they feel rejection they will not be comfortable to participate. Likewise, students with different language, traditions and culture can feel less motivated than the other ones since their willingness to communicate in a second language is affected. For instance, individuals of a specific ethnic community may not want to

speak because they perceive rejection from their classmates due to their race, skin color or social status.

Proficiency level

The Common European Framework of Reference for Languages (CEFR) (2001) is a guide on the competences, use and domain of a language addressed to teachers and learners whose objective is to reach high standards in the second language teaching and learning process. The Council of Europe (2001) establishes that "It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively." (p. 1).

Within the area of spoken language use, the Common European Framework of Reference for Languages (CEFR) (2001) has recognized six different levels through which the speaking ability can be evaluated. These levels are identified as A1, A2, B1, B2, C1 and C2, and each level assesses three principal aspects: Oral Production, Spoken Interaction and Spoken Fluency.

The Ecuadorian Ministry of Education has adopted the guidelines from the Common European Framework of Reference for Languages (CEFR) (2001) to design a suitable curriculum for the English area. Besides, it has been established that Ecuadorian high school students need to obtain at least level B1 of competence in the English language.

According to the CEFR, the basic levels are A1 and A2. In level A1 students are requested to formulate simple sentences, make non-complex questions, repeat easy phrases and use basic vocabulary, with little attention on fluency and production of mistakes; while students of level A2 are demanded to make descriptions about things, events, places or people, showing a higher performance than level A1. In this stage, learners can interact with others using familiar vocabulary and simple structures. However, they are not able to maintain a formal conversation yet.

The following two levels recognized by the CEFR refer to intermediate learners and are classified as B1 and B2. In level B1 students are able to produce ideas in a more organized way. Students' speaking abilities increase as they can exchange thoughts and express their opinions about familiar situations. Topics such as vacations, sports, preferred food, and favorite singers are easily handled by students of this level, although perfection in fluency is not yet achieved. In contrast, learners of level B2 have a better command of grammar structures and their academic vocabulary is richer. Also, they have a higher ability to communicate or participate in conversations, debates, and any other kind of oral activity, giving arguments, contrasting ideas and showing little hesitation because their fluency is well developed.

Finally, the CEFR distinguishes levels C1 and C2 to evaluate students of superior competences. Learners of level C1 have attained a valuable domain of the language. For instance, students interact without difficulty with native and non-native speakers, they can express themselves fluently about various and complex issues although in certain cases their lack of specialized knowledge may affect their natural fluency. Students of level C2 on their part reflect a perfect speech, accurate fluency, excellent vocabulary, regardless the oral activity in which they are involved. They can easily choose the appropriate word in a conversation and domain any kind of discourse.

Personality

Personality is what makes each person a unique human being and the diversity of characters may affect students both positively and negatively when they are in the process of acquiring a new language. According to Keirsey and Bates (1984), there are sixteen different kinds of personalities as described below and they are considered in this research work because students' abilities to speak in the classroom are determined to a great extent by each learner's individuality.

Envisioner Mentor (ENFJ)

The first personality is Envisioner Mentor (ENFJ) who are natural leaders that like to dominate people and situations around them. The strong character of the ENFJs does not allow them to feel comfortable when other people contradict their decisions because they always adopt the position that they are right. For ENFJs communication is better orally rather than in writing. A final and determinant characteristic of this personality is that they are very organized and know exactly what they want.

Foreseer Developer (INFJ)

The INFJs who belong to the second personality, are not as popular as ENFJs because they are introverted and do not like to be the center of attention. Likewise, in their daily life they avoid superficial relations and prefer to stay away from problems. The creativity and imagination of INFJs are outstanding, but their reserved personality does not allow them to express these abilities easily. Additionally, when INFJs are judged by others, they feel emotionally devastated.

Discoverer Advocate (ENFP)

The next personality is Discoverer Advocate (ENFP). Individuals of this type of personality are very intuitive and enjoy starting projects although they rarely complete them because the ENFPs are always in constant change and become quickly bored with daily routines. The ENFPs are unlikely to follow another's ideas and only show interest to projects initiated by them. The ENFPs have a captivating personality that lead them to provide others support, advice, and motivation and for this reason people like to be near the ENFPs.

Harmonizer Clarifier (INFP)

The fourth personality is Harmonizer Clarifier (INFP). The main characteristic of the INFPs is that they have a passive personality and that values play an important role in their lives. Also, people of this type of personality conceive life as an ideal world and for this

reason they try to keep apart from fights and discussions. Living with INFPs is an enjoyable experience because they are not complicated and frequently seek for a balance in their life.

Strategist Mobilizer (ENTJ)

According to the authors, another type of personality that has the characteristics of a leader is Strategist Mobilizer (ENTJ). At the time of making a decision their knowledge prevails over their intuition and that is why all the things for ENTJs must be done with a purpose. Moreover, the ENTJs take their career extremely serious and see work as priority to the point of staying isolated from family and friends. Like all leaders, the ENTJs have a dominant personality that makes them stand out in any group.

Conceptualizer Director (INTJ)

Following with personality types, it is seen that Conceptualizer Director (INTJ) are a kind of independent individuals that trust in their abilities. People under this sixth type of personality can express their thoughts without difficulty.   Regularly, the INTJs enjoy getting involved in demanding tasks that force their thinking.   When the INTJs are convinced that they are right, they do not care about other's point of view.   Furthermore, the INTJs do not need other people to take their own decisions and prefer isolation.

Explorer Inventor (ENTP)

The next personality is Explorer Inventor (ENTP) who like to live with intensity, are open to new experiences and, consequently, other people enjoy being near them. The ENTPs have problems to follow rules, that is, they do not want to perform anything that is imposed. Nonetheless, the ENTPs are able to fit into new situations.   In addition, people under this personality try to face problems cheerfully and take friendship very seriously.

Designer Theorizer (INTP)

The eighth personality is Designer Theorizer (INTP) and the main quality of these people is their cleverness. Subjects such as mathematics, philosophy and science suit them

perfectly.   When the INTPs give their opinions, they go straight to the point rather than rambling. Besides, the INTPs dislike monotonous activities and enjoy performing them in loneliness. However, the INTPs are selective and avoid people that do not share their thoughts. Additionally, for the INTPs showing their feelings is not easy and for this reason many people find them difficult to comprehend.

Implementor Supervisor (ESTJ)

Contrary to the INTPs, Implementor Supervisor (ESTJ) are understandable without effort and appreciate gathering with family and friends. One aspect that characterizes this ninth type of personality is that ESTJs seek for perfection in all the activities they perform and expect the others act exactly like them. Also, if the ESTJs are in an executive rank they are reluctant to agree with other opinions. An additional feature of the ESTJs is that they show coherence between their words and their actions which make them credible.

Planner Inspector (ISTJ)

The tenth personality refers to Planner Inspector (ISTJ). People who belong to this personality type are honest and take their compromises very seriously, and for whom keeping promises is very important. This type of personality does not like to be pretentious, the ISTJs rather prefer that other people do not notice them when they are working. As a consequence, their efforts are not always valued. Nonetheless, the ISTJs are excellent at performing executive positions because they have a high sense of organization and efficiency. Maintaining a home life balance is essential for ISTJs who constantly create strong bonds among family members.

Facilitator Caretaker (ESFJ)

The next type of personality is called Facilitator Caretaker (ESFJ). People of this personality love to get in touch with other people and value being estimated by others. For this reason, the ESFJs use to create consistent links with people around them. These

individuals do not tolerate that other people ignore them because they may become depressed. A special characteristic of this type is that they are very eloquent and have the ability to convince people, and this quality makes them excellent sellers. Scientific topics do not engage the ESFJs and therefore avoid getting a deeply knowledge about such issues.

Protector Supporter (ISFJ)

According to Keirsey and Bates (1984), the Protector Supporter (ISFJ) who belong to the twelfth personality are always ready to help at work, in the community, at home and to all people in general. The ISFJs follow the rules strictly and expect the others act accordingly. Besides, they do not feel comfortable when they are involved in activities that are not developed in a systematic way. The ISFJs are able to spend a lot of time working and taking the responsibilities by their own; however, they are not severe enough to play the role of a boss.

Expeditor Promoter (ESTP)

The next personality is Expeditor Promoter (ESTP). People under this type of personality are in constant movement and their kind personality is appealing to others. This type has the characteristics of a good businessman because they are capable to develop new concepts in the commercial area. Additionally, the ESTPs do not give nothing for free, they expect to get something from any relation in which they are involved. Clearly, isolation is difficult for the ESTPs since they have a cheerful personality, however they tend to handle people at their convenience.

Motivator Presenter (ESFP)

The main characteristic of the Motivator Presenter (ESFP) is their cheerful and positive essence. This fourteenth type of personality enjoys spending their time surrounded by others. The ESFPs see life as a place where obstacles and complications are not present and they constantly try to escape from the problems. For the ESFPs helping others is a

pleasure, no matter who they are or what they receive in turn. This type is easy to convince

due to their non-complicated personality. On the other hand, the ESFPs do not learn to

improve their knowledge, they only learn to accomplish a specific task.

Analyzer Operator (ISTP)

The second to last type of personality is Analyzer Operator (ISTP). People of this type

are characterized by acting spontaneously and prefer performing an action rather than getting

involved in a conversation. Furthermore, the ISTPs believe in equal opportunities for all

people and for this reason they do not conceive the domain of one person over

another. Individuals under this personality have the ability to handle any kind of domestic

and mechanical implements. The ISTPs are down-to-earth and contrary to the ESFPs they do

not miss any opportunity for their personal self-improvement.

Composer Producer (ISFP)

The last type of personality is the Composer Producer (ISFP). People of this type are

outstanding artistic performers but have difficulties for expressing their feelings and for this

reason they are not easy to comprehend. As the ISTPs, the ISFPs prefer acting instead of

speaking. The most important for this personality is to follow their impetuous.   The ISTPs

enjoy performing their activities without pressure. If the ISTPs are in a difficult situation they

rapidly make a decision no matter the result.

Teaching speaking

Teaching speaking in an English as a Foreign Language (EFL) classroom is a

demanding task that requires teachers to find different activities to encourage students to

talk. In this regard, Harmer (2007) states "Good speaking activities can and should be

extremely engaging for the students" and proposes different speaking activities for that

purpose. For example, Photographic competition, Role-play, Information gap, Telling stories,

Meeting and greeting, and Surveys.

One speaking activity suggested by Harmer (2007) is the "Photographic competition" in which students have to work in groups and discuss about a set of photographs on a specific topic, after that, they have to choose one picture, and finally explain their reasons for their choice.

Another activity suggested by the same author to practice the speaking skill is the "Role-play". This is a funny activity in which students represent different characters such as fairy tales, real situations, dramatizations and others. Learners enjoy a lot performing role-plays and teachers can apply it to any level.

The next activity proposed by Harmer (2007) is the "Information gap" in which students are pushed to talk because they have to give as much details as possible to their partners in order to accomplish an activity. It could become a complex exercise because students depend on the speaking skills of their partners to describe the information in order to complete the task.

In "telling stories" activities students have the opportunity to put in practice what they have already learned. Students have to make use of their imagination and creativity to successfully narrate an event, fable, novel, etc. One objective of this activity is to encourage learners improve their vocabulary, fluency and pronunciation.

Additional engaging activities are "meeting and greeting" and "surveys" in which students have to create conversations, interviews, presentations, and questionnaires. In these tasks students have to discuss, interact, and exchange opinions which help them to improve their speaking skills.

Making students talk about famous people is also an interesting activity to promote speaking. For instance, learners can select their favorite singer, actor, actress, or football player, and later design an activity in which they have to investigate about such people and report to the class on their likes and dislikes, achievements, goals, and personality.

To introduce students in formal speaking, "moral dilemmas" is a useful activity in which teachers give students a specific subject and they have to research on the topic so as to be able to provide arguments and defend their position about it. Through these exercises, the teacher expects that students increase their vocabulary and develop complex structures.

Likewise, Herrell and Jordan (2012) provide activities to guide teachers stimulate speaking skills in an English as a Foreign Language (EFL) classroom. For instance: Scripting, Vocabulary role-play, Leveled questions, and Communication Games.

The first activity suggested by Herrell and Jordan (2012) in which teachers provide students a short dialogue that they have to memorize and later use it in a specific situation is called "Scripting". It is very helpful when students are at a lower level and are not able to improvise. The use of scripting avoid student's anxiety to communicate in a foreign language.

A variation of role-play is "Vocabulary role-play" in which teachers provide students with new words with which they have to create a dialogue and characterize it. Through this activity students will not only enhance their speaking skills but also their vocabulary knowledge.

An additional activity suggested by the same authors is "Leveled questions". To put in practice this activity it is important for teachers to be familiar with the students' level of English. It is expected that by making questions designed according to the student's level, learners will easily move forward to the next stage.

The last activity proposed by the authors is "Communication Games". It refers to any kinds of exercise in which a ludic activity is involved in order to enhance oral communication. Students can work in groups or in pairs to help each other practice their abilities to communicate in English. The role of the teacher is to provide appealing activities to allow students make use of the language in different situations.

All of the above theoretical support about motivation, proficiency level, personality, and teaching techniques constitute a general overview of what influence and affect the students' skills at the moment of communicating in a foreign language. Similarly, several previous studies around the world have researched about students' behavior and attitude towards English lessons and provide a guide to teachers on how to better manage speaking activities in an EFL classroom.

The first study is a research by Tokoz-Goktepe (2014) whose objective was to determine the student's and teacher's perceptions regarding the speaking difficulties in high schools in Turkish, it was analyzed the possible solutions to these problems.

For this study the author gathered information through questionnaires, observations and interviews applied to teachers and students. For example, students and teachers were interviewed in their native language and they were provided with identical questions so that the researcher may obtain accurate results in order to contrast them. To guarantee the correct application of the survey, the author conducted the questionnaire in a group of students of a different institution. A measure technique used in the questionnaire was the Likert scale. The questionnaires, interviews and observations were examined to identify the difficulties of student's communication and also to find the justification for such behavior. Besides, it was analyzed if the teacher and student responses were alike.

The results of this study show that the students have difficulties when trying to speak in a foreign language. It was additionally found that students and teachers have similar criteria about the causes that generate speaking complications. Factors such as low vocabulary, simple grammar structures, lack of supplemental material, and non-interesting activities were found to be determinant for the lack of student's motivation to talk in English. According to these results the author considers that the teacher has the responsibility to create engaging activities to help students get actively involved in the English classroom.

The second study carried out by Suleimenova (2013) researched about the different aspects that cause tension to students and the consequences of the same when they are learning a new language. The research was conducted in a Kazakhstani high school and it was directed to figure out the students feelings about communicating in English.

The methods applied in this study were questionnaire and interviews. The Foreign Language Classroom Anxiety Scale (FLCAS) was used as a model to design the questionnaire and the responses were measured through the Likert scale. The interviews took place in the classroom where students were asked about their anxiety to speak English and the resulting information was classified in students with low and high anxiety. Students in this research have confirmed that anxiety in speaking is a common problem in EFL classroom due to lack of student's speaking practice, limited vocabulary, and lack of balance between the mother tongue and the second language.

The study revealed that one of the main reasons for student's anxiety in the classroom was the fear to the mockery by their peers, for instance, when they made a pronunciation mistake they did not want to be ridiculed by their classmates. Additionally, students explained that they did not feel comfortable to remember the different phonology codes of the English language.

It was concluded that anxiety does not allow students to develop their speaking skills correctly. For this reason it is very important that teachers improve their techniques and methodology. The author suggests teachers learn about how to apply the FLCAS scales in order to help students identify why they feel anxious and seek for possible solutions to this problem.

In the same way, the third study by Barekat and Mohammadi (2014) researched about the role of the teacher in the development of student's oral communication and focused in the

study of different oral patterns that push students to talk. This study was carried out in high schools in Tarom town.

In order to collect the data the researchers used case study through the technique of Placement Conversation in which teachers interact with students to promote and let them show their speaking skills. Additionally, to place the students in a specific level the researchers applied the Placement Conversation at the beginning as well as at the end of the class. The instrument consisted firstly in asking students to give a brief description of their lives in order to evaluate their strengths and weaknesses to speak English and, secondly in providing them an appropriate activity for their level.   Once the instrument was applied, the students' speaking level was determined by their failure to reply correctly.

It was found that teachers need to avoid monologic discourse and promote dialogic discourse to enhance and engage students in oral production in the classroom. In this regard, activities such as interactions, feedback, authentic questions, debates and classroom organizations should be taken into account. The authors reached to the conclusion that a successful speaking development depends on the correct use of dialogic discourse patterns by the teachers.

In a fourth study by Gutiérrez, D. (2005) it was researched about different activities to help students practice their oral communication in a foreign language. This study was conducted in Bogota with the purpose of determining how engaging activities influence the active participation of students in speaking tasks.

The methods for collecting the data in this study were: questionnaires, observations, also a diary, videotapes and audiotapes. By means of these tools it was possible to learn about students' perceptions, real classroom environment, teachers' work, and learners' progress. The author provided students with three interactive activities, which included

discussion in groups about a specific kind of music, description of a picture provided by the teacher, and exposition of a given topic.

It was found that students enjoyed getting involved in different interactive activities and that working in groups made them feel comfortable and less concerned about making mistakes. Additionally, the provision of feedback let students recognize their strengths and weakness, and how to overcome their difficulties.

As conclusion, the learners were more willing to participate when the teachers provided them interactive and content-based activities. Besides, the author considers that it is the responsibility of the teacher to broaden the students' domain of the language.

Finally, the fifth study by Alam and Bashir (2013) in a public school in Pakistan was conducted to research on the students' abilities to talk in an EFL classroom. It was aimed at finding several approaches that enable learners to convey messages in a second language rightfully.

The method used in this study was the spiral model of Kemmis and Mc Taggart (2000) which included the phases of planning, acting, observing, reflecting and re-planning again. The researchers designed an action plan in order to examine the attitude of the students towards English lessons and monitor their behavior in speaking activities. In addition, to carry out this action plan instruments such as observations, interviews, and audio recordings of the teaching sessions, reflections and document analysis were implemented by the authors to gather the information.

The study revealed that the Grammar Translation Method inhibited the students' desire to get involved in speaking activities. Also, the methods and strategies employed by the teachers were not sufficient to engage students in communicative tasks. Moreover, the study reflected that students better respond to the activities when they work together with their classmates and support to each other.

It was concluded that classes have to become more interactive for students and that the teachers must speak in English throughout the lessons. It is therefore necessary that teachers refresh their methodology and teaching techniques to make students feel motivated to communicate in a second language.

In conclusion, reaching a high level in oral communication requires not only a lot of effort and practice on the part of the students, but also the use of an adequate methodology and the implementation of engaging techniques on the part of the teachers. For this reason, both teachers and students need to work together to create a stimulating environment in which the speaking skills are promoted.

Method

Setting and Participants

In order to examine, analyze and take notes of the students' behavior in English classes, a field research was carried out at a private high school in the city of Quito. The population consisted of one hundred students from 2BGU "A", 2BGU "B", 3BGU "A", 3BGU "C" and 10 "A" of a private high school. This study was characterized by male and female teenagers whose mother tongue was Spanish and who learned English as a foreign language. Another important characteristic of the population was the students' difficulties to talk in English.

Procedures

To collect and review the literature on this topic the next steps were followed:

Firstly, the information regarding motivation, proficiency level, personality and teaching strategies was searched in books and once the data was collected the most important concepts that supported the purpose of this study were analyzed and extracted.

Secondly, several previous studies were investigated on the internet in order to find and select only those which were more related to the topic.

In this research work the quantitative and qualitative methods were used. The qualitative method was applied to gather the information from English students of a private high school in the city of Quito and for the narrative data in all of the process. The quantitative method was employed to provide a numerical analysis of the data collected through the techniques of Survey, Note-taking and Observation as well as the questionnaires and observation sheets used as instruments.

For the field research, a private school was selected and the sample was taken from five English classes. During each lesson the students' motivation, personality, and proficiency level as well as the teachers' methods and techniques were observed. At the end of the class

students were provided with a questionnaire.   To conduct the study the techniques of survey, note-taking and observation were used. Besides, questionnaires and observation sheets were applied as instruments in this research work.

The information gathered in the questionnaire was categorized according to the students' responses. Then, such classified information was distributed in a table taking into account each of the questions stated in the purpose of this study.

Once the data was tabulated, the results were analyzed, interpreted and described considering the explanation provided by the students for their answers and also the notes taken in the observation sheets. Finally, to support this study the results were contrasted with the theoretical framework described in the literature review.

Discussion

**Description, Analysis, and Interpretation of Results**

Quantitative-Qualitative Analysis

This section intends to analyze, interpret and describe the data obtained from one hundred students in a private high school in the city of Quito. The analysis of the results has the purpose to answer the following questions: How does motivation influence student´s willingness to orally communicate?, How does proficiency level influence student's willingness to orally communicate?, and How does personality influence student's willingness to orally communicate? For this research study, each of the questions contained in the questionnaire given to the students will be examined and interpreted in order to find out the factors that influence students' oral participation in the classroom.

The students' responses as well as the on-site observations constitute the basis for this analysis because they provide authentic information about students' perceptions regarding their disposition to speak in English. The discussion herein presented is supported by the authors' viewpoints related to the proposed study which are mentioned in the literature review.

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

Do you feel motivated to speak English in class?

GRAPH 1

YES   NO

23%

77%
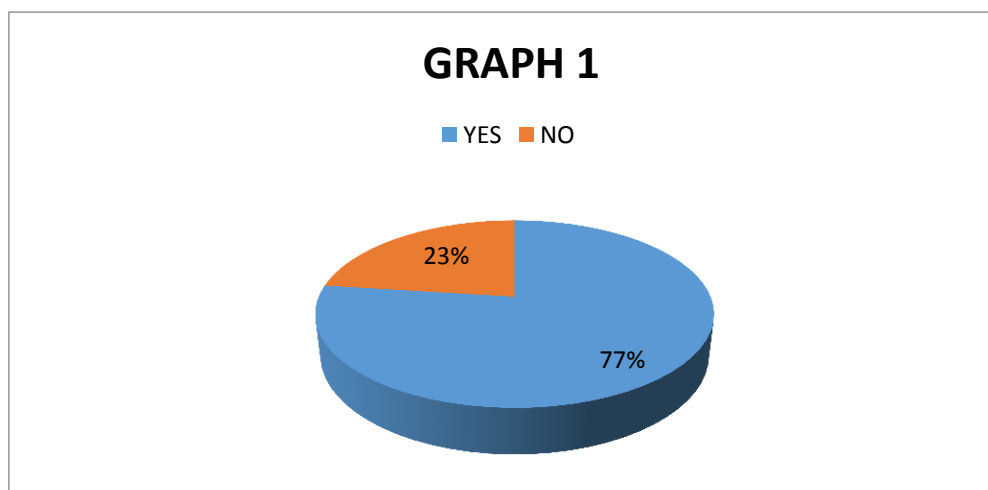
Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

Graph # 1 reveals that only 23% of 100% of the students did not feel motivated to speak in English and the remaining 77% of the sample stated that they did feel interested in using the English language to communicate in the classroom.

The results show that most of the students (77%) enjoy learning English because they find it interesting and funny and even some of them have a prior knowledge of the language. In general, they believe English is a universal language useful for their professional life and through which they can learn about many other cultures. Also, students consider that teacher's attitude plays an important role in their motivation.

On the contrary, other learners (23%) do not find any incentive to talk and there are several reasons for their lack of motivation. For instance, students who consider that English pronunciation is difficult and who have a poor fluency in the language are less motivated to learn mainly because they are shy and afraid of making mistakes. Besides, lack of vocabulary and grammar knowledge influence a great number of students who find hard to convey their messages in a foreign language. Additionally, other learners dislike the language because they become easily bored and do not consider it necessary to learn a language that is not their mother tongue.

The on-site observation revealed that in general, the students did not participate in oral activities and were not interested in learning the language. Only few students that comprehended the given instructions actively participated along the lesson, and the rest of the class only talked when the teacher asked a question and forced them to communicate.

Regarding students' motivation to speak in English in the classroom, it was observed that teachers need to become motivators of the learning process and consequently take the responsibility to engage students in speaking activities. This point of view coincides with the

criteria of Nation and Macalister (2010) who in their book about how to design curriculum for language teaching state that students' motivation will increase or decrease according to the teacher's attitude. It is also believed that students need to feel that teachers have an equal treatment for all of them, that is, without favoritism or discrimination. In this regard, previous studies have found that affective factors may positively and negatively affect the students' motivation and hinder their speaking abilities (Tokoz-Goktepe, 2014). Furthermore, the same author considers that lack of vocabulary and grammar structures limit the students' progress in their oral communication.   Indeed, teachers play an important role in students' motivation because they are the ones who guide students in the correct development of their speaking abilities.

Do you feel motivated to speak English with your classmates?
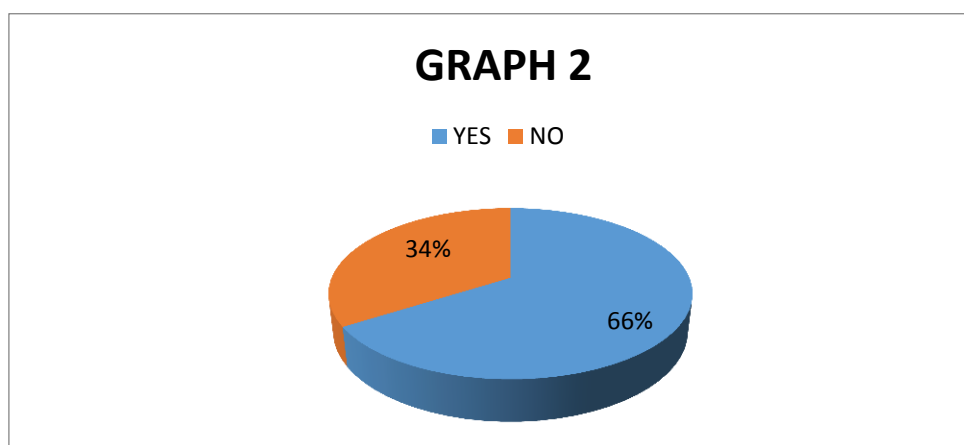
Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

As shown in graph # 2, the majority of the students (66%) felt motivated to talk in English with their classmates and the other part of the group (34%) were not able to communicate in the target language with their peers.

The students' responses (34%) reflect that they do not understand the language and therefore feel uncomfortable to talk with their peers. In addition, due to their lack of knowledge they prefer to communicate in their mother tongue instead of using

English. Besides, they do not make any effort to speak because they think English is not an important subject for their academic training. Also, they are afraid of being ridiculed by their peers.

On the other hand, the rest of the group (66%) expressed that they feel more comfortable talking with their peers because they are not stressed of making mistakes. Moreover, students enjoy talking with their classmates because they believe that they can learn from each other and improve and practice many aspects of the language such as vocabulary, grammar, and pronunciation. Some of the learners with a better level of knowledge stated that they like to be a guide for their classmates and help them to solve their doubts.

The on-site observation revealed that students did not actually use English to talk with their classmates. That is, when they had to communicate with their peers they did it in Spanish. Students were not motivated to interact and exchange ideas with their classmates applying the target language.

It was found that communication in the classroom could become a complicated task due to several factors such as the students' different level of knowledge, personality, climate of the classroom and type of activity. These factors certainly affect students' abilities to interact with their peers. For instance, students with a low speaking level will not be willing to maintain a short conversation with those who have a better level because they cannot follow their pace. However, other students can easily communicate with their peers because they perform in a friendly environment and are in the same range of authority. In this respect, Harmer (2007) establishes that it is evident that students prefer to talk with their classmates rather than the teacher because they feel free to express their thoughts without pressure. Additionally, to help students practice the language, it is essential that teachers apply different techniques in order to encourage oral production among them.   In fact,

Gutierrez (2005) suggests to include meaningful activities and group work in which learners can get feedback from their peers and develop their speaking skills. This means that the implementation of appropriate activities enhance students' motivation to speak English with their classmates.

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

GRAPH 3

■ YES ■ NO

37%

63%
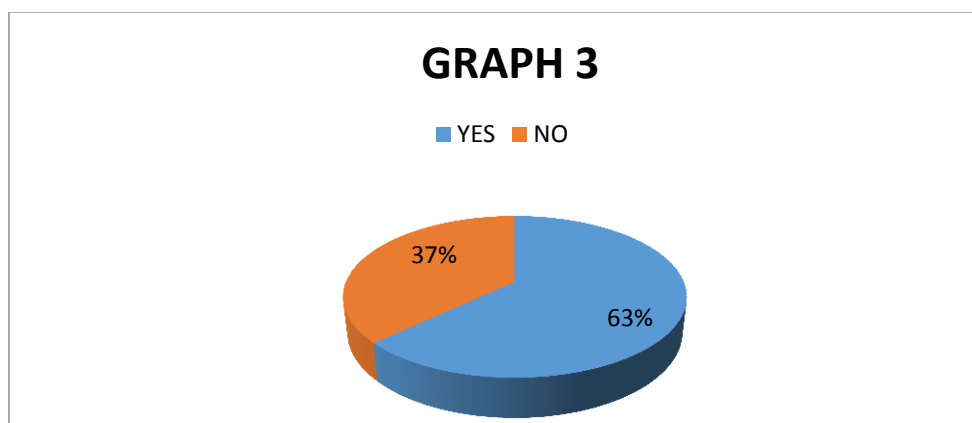
Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

Graph # 3 describes that 37% of the sample was not willing to freely participate in speaking activities and shows that the other 63% of learners actively participated in the classroom without being forced.
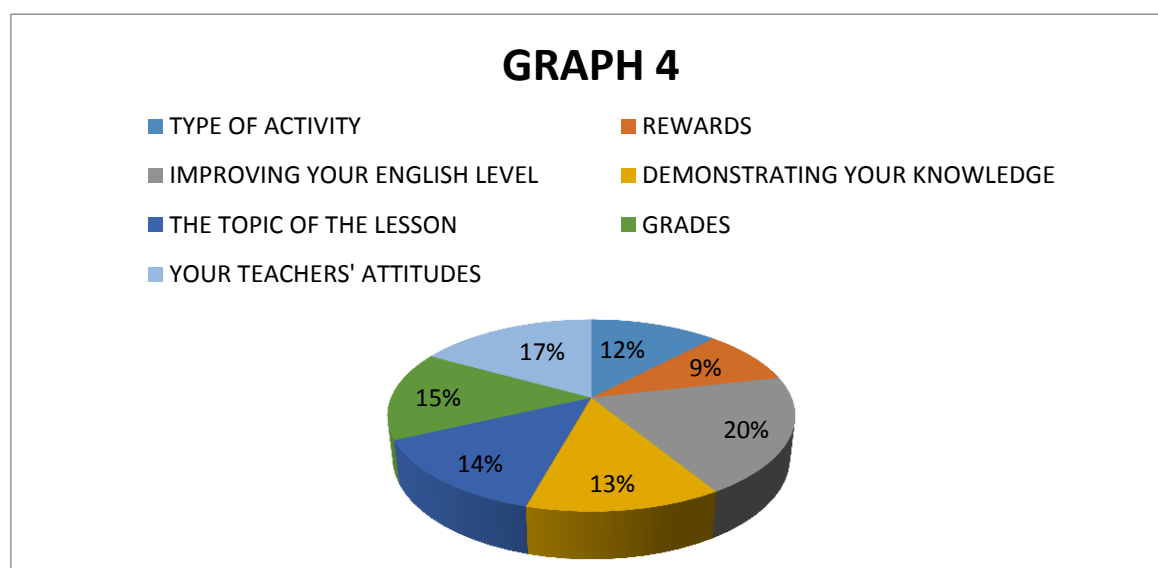
According to the results, 63% of the students are motivated to participate because it is an opportunity to practice their oral production and correct any mistakes. Also, knowledge of the language let students easily talk with their peers and in front of the class. However, other students (37%) feel pressured to talk and they only speak when the teacher demands it. Besides, lack of comprehension and practice inhibit their capacity to interact spontaneously. Additionally, it is hard for the students to voluntarily participate if their peers make fun of their speech.

The on-site observation revealed that it was difficult to make students freely participate in speaking activities and even in some cases it was necessary that the teacher

obliged them to talk. Only those students who showed understanding of the language participated without restrictions.

It is considered that voluntary participation is determinant for students to develop their speaking practice because if students practice the language in a warm environment they will want to exchange their ideas and thoughts, but when they feel pressured to talk, they will refuse to do it. This reasoning is in line with the opinion of Nation and Macalister (2010) who point that when students are forced to talk, they can show a bad attitude towards the language and it could affect their knowledge acquisition. It is also noticed that students can feel frustrated if they are exposed to a stressful situation. In a previous study, for example, it was determined that students experience anxiety when they have to communicate in a second language because they feel nervous about being mocked by others and dislike comparison with their peers (Suleimenova, 2013). It is evident that voluntary participation is attained through an active involvement of the students and an adequate development of the class.

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

GRAPH 4

- TYPE OF ACTIVITY
- REWARDS
- IMPROVING YOUR ENGLISH LEVEL
- DEMONSTRATING YOUR KNOWLEDGE
- THE TOPIC OF THE LESSON
- GRADES
- YOUR TEACHERS' ATTITUDES

12% — 9% — 20% — 13% — 14% — 15% — 17%

Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

Graph # 4 above refers to several factors that motivate students to participate in speaking activities in the classroom and it shows that most of the learners (20%) were engaged to participate in order to improve their knowledge level whereas 9% of the students were inclined to participate because of the rewards they receive in turn. Seventeen percent (17%) of the students considered that the teacher's attitudes have influence over their motivation. Fifteen percent of the students believed that obtaining a grade is conditional for their participation. Some of the students (14%) confirmed being enthusiastic about speaking activities if the given topic is interesting for them. Thirteen percent (13%) maintained that the opportunity to show their knowledge is a motivating factor to participate. The remaining 12% of the students affirmed that the kind of activity is determinant for their motivation.

The on-site observation revealed that the majority of the students did not show any interest in improving their speaking abilities and therefore it was unexpected that the results indicate that 20% of the students declared that they feel motivated principally for improving their knowledge level. It is also surprising that only 9% of students answered that they felt motivated to participate so as to obtain a reward since usually a high percentage of learners are more motivating when they receive for example extra points or gifts.

It was observed that students could feel motivated to participate in speaking activities through many factors, some of them may be more important than others and choosing the appropriate option depends on the students' perceptions. For instance, the type of activity is considered important at the moment of encouraging students to participate. In this sense, Harmer (2007) confirms that "Good speaking activities can and should be extremely engaging for the students". Thus, if the teacher helps students to practice and improve their oral abilities, they could easily reach the outlined goals. Additionally, the selection of the topic of the class is determinant for either attract or cause loss of interest of students in the speaking activities. Accordingly, Nation and Macalister (2010) state that in order to engage students,

teachers have to plan activities that include interesting and motivating topics. Therefore, teachers need to consider some aspects such as establishing specific tasks that students can accomplish, assisting students to be independent in the academic process, and helping students to attain their learning goals.

Rewards can also play an important role to stimulate students in classroom participation. This aspect has been studied by Nation and Macalister (2010) who conclude that rewards are part of the extrinsic motivation that influence the students' desire to speak. For this reason, teachers should use different kinds of rewards to motivate their students according to their age, for instance, children can be rewarded with candies, stickers or toys, while teenagers can be rewarded principally with grades.

Besides, students' motivation to orally communicate may increase or decrease according to the teachers' attitude. In his book named "How to teach English", Harmer (2007) also considers that teachers' attitude is an important factor which motivate students to participate in all speaking activities. Thus, if the teachers show self-confidence and professionalism in what they teach, the students will keep interested in the lesson. On the contrary, if the teachers are nervous, present lack of authority and do not manage the class with responsibility, the students will lessen their interest in learning the language.

Finally, many students are concerned about improving their academic performance and are self-conscious of their weaknesses on the language. Therefore, any opportunity to acquire knowledge and put in practice what they know, will motivate them to participate in the proposed activities. This point of view is also shared by Nation and Macalister (2010) who recognize that students have their own perceptions of what they need to improve.

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?
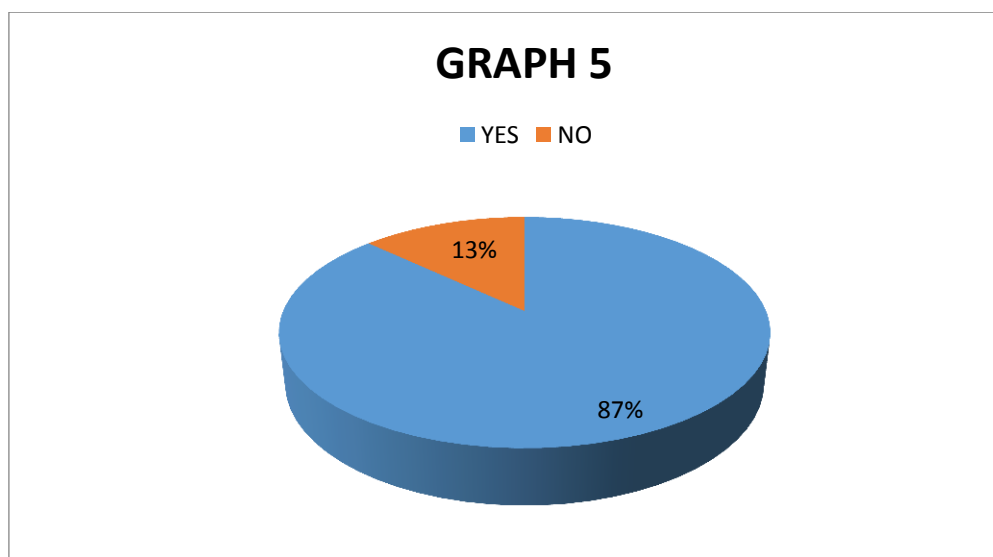
Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

In graph # 5 it can be observed that 87% of the students agreed that their English level has a great influence in their oral production, while the 13% of them believed that their participation is not affected by their knowledge of the language.

The survey shows that students (87%) recognize that a low level difficult their participation in speaking tasks. The students also assure that their good level is useful to help their peers. Additionally, learners state that their English level helps them to practice and increase their knowledge.

On the other hand, the rest of the students (13%) are of the opinion that English level is not important enough because they expect to be supported by their peers. Also, the students affirm that proficiency level is not important because they refuse to use the language in the classroom and do not like to participate.

The on-site observation revealed that for learners with a low speaking level it was difficult to communicate along the lesson because they did not seem to fully comprehend the
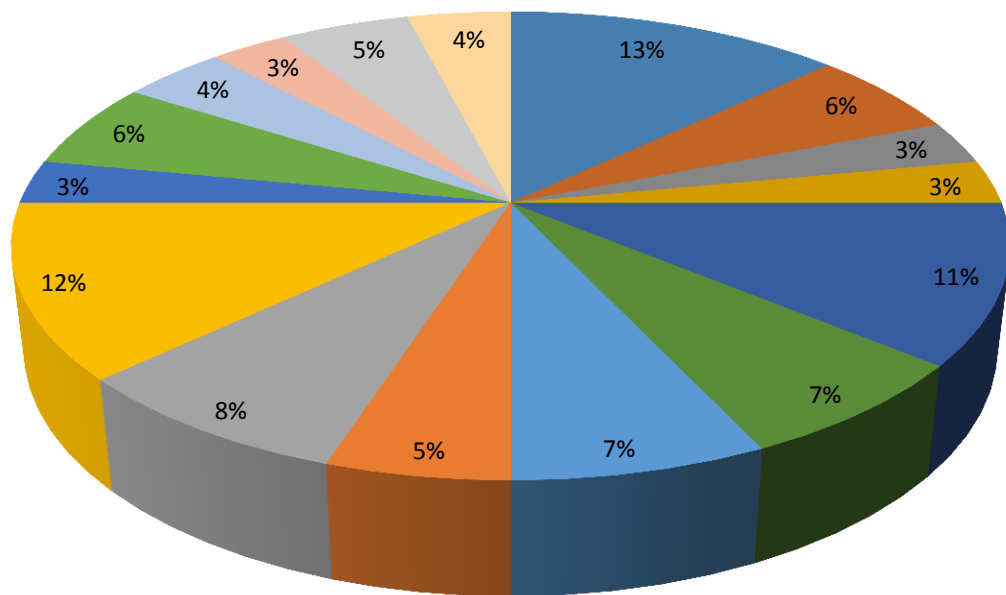
language. On the other hand, students with a better level were able to convey their messages without trouble.

According to the students' responses, there is no doubt that having a good level of the language is fundamental when they need to participate in speaking activities. In this regard, the Common European Framework of Reference for Languages (2001) categorizes the knowledge of the language in levels A1 and A2 (beginners), B1 and B2 (intermediate), C1 and C2 (advanced) to help teachers identify the appropriate kind of activity for each class level. However, considering the type of the sample in this study, only the beginner level of the CEFR will be taken into account. Consequently, students who belong to the A1 level of the CEFR are limited to construct elementary sentences and use single words. Yet, they are not able to communicate their thoughts fluently. Conversely, students who are in the next level (A2) try to formulate more complex sentences, understand the concepts in a better way and get involved in short conversations, but they still do not domain the language. Indeed, the students' proficiency level will determine their success or failure in the development of their speaking skills.

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

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

GRAPH 6

Legend:
- FORESEER DEVELOPER
- HARMONIZER CLARIFIER
- ENVISIONER MENTOR
- DISCOVERER ADVOCATE
- CONCEPTUALIZER DIRECTOR
- DESIGNER THEORIZER
- STRATEGIES MOVILIZER
- EXPLORER INVENTOR
- PLANNER INSPECTOR
- PROTECTOR SUPPORTER
- IMPLEMENTOR SUPERVISOR
- FACILITATOR CARETAKER
- ANALYZER OPERATOR
- COMPOSER PRODUCER
- PROMOTER EXECUTOR
- MOTIVATOR PRESENTER

Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

Graph # 6 reveals that 13% of the students identified themselves as Foreseer Developer while a low percentage of the students recognized them as Envisioner mentor, Discoverer advocate, Implementor supervisor and Composer producer (3% each personality). Twelve percent (12%) of the students answered that Protector Supporter was their type of personality. Besides, eleven percent (11%) of the students stated that their personality matched with the description of Conceptualizer director and a number of students (8%) classified themselves as Planner inspector. Two groups of students (7% each one) indicated that they had the characteristics of Designer theorizer and Strategist movilizer. Furthermore, Harmonizer clarifier and Facilitator caretaker were found in 6% of the students

(each type of personality). Explorer inventor and Promoter executor also appeared in two groups of 5% each one. Additionally, students selected Analyzer operator and Motivator presenter in 4% each type.

The on-site observation revealed that several types of personalities converge in the classroom. It was difficult to identify each one in the short time of the lesson, but it was noticed various features of the students' characters such as shyness, extroversion, leadership, organization, nervousness, laziness, consciousness and imagination.

The progress in the learning process depends to a great extent of the type of students' personality since it can affect positively or negatively in learners' willingness to communicate in English.   Keirsey and Bates (1984) have classified human characters in sixteen types of personalities which set relevant features in order to comprehend human behavior.

As indicated in the results, the majority of the students identified themselves as Foreseer developer who has the ability to solve problems without effort and easily maintain good relationship with others. These characteristics allow students to work in group without difficulty, take their studies with responsibility and show enthusiasm for the learning process. Likewise, Analyzer operator and Composer producer have the capacity to face problems actively and creatively but only 4% and 3% of the students chose these types of personalities. However, the Analyzer operator and the Composer producer differ from each other in that the first ones act according to their intuition and the second ones take advantage of the opportunities. Students categorized under these personalities can easily adapt themselves to any academic activity and deal with different challenges.

Moreover, students who do not feel comfortable in learning environments that are in constant change belong to Protector supporter and are identified in a 12% in this study.   They avoid being in leadership positions and care about their family and friends.   Two personalities that share similar characteristics of the Protector supporter are Facilitator

caretaker and Promoter executor because they also feel concerned for those people around them. In the classroom, students under the personalities of Protector supporter and Promoter executor will expect their classmates follow the rules and show respect for each other, while Facilitator caretaker support their peers with their knowledge and have an outstanding memory.

Additionally, eleven percent of the students possess the personality of Conceptualizer director because they admitted to be independent and avoid being in contact with people. Learners with this type of personality could experiment difficulties when they have to work with their classmates. Since they are independent, they can make their own decisions about their learning pace. Also, they make efforts to clarify their doubts when a concept or idea is not well understood.

On the other hand, students that are part of the Planner inspector personality (8%) have a high sense of responsibility and enjoy having everything organized. People around them can see their honesty in all their acts. Equally, Envisioner mentor, Discoverer advocate, Explorer inventor and Designer theorizer are creative for planning and use their imagination to complete a given task. Planner inspector and Envisioner mentor are types for whom values are extremely important.   Designer theorizer, Discoverer advocate and Explorer inventor are talented to create; this is, they can see new things where other people cannot. The characteristics of the above personalities contribute to an appropriate performance in the classroom because students develop the activities using their creativity and imagination considering organization and planning.

On their part, students who belong to Strategist movilizer personality are innate leaders and prefer to be the commander in any situation because they are very responsible, organized and devoted to work to the point of getting away from people around them. Efficiency is a key point of this type and therefore mistakes irritate them.   Implementor

supervisor' characteristics are very similar to those of the Strategist movilizer because they also take any action with responsibility, are methodical and have a positive attitude towards working but without sacrificing their time for other activities. On the contrary, a Motivator presenter is a more relaxed type than the previous ones because they take life in a simple way and avoid thinking in problems. They do not like working in isolation and are well known for their generosity. The students under Motivator presenter personality are not interested in improving their knowledge, they only want to learn to accomplish a specific task.

Finally, the 6% of students are identified as Harmonizer clarifier who idealize the world and show optimism in any situation. They try to find balance in all aspects of their lives and give priority to values. Learners of this kind of personality can easily adapt to any academic situation and establish good relationships with their classmates.

Once students recognize their type of personality, they will be able to identify their strengths and weaknesses of the language and feel motivated to improve their speaking abilities.

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

GRAPH 7

YES   NO

25%

75%
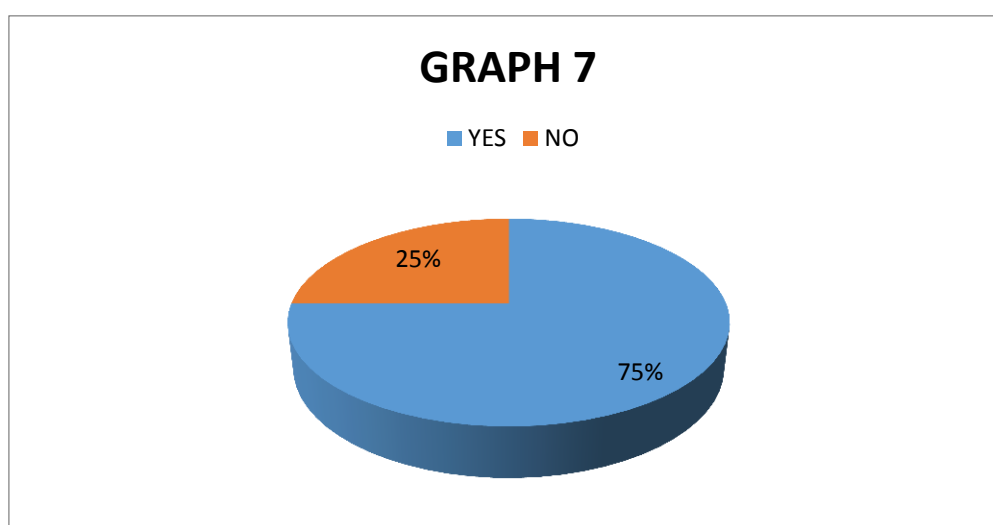
Authors: Quel Irene and Romero Carla

Source: Students' questionnaires

Last graph # 7 shows that 75% of the students considered that their kind of personality plays an important role when participating in speaking activities and 25% did not see personality as an influential factor for oral communication.

The results reflected that students who are leaders and cooperative are more willing to participate than those who are shy and introverted. Additionally, students who are self-confident and feel motivated to learn are not afraid of making mistakes and do not care about the others' opinions. Moreover, creative learners provide support to their peers and help to maintain a dynamic atmosphere in the classroom.

For other part of the students, personality does not have any relation with their performance in the classroom since they believe that their level of knowledge is what determine their participation in the speaking activities.

The on-site observation revealed that the students' type of personality had a great influence in their oral communication. For instance, students with a high sense of responsibility showed more interest on the lesson and accomplished all the proposed activities. On the contrary, students who were shy and introverted did not have the disposition to participate.

There is no doubt that personality plays an important role when learning a new language and consequently learners could be affected in a positive or negative way. In this regard, Alam and Bashir (2013) have found that teachers need to create a warm environment in order to support students with an introverted personality so they do not feel anxious and frightened of using the target language to exchange ideas with their peers. Personality is an essential factor when students want to reach their academic goals because their individualities determine their attitude to learn. In the sixteen types of personalities identified by Keirsey and Bates (1984) it is recognized that individuals can have different behaviors according to their personality and clearly influence people in the learning process.

Conclusions

The results have revealed that the students did not voluntarily participate in the speaking activities neither with the teacher nor with their classmates because they were not sufficiently motivated. That is, the learners did not show any interest to use the target language and they only spoke in English when the teacher inquired them to communicate.

This research has confirmed that students' willingness to orally communicate in English lessons is certainly linked to the motivation that may be originated from internal and external factors. This is, the different environments in which students are immersed inside and outside the classroom, the teachers' attitudes, the methods and activities used in the classroom have an impact on the students' learning development.

The results have also demonstrated that the type of personality influences the students' learning activities and their oral production in the English classroom. Through the different learners' characters such as shyness, extroversion, leadership, organization, nervousness, laziness, consciousness and imagination, it is possible for a teacher to identify and apply a suitable teaching approach in the classroom.

This research has proved that the classroom embraces diverse students' behaviors that define learners' attitudes towards the target language. The sixteen types of personalities identify relevant features in order to comprehend human characters and provide an idea on how the students' performance can benefit or limit their progress along the learning process.

Throughout this research it has been established that the students' proficiency level contributes to the growing of the English speaking skills. It was found that students with a low level of knowledge had difficulties for participating in oral activities while students with a better knowledge of the language showed a more favorable disposition to speak in English.

This research has shown that one influential factor to orally participate in the classroom is the topic of the lesson. That is, the theme of the lesson provides opportunities for teachers

and educational institutions to investigate and discover valuable information about the students' viewpoints on what motivate or demotivate them to orally communicate in an English classroom and to help them find the solutions to the detected problems.

Recommendations

It is suggested that teachers look for the appropriate methodologies and techniques to enhance the students' motivation to participate in oral activities so that learners may feel comfortable when communicating in English.

It is recommended that in order to improve the students' proficiency level, the English language should be used along the lesson since the more the students are exposed to the target language the better for them to improve their speaking skills.

It is advisable that the teachers take into account the different types of personalities of the students at the time of incorporating communicative task activities in the classroom since each learner's character plays an important role in the development of their speaking abilities.

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Annexes