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MENCIÒN INGLÈS

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

TRABAJO DE TITULACIÒN.

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## APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

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DOCENTE DE LA TITULACIÓN

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 Valdivieso Vidal Raquel Alexandra ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, junio de 2015

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## DECLARACIÓN DE AUTORIA Y CESIÓN DE DERECHOS.

Yo, Valdivieso Vidal Raquel Alexandra declaro ser 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 la Mgs. Verónica Soledad Espinoza Celi, directora 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.

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## DEDICATION

This thesis is dedicated to my sons: Darwin, Joan and Lucas, who are my inspiration and my strength to continue and be better everyday, to my husband, who has always supported me in my plans, aspirations and desires; and to my relatives, who have helped in some way during my studies.

Raquel

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## ABSTRACT

The topic of this study is Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, and its main purpose is to know such perceptions on these factors.

The investigation was conducted in five different grades of four high schools in Zapotillo, in 2014. They included 8th, 9th and 10th grades of Basic Education, and 1<sup>st</sup> and 2<sup>nd</sup> with senior students. The information was collected through questionnaires and observation sheets. The approaches used in this study were quantitative and qualitative.

To analyse and interpret data, the quantitative analysis was applied to find out how motivation influences students' willingness to orally communicate, and the variety of factors influencing on Willingness to Communicate (WTC). Otherwise, qualitative analysis was done in order to determine the students' reasons.

The findings of this study demonstrate that most of the students in high schools are willing to speak English in class. Moreover, their motivation, proficiency level and type of personality influence notably on their predisposition to orally communicate.

**KEYWORDS:** Students' perceptions, oral communication, English as a foreign language, motivation, proficiency level.

## RESUMEN

El tema del presente estudio es “Percepciones de los estudiantes sobre los factores que influyen en su predisposición para comunicarse oralmente en las clases de Inglés como lengua extranjera en los colegios ecuatorianos”, y su propósito principal es conocer tales percepciones sobre estos factores.

La investigación fue dirigida en cinco cursos diferentes de cuatro colegios en Zapotillo en el 2014, los cuales fueron: 8, 9 y 10 grados de Educación General Básica, y 1 y 2 años de Bachillerato General Unificado. La información fue recogida mediante cuestionarios y hojas de observación. Los enfoques utilizados fueron cuantitativo y cualitativo.

Para analizar e interpretar los datos, fue utilizado el análisis cuantitativo para averiguar como la motivación influye en la predisposición de los estudiantes para comunicarse oralmente y la diversidad de factores que influyen en dicha predisposición. Por otra parte, se administró el análisis cualitativo con el fin de determinar las razones dadas por los estudiantes.

Los resultados de este estudio demuestran que la mayoría de los estudiantes en los colegios están dispuestos a hablar el Inglés en clases. Más aún, su motivación, su nivel de competencia en este idioma y el tipo de personalidad que poseen influyen considerablemente en su predisposición para comunicarse en forma oral.

**PALABRAS CLAVE:** Percepciones de los estudiantes, comunicación oral, Inglés como lengua extranjera, nivel de competencia.

## INTRODUCTION

Speaking is a very important skill to develop within learning of English. However, most of the students in Ecuadorian high schools usually have trouble with this ability and one reason could be that it is not so practiced inside and outside the classroom.

Even though teachers' efforts to encourage students to orally participate in class, it is stated that learners are not willing to speak English. Consequently, they can not reach the required proficiency level.

Taking into account the mentioned problem, it is necessary to conduct the following study: "Student`s perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools", in order to know the main reason for this conduct. To achieve this goal, three research questions have been established. How does motivation influence student`s willingness to orally communicate? How does proficiency level influence student`s willingness to orally communicate? How does personality influence student`s willingness to orally communicate?

By answering these questions, teachers will have a wider idea about what happens with students and can implement actions concerned with overcome the difficulties and achieve the goals of the teaching- learning process.

A variety of researches related to Willingness to Communicate (WTC) has been led worldwide in order to find out the level of disposition to speak EFL that students have and what are the principal factors influencing on it. Javad (2012) directed a study to find out the Iranians EFL learners' perceptions of factors that influence on willingness to communicate in English in language classrooms. In this study, several factors were identified that affect to WTC, such as learning anxiety, learning motivation, perceived speaking ability, task type, topic, teacher, classroom environment and grading, and correctness of speech.

Kim (2004) conducted another investigation concerned with searching the willingness of Korean university students learning English as a Foreign language to communicate in English and what are the aspects influencing it. The results demonstrated that Korean university students, who learn English as an L2 in the Korean EFL context, have low levels of WTC in English. It was stated that attitudes and motivation are indirectly related to WTC through Confidence in English communication. Moreover, students' expectations of their L2 competence and success can influence the affective variables, which consequently affects WTC in L2.

Additionally, Barjesteh, Vaseghi and Neissi (2012) directed an investigation with Iranian students. It was concerned with discovering their perceptions regarding their willingness to begin communication across different context – and receiver –types. The findings demonstrated that the students were very disposed to communicate in two contexts-types: group discussion and meetings; and one receiver-type: Friend.

The results of the present study will benefit not only to the investigator who can graduate as an English teacher, but it also supports to high schools, students, teachers and people concerned with EFL, since they will obtain a view about students' perceptions on the factors influencing WTC. Consequently, this knowledge will let them to develop activities and establish solutions to increase the students disposition to speak English in class and therefore, to improve their communicative competence in this important and needed language. Furthermore, this information might be used also for future researches in order to support and get a background about related topics.

This research was limited by the low level of the students' knowledge about terms included in the questionnaires and poor arguments to support their answers. Additionally, the findings found in the rural school varied considerably from the obtained in the urban high schools. It would be remarkable that future researchers execute studies only in high schools within rural areas to compare if the students' level of WTC in English and their perceptions on factors influencing on it are the same as in urban schools.

## METHOD

In this section, will be briefly described the developed process including settings and participants, and procedures.

### *Settings and participants.*

The present research was conducted in Zapotillo, province of Loja, Ecuador in four different public high schools. The students there are both women and men and they receive classes in the morning. The study sample consisted on five courses, which were 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades of Basic Education and 1<sup>st</sup> and 2<sup>nd</sup> years with senior students. These students, who learn English as a Foreign Language in their schools, were observed globally during a class period while they studied English as habitually they do. However, the questionnaires were applied to only twenty students among women and men randomly selected from each classroom,

Since it was required that the research included grades with different tutors, five teachers were involved in the investigation, too. However, it is important to highlight that three of them are not specialized in English.

### *Procedures*

In order to get fundament and theoretically support the investigation, an extended bibliographical research was executed in books and on the web. This search included concepts like motivation, proficiency level, types of personality and teaching speaking. Similarly, some investigations in journals related to WTC in English which were examined and included as basis to describe, analyze and interpret the results.

The methods used in the study were quantitative and qualitative. Five different courses with five different teachers were chosen as sample, they included 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades of Basic Education and 1<sup>st</sup> and 2<sup>nd</sup> years of Senior education. Every course was observed by the investigator during a class period while the students were taught English. The aspects considered for the observation were motivation in students to speak, their main reasons, the speaking activities used in class and their proficiency level and type of personality as influencing on their WTC. This information was registered in an observation sheet.

After that, 20 students from each classroom were randomly selected to answer a questionnaire, which included seven questions about their motivation to communicate in English class, their principal motives to participate, and their perceptions about their

proficiency level and personality as inciting their oral communication in this subject. These questionnaires were in Spanish for a better students' understanding.

With the aim of analyzing and describing the found data, a quantitative analysis was done to determine the frequency of motivation on students to speak English, the main aspects influencing on it, and their perceptions about their type of personality and proficiency level as factors affecting their WTC.

Moreover, a qualitative analysis was done about the arguments supporting their answers in order to establish how these issues mentioned above incite their willingness to orally communicate in English.

## DISCUSSION

### **Literature Review**

Learning a new language needs to develop four skills: reading, writing, listening and speaking. The last one is considered as the most complicated skill to improve in learning English by learners according research done by different investigators and personal experience. Paakki (2013) concluded in her study that both the Finns and the Japanese had difficulty to speak English for different reasons. Among these issues, is the students' low willingness to orally participate in English class. Consequently, if students do not speak, they will not develop a good fluency neither a high level of proficiency in this language. There are some aspects that affect in the students' disposition to communicate in English classes, which will be described in the following section.

### **Motivation**

According Lightbown & Spada (2006), Motivation in a second language includes two aspects: learners' communicative needs and their attitudes towards the second language community. If students need the second language for academic purposes to accomplish their goals, to meet people, or others, they will realize of the importance of this language and therefore, they will endeavor to gain a good knowledge and use of it. Evenly, if they are interested in the culture speaking of this language, they will want to learn more about it and share more things.

Moreover, Harmer (2007) refers to Intrinsic and Extrinsic motivation to act in order to accomplish an objective. Intrinsic motivation is produced by different aspects made by teachers and students that occur inside the classroom; for example, techniques and activities proposed by teachers in lessons, and their own perceptions from the students about their level of successful in their performance. On the other hand, extrinsic motivation comes from outside the classroom and may be affected by external causes like their relatives, friends and community's attitudes towards the matter.

Concerning the way teachers can encourage students, Lightbown & Spada (2006) agree with Harmer about teachers can be a great effect on their students' feelings towards learning of a foreign language and motivation to participate actively in class, and this goal can be achieved in different ways. These authors include the correct level of challenge as one of them, since it is important to find an activity that is not too easy or too difficult for the students. For instance, if the task is too easy, they

will feel bored; on the other hand, if it is too difficult, they will feel discouraged or frustrated. The appropriate grade of hardness will keep them interested and enthusiastic about it.

“Teachers can make a positive contribution to students’ motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive”( Lightbown & Spada, 2006)

This assumption clearly identifies to teachers as an important factor in the construction of an appropriate environment, where students feel their teacher and classmates’ support and help, and consequently; learning is easier and productive.

Other aspects considered by Harmer (2007) are the affect and agency. Affect refers to the attitudes and feelings that students have in the learning process. Teacher has to create a reassuring and helpful environment, where students feel confidence to express their ideas and share their knowledge without fear or excessive pressure, this aspect is very close to the supportive atmosphere mentioned by Lightbown & Spada (2006).

Meanwhile agency concerns with control or freedom that students have to make certain decisions in the class. For example, they could choose a topic to be studied, the type of activity to be done, or the way they want to be corrected. This option lets students take a part of responsibility into the learning process and can make them feel important and an active part in the course.

Additionally, some areas where higher levels of motivation for students have been found in Educational Research and indicated by Crooks and Smith (1991). Three of these areas are firstly, motivating students into the lesson at the beginning of the lessons and between the changes of topic. This increases the students’ level of attention on the tasks to do. Moreover, varying the activities, tasks and materials avoids that students get bored by using the habitual activities, with the purpose of adding a little surprise and freshness to the class. Lastly, using co-operative rather than competitive goals demands the cooperation of all the students in order to achieve a common goal; hence, they feel more motivated and decide to do their best.

### **Proficiency Level**

According the Common European Framework of Reference for languages (CEFR) (2001), there are six levels of proficiency taking into account the language

user's performance: A1, A2, B1, B2, C1 and C2. The four skills are evaluated, but in the following lines, only the speaking skill will be described since it is the topic of the present study. The two issues included here are spoken production and spoken interaction.

Spoken production deal with the oral output that is received by one or more listeners, it includes public address such as instructions, directions, advice, orders, and others; and addressing audiences such as songs, presentations, lectures, speeches, and similar others.

The Illustrative CEFR scales related with oral production are pointed for overall spoken production, sustained monologue (describing experience), sustained monologue (putting a case), public announcements; and addressing audiences.

On the other hand, in spoken interaction, the speaker keeps dialogues, conversations or talks with one or more interlocutors in order to discuss or do an agreement about a topic. It includes debates, formal and informal conversations, interviews, negotiations, transactions, and more.

Likewise, the CEFR provides illustrative scales related with spoken interaction for overall spoken interaction, understanding a native speaker interlocutor, conversation, informal discussion, formal discussion and meetings, goal – oriented cooperation, transactions to obtain goods and services, information exchange, interviewing and being interviewed.

In the following lines, the levels in the Global Scale of Common European Framework of Reference for Languages (2001) will be described.

### *Basic user*

**A1:** A person can do some activities, for example making introductions about him/ herself and other people, asking and answering questions about basic personal information and keeping short dialogues with someone who speaks slowly and helps him/her during the interaction.

**A2:** In this level, people are able to communicate in natural and everyday conversations about familiar and routine matters. They also can talk about their background and environment in a simple way when it is necessary.

### *Independent user*

**B1:** In the present stage, people can trade with most situations arisen while they are travelling in a country where the language is spoken. Besides, they can produce simple texts about family or personal interests; tell events, experiences, desires or hopes by explaining their reasons and ideas.

**B2:** People who are in this level are able to keep a dialogue with native speakers about different and varied topics and with a good degree of fluency and naturalness without problems to be understood by their receptors. They are also able to expose their point of view about a topic and give the pros and cons about different options.

### *Proficient user*

**C1:** A person with this level of proficiency can express his / her thoughts, feelings and ideas easily and spontaneously without much obvious searching for words. He / she can communicate adaptably and efficiently in social, academic and professional contexts and talk about complex subjects, showing skillful use of organizational patterns, connectors and cohesive devices.

**C2:** People with this level of proficiency are able to summarize information from different spoken and written sources, recreating opinions and explanations in a comprehensible production. They can express themselves naturally, very fluently and accurately, discerning finer shades of significance even in more difficult conditions.

## **Personality**

Funder, D.C. (1997) defines personality as a set of characteristic customs related to thought, feeling and behavior in a person, together with the psychological devices, (hidden or not) behind those customs.

Within personality, Berens & Nardi (2004) describe 16 types, which will be summarized below.

Promoter Executor, it refers to very confident people about themselves, who enjoy the challenge and prefer action more than only words. They sometimes act without thinking about the fact, even when they should do it. However, they do not feel fear to make possible mistakes. They like to impress other people and gain their respect. Moreover, they usually get it with their skillful performance, which overtake

outlooks. They appreciate knowing people and sharing their likes, dislikes and ideas with them; and work cooperatively in order to achieve a goal.

Analyzer Operator, they like to analyze different problems or situations given to comprehend how they occur and solve or improve them. When they want to express their ideas or thoughts, they usually look for the right words in order to get the core of the subject, and when they find something new, they recur to their prior knowledge and experience in related topics to be objective and avoid overreact. Another characteristic of these people is that they like to learn and help others to make themselves their own learning by using available options and materials. As the Promoter Executor, they are ready to act in order to obtain certain result.

Motivator Presenter, they like to have silent moments when they relate deeply with other people. Because of their introverted feeling, they may find difficult and uncomfortable involving in outgoing thinking. They enjoy organizing information and other data in an attractive way, for example using charts or diagrams. Therefore, other people can comprehend and use it.

Composer Producer: they have a deep sense of identity and preserve the real others' needs. They also have a great set of values and judge the things according to it to nominate them as wrong or right. For this reason, they have a balance and a medium position in situations of problems or conflicts. Moreover, they can help to find the solution or the peace in awkward cases.

Implementor Supervisor: they are very organized people and they like to organize people and things in order to accomplish goals. They quickly notice when something is wrong and they are ready to arrange it, they learn effectively whatever they decide to learn and they usually control their feelings and impulses to create and care relations with people. Besides, they give a lot importance to the time and organize their activities according to it.

They enjoy conversations with different possibilities and theories since they can link data about their prosperity and experiences. They also love to learn new and mysterious things, like to brainstorm to get information and enjoy certain silly issues related with life.

Planner Inspector: they have a deep knowledge of how things have been in the past and often set inconsistencies about the actual issues contrasted with them. They like to continue their work on thoughts and models of people who have been before. They feel comfortable at working and doing the same activities everyday without

getting bored and usually enjoy performing tasks meaningful for them, such as studying, teaching or writing about important topics.

Facilitator Caretaker: they usually look for the way to protect other people and make them feel comfortable and involved in different situations. They like to create a place where the others do their best and work cooperatively.

As the Implementor Supervisors, the Facilitator Caretakers also enjoy conversations with different options and principles since they can tie data about their wealth and experiences. They like also to learn original and enigmatic things, like to brainstorm to get information and appreciate certain silly issues related with life.

Protector Supporter: they like to learn concepts and ideas from authoritative teaching adapted to real people and concrete situations where they can be applied. They can enjoy finding solutions to the problems, evaluating and sorting information. They also like to examine past experiences in order to find valuable knowledge and classes.

Strategist Mobilizer: they use systems to accomplish difficult tasks and like to organize things and situations where there is not order. They like to take risks and feel challenged by physical and action practices.

They are also attracted by extraverted guessing in disturbing ways sometimes and by non-important issues, which are considered later by them in dialogues.

Conceptualizer Director: for them, life is a learning procedure without the need of former knowledge. They often analyze if their decisions agree with their values and try to keep a balance between sense of loyalty and the desire and need of their own progress. As the Planner Inspector, they usually enjoy performing meaningful tasks for them, such as volunteering, studying, teaching or writing about important topics.

Explorer Inventor: They usually make inferences not only about what they hear and see, but also about what have not been said. So, they can understand abstract situations, too. When they involve in creative tasks they are able to present new ideas and organize them in different ways. They can create cooperative environments where people work together by doing their best in order to accomplish a goal, since they can be good leaders.

Designer Theorizer: The activities, which revisit prior experiences, knowledge or situations, can be enjoyable for them. For this reason, they sometimes elude new experiences, preferring the similar ones to those pleasant in the past. They enjoy

creating and keeping records of interesting things and topics for them. Like Facilitator Caretakers, they give a lot importance to connections with people and they like to protect them and make them feel comfortable. Sometimes, they feel relaxed expressing their feelings, thoughts and ideas.

Envisioner Mentor: they make connections with people easily and things around; enjoy activities like singing and dancing since they believe to be good at these issues and like to help other people to perform tasks by taking advantage of the situation and materials existing. Having fun with others is one of their favorite activities.

They usually like to analyze factually their actions and think that this is a worthwhile task to improve. However, when they get a lot involved they can feel frustrated and think they never will do it perfect, and so they can doubt about their intelligence.

Sometimes when they are not able to control their negative feelings, this could end in a fit of anger and cause disruptions in relationships with people.

Foreseer Developer: they prefer to learn concepts, ideas and models of themselves after a deep analysis and understanding of problems and situations than being given from others. When young, they frequently use their intuition to solve problems in order to name abstract perceptions without considering principles; they think that thoughts, desire and motivation are sufficient. However, as they grow up, they realize they have a set of principles acquired in solving important problems for them. Another interesting issue for them is wise quotation, which inspire them to continue with the learning process.

Discoverer Advocate: they love organization in its different aspects, they are able to identify when they are progressing and they are creative enough to set convincing explanations about their actions and choices. Their memory is surprising since they can remember a lot of information with a great deal of details even though they do not evoke them in the moment but later, impressing other people. They like to recall grateful memories, but evade the bad ones for not affecting negatively their present life.

Harmonizer Clarifier: they usually are conscious about the real value of everything. For instance, they often analyze their decisions in order to be sure if they agree with their principles and values and they commonly mind by what they consider fair and ethical, even though they oppose to the others.

## Teaching Speaking

Richards (1990) states that most learners of English as Second language measure their proficiency according their performance in Speaking. If they can orally communicate their ideas and thoughts successfully, they judge themselves as proficient in the use of this language. For this reason, the Speaking skill is considered as a primacy in the process of English learning.

In order to obtain a good manage of speaking, several approaches with different activities have been proposed within the Speaking field. For example, turn taking, topic management, and questioning strategies, group work, task work, among others.

Brown and Yule (1983) have classified the functions of speaking in interactional and transactional. However, Richards (2008) prefers to use an extended version of theirs, which are described to continuation.

*Talk as interaction*, it includes dialogues, conversations where people interchange opinions, ideas and thoughts about a topic. It should be developed with a social function.

*Talk as transaction*, it relates to cases where the important part is the message and the objective is to give or understand it clearly.

*Talk as performance*, it involves talking with public or in front of public, For example, make a presentation, do an announcement, say a speech, and others. Harmer (2007) points out some activities applied in order to develop and improve speaking skill, taking account that involving to students in conversations, debates and dialogues is a good way to obtain valuable results. Even though, not always goals are achieved entirely; activities such as information gap activities, telling stories, favorite objects, surveys, famous people, and moral dilemmas are worthwhile.

He also states that teachers' involving in Speaking activities is not an unacceptable idea, but it is advisable that he / she does not dominate the situation, with the purpose of students can watch the teacher's intervention only at a convenient deal.

In addition, with the shown information; teachers, students, and specialists in the field of English have carried out several studies concerned with the willingness to Speak English in class around the world. Some of them are briefly described below in order to expand and support the foundations for this research.

Javad (2012) directed a research to find out the Iranians EFL learners' perceptions of factors that influence on willingness to communicate in English in

language classrooms. This study was applied to seven language learners who were learning English as a foreign language in a private language institute in Iran. The researcher used semi-structured interviews with a qualitative focus, so the questions could be answered by the students with their own words and the results would be reliable. The typical and conventional qualitative data analysis procedures was employed, but in order to increase the validity of the results, a peer debriefing was also implemented by the researcher. That consisted in giving to a fellow the interviews with the answers and his points of view. They were reexamined and corresponding perspectives were provided.

Several factors were distinguished by learners as influencing on WTC. Some of them agree with the MacIntyre et al's WTC: learning anxiety, learning motivation, and perceived speaking ability. Nevertheless, there are other issues attained in the study, which are not included in that model. They are task type, topic, teacher, classroom environment and grading, and correctness of speech. Thus, the author suggests to the teachers support different aspects that encourage active and creative communication in class and quit off the ones that produce the opposed effect.

Other study related to the WTC in Iranian students was carried out by Barjesteh, Vaseghi and Neissi (2012). It included two research questions concerned with finding their perceptions regarding their willingness to initiate communication across different context – and receiver –types. Students entering in a “Panel Discussion” class (25) at a private English Language Institute Arses, in Amol participated in the study. Panel Discussion is the most advanced course offered for EFL learners in the institution. Usually, the students incoming in this course had been studying English during 4 years: 2 at beginning levels, 1 at intermediate level and 1 at upper intermediate level.

The investigation included four types of context: group discussion, meetings, interpersonal and public speaking; and three types of receiver: stranger, acquaintance and friend. So, the students were given a self- assessment questionnaire containing 20 situations in which they might select to communicate or not to communicate and specify the percent of frequency they would want to do it ( 0 = Never to 100 = always). They could make their choices freely and spontaneously.

After having the research, the authors determined that the learners were very willing to communicate in two contexts-types: group discussion and Meetings; and one receiver-type: Friend. The reasons would be that Iranian students generally use English only in meetings; social discussion and conversations in the classroom and most of them do not have the opportunity to travel to an English Speaking country or

talk with a native speaker. Therefore, they feel sure only in known and familiar situations but not in different conditions like public talk. They also have fear to make mistakes under the pressure of talking with a person who does not have knowledge about their level of English.

Barjesteh et al's suggest proposing interesting and known topics to improve WTC by discussing varied themes during and across the classes. They recommend to ask students about the topics they would like to study and try to include everybody's preferences. They also state that reducing the number of participants in a group is a good way to increase the responsibility and participation of everyone. Finally, it is suggested to create a safe and motivating environment for the students by listening them patiently, responding to them with empathy and smiling. This would encourage speaking extensively and forgetting their fears to make mistakes during communication.

Xie (2011) conducted a research concerned with exploring the degree of willingness to communicate in English in Chinese secondary school students; and identifying the factors influencing Chinese Learners'L2 WTC in an EFL rather than ESL context. Another objective of this study was to investigate if the amount of self-report WTC of these students corresponds to their behavioral WTC.

The current investigation was conducted at a secondary school in a rural area in Fujian Province in South China. For the quantitative part of the research, two randomly selected classes participated in a questionnaire survey. These 124 students, who were from 16 to 19 years old, had learned English as a subject in school during 3 years at junior high school and were in first or second year of their senior high school.

For the qualitative part, 4 students from the former group were randomly selected. They took part in classroom observations and individual semi-structured interviews.

The results of the study demonstrated that Chinese secondary students' L2 WTC in a rural area is usually low. Besides, the students' self-report WTC did not necessarily estimate their WTC behavior in the entire class environment. Trait-like WTC seems to define in certain way a general inclination to communicate, while situational WTC predicts whether communication in a determined condition will happen. They revealed also, that the most influencing factors on the rural Chinese students`WTC are self-perceived L2 proficiency, cultural values, L2 self-confidence, international posture, identity of interlocutors and parental influence.

The author suggests teachers to encourage self-confidence in communication among students, by reducing anxiety in class and nurture students' self-perceived skill in English. Because, another reason for the low L2 WTC is the lack of opportunities for interaction in class since the large number of students in each classroom, the teachers should propose activities that include all the students and develop their disposition to communicate.

Kim (2004) conducted an investigation related to WTC, too. Its goal was to search how willing Korean university students learning English as a Foreign language are to communicate in English and what are the factors affecting it. The study included 191 students of five different universities in Seoul and its vicinity in Korea, and used the quantitative approach with a package of surveys focused on evaluating the students' levels of affective variables: Attitudes, English learning motivation, confidence in English communication and willingness to communicate in English.

The current study established that Korean university students learn English as an L2 in the Korean EFL context have low levels of WTC in English. Taking in consideration that WTC in L2 is one of the main aspects predicting achievement in Second Language Acquisition (SLA), their low level of WTC in L2 is in a certain way responsible for their narrow or ineffective outcomes in accomplishing English expertise. Regarding to the relations among affective variables, the study shown the following: Attitudes and English learning Motivation are not directly related to WTC in English, but they are indirectly related to it through Confidence in English communication. Additionally, the investigator found that students' expectations of their L2 performance and success can influence the affective variables, which in turn affect WTC in L2.

Therefore, the author recommends that Korean EFL teachers should work creatively and persistently in order to create optimistic and accurate expectations in students about their English learning. It is suggested to encourage them by talking about the advantages of knowing English in order to get a job, enter an upper –level school or obtain a promotion instead of producing them to lose their L1 and L1 identity.

Other research was conducted by Hashimoto (2002) in Hawaii. In this study, the purpose was to examine the relationships among L2 learning and L2 communication variables applying the WTC model and the socio-educational model as the basis for a framework and to extend the models by evaluating their capability to predict language use in the Japanese ESL formal context. Fifty-six Japanese undergraduate and graduate students attending the University of Hawaii at Manoa (UHM) in Honolulu participated in this research. All of them spoke English as a second language and

Japanese as first language. In order to collect data, a short version of the Attitude / Motivation Test Battery (the mini AMTB) was applied.

The researcher concluded that students who have a better motivation are more willing to often communicate in classroom. Perceived competence or self-confidence in an L2 is a positive gauge of motivation, which in turn influences the use of L2 in class. However, the results of the current study suggest that perceiving the ability to communicate can affect the frequency of L2 use only with beginning students but not with more advanced students. On the other hand, anxiety affects negatively on perceived competence and successively in motivation and frequency of L2 use. It is proposed to increase perceived competence and to reduce the language anxiety with the aim to rise motivation and consequentially the occurrence of usage of L2.

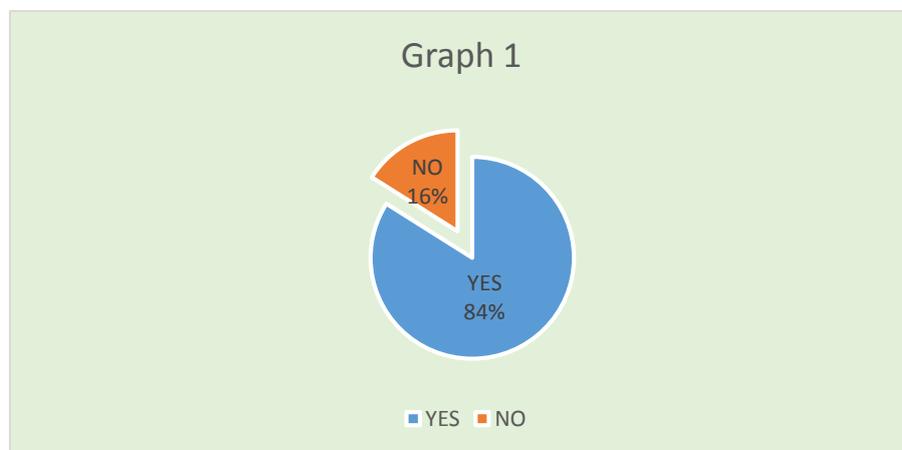
## Description, Analysis and Interpretation of Results.

In this section the analysis of the results of the surveys applied to the students of 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> grades; and 1<sup>st</sup>, and 2<sup>nd</sup> years from different public high schools in Zapotillo has been included. These findings will be discussed taking account the willingness the students have to speak in class and to communicate with their classmates. Likewise, certain factors as: type of activity, rewards, improve the level, demonstrate knowledge, the topic, grades and teacher`s attitude will be analyzed as influencing on WTC. Finally, the type of personality will be taken into account as an aspect related to WTC, too.

In order to accomplish this task and obtain successful findings, a mix of quantitative and qualitative analysis will be used according to the pertinence of questions. Besides, the outcomes of the surveys will be compared, contrasted and unified with the findings of the observations done by the researcher during class.

**How does motivation influences students' willingness to orally communicate?**

***Do you feel motivated to speak English?***



**Graph 1.**

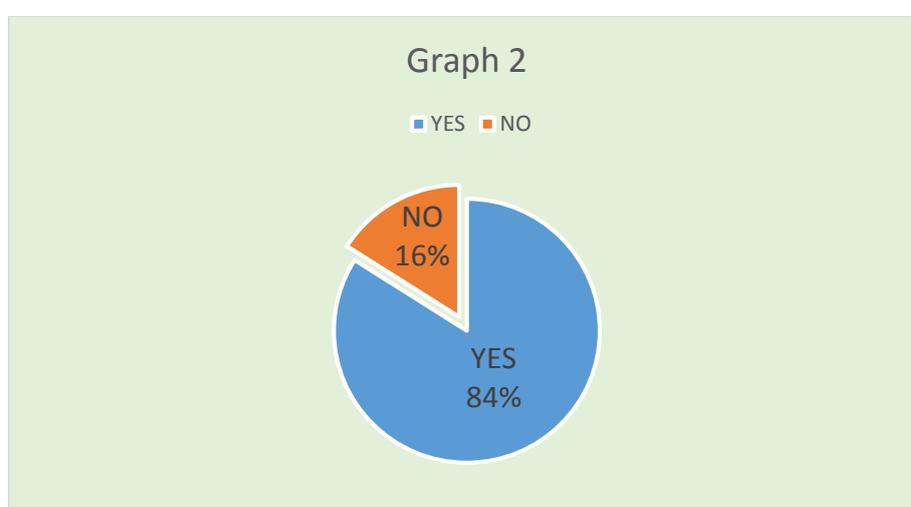
**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

Graph one shows that 84 % of the students answered that they feel motivated, but the other 16% mentioned not being motivated. In addition, they shown their disposition to participate during activities in most of the observed classes; they raised their hands to take part in them, they wanted to speak and were enthusiastic with challenging tasks. These results demonstrate that most of the students in public high schools in Zapotillo are keen to orally communicate in English in the classrooms.

Some of the reasons given by them comprise that their interest in English and the desire to develop their language skills in order to meet people and travel to other countries. In addition, during the observations, it was evidenced their wish to participate because they wanted to demonstrate their knowledge in front of the class and so, they could feel smarter. In this aspect, as Lightbown & Spada (2006) states students` needs and attitudes towards language are related to their motivation to speak English. In addition, when the students are more motivated, they are more disposed to speak English.

***Do you feel motivated to speak English?***



**Graph 2**

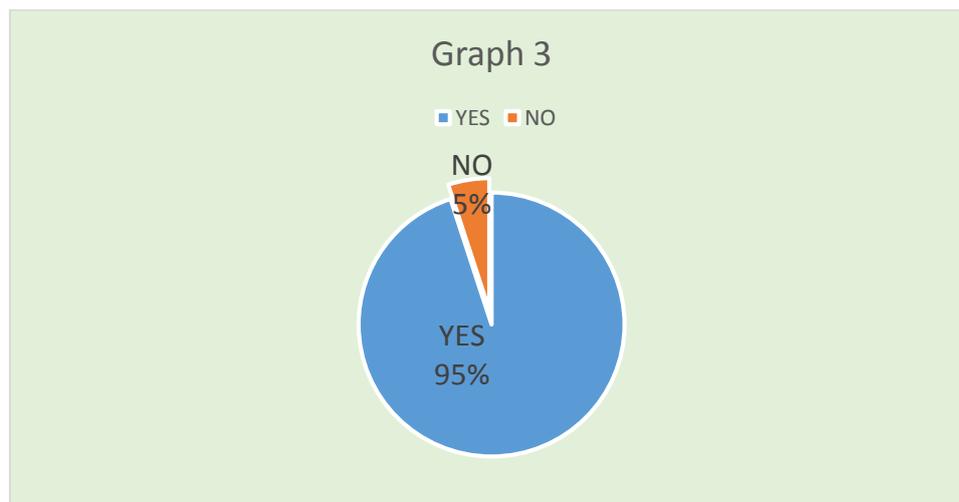
**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10<sup>th</sup> grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

Like in graph one, Graph two shows that 84% of the students answered the question in affirmative form and 16% responded in negative form. Therefore, it is established that most of the students feel motivation to speak English. The most important reasons for their willingness are their confidence to speak among classmates, the fact that they can express their ideas without fear, the type of correction that they receive from their classmates and the fun they get in groups. Even though, during some observed classes the teachers did not apply activities in group, while in others the students used Spanish to communicate. In a different class, the teacher proposed a speaking activity that required to speak with him, but not among students. However, in classrooms where students had to communicate in group, they felt confident to do it and their motivating reasons were: improving their pronunciation and getting high scores by their performance.

This assertion accords with Harmer`s suggestion (2007) about providing students with a helpful and comforting environment in order to make them feel secure and express their ideas without pressure. Furthermore, it is related to the Crooks and Smith`s assertion (1991) that motivation is associated also with cooperative tasks, since students feel more implicated and they do their best to accomplish a common objective.

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



**Graph 3.**

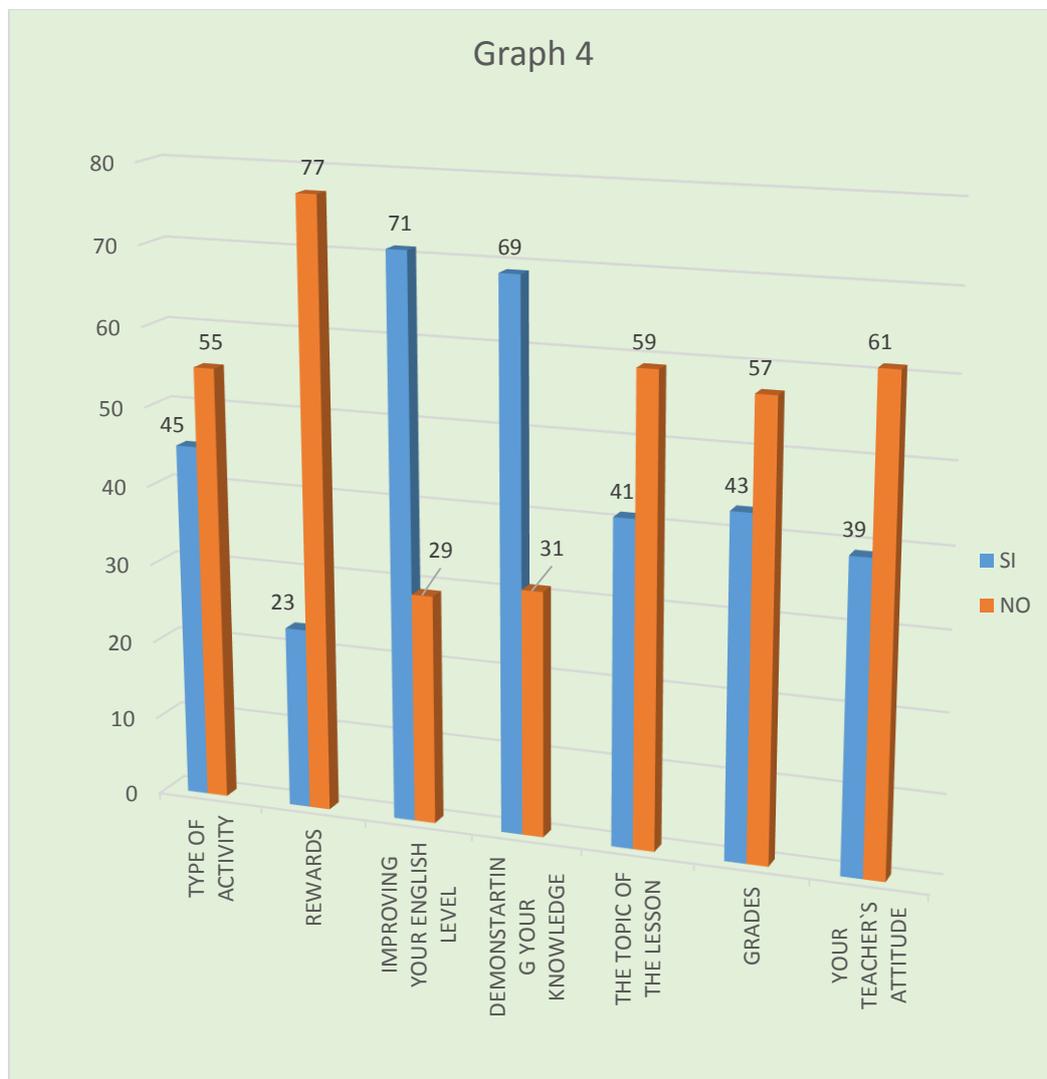
**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

Graph three shows that 95 % of the interviewed students expressed that they participate in class voluntarily and only 5% declared not to do it. These results make known that most students participate in speaking by their own choice. They obtain their desire to speak English from diverse aspects: improving their skills, demonstrating their knowledge, being admired by their classmates and getting their teachers` respect. These issues are related with intrinsic motivation, since it comes from the students` feelings or wishes. It is important to add that the students who answered not to speak English voluntarily are all from a rural school and their main reason is they have low level of knowledge. This agrees with the asseveration of the MacIntyre`s model about that WTC is influenced by perceived speaking ability, too.

In the observations, the students shown interest in speaking activities because they were easy to perform, to compete with their classmates and demonstrate their capacity and ability.

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



**Graph 4.** Global graph of factors motivating to participate in speaking activities.

**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

After the students were provided a list of possible factors influencing on their motivation to participate in speaking activities, graph four shows the following results. Improving their English level was chosen by 71 students, 69 students selected demonstrating their knowledge and 45 students nominated the type of activity. Additionally, grades were considered by 43 students, the topic of the lesson was signaled by 41 students, the teacher's attitude was taken into account by 39 students and rewards was mentioned by 23 students as factors influencing on WTC.

According to these findings, the most influencing factors on students' WTC are improving their English and demonstrating their knowledge. In a lower level appear the type of activity, grades, the topic and the teacher's attitude. Finally, the least influencing issue on the students' motivation to speak English in class is rewards. These conclusions agree in their most with the findings during the class' observation except by a part. According to the observer, the main reasons for the students to participate in speaking activities were impressing with their knowledge and the type of activity. Improving their language took a second place with the topic and the teacher's attitude, followed by grades and finally, rewards were irrelevant for their performance.

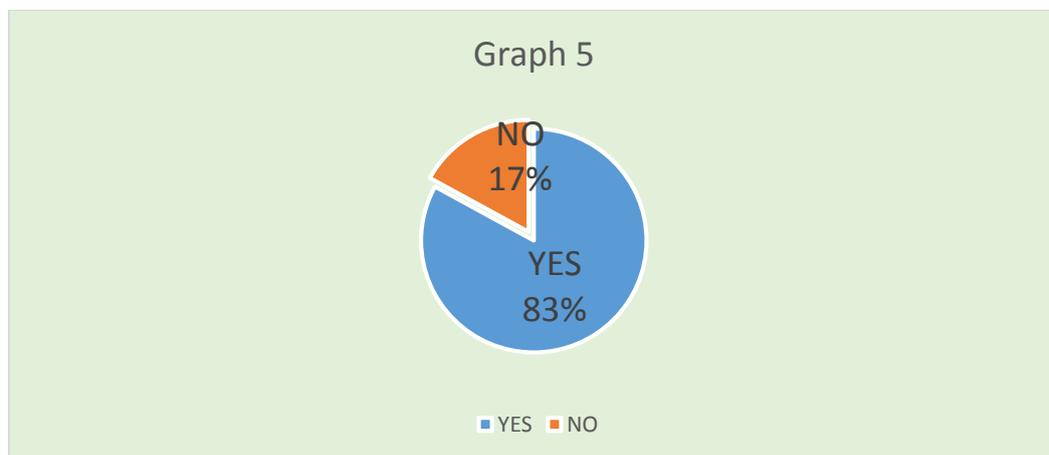
Concerning to the main issues observed, the student's desire to overwhelm to the other students and be admired by them was a determining factor to encourage them to speak. At the same time, they felt smart and intelligent by showing a good manage of English, which represents a challenge for most of the students in these researched schools. Meanwhile, the type of activity influenced many students to participate in different ways. Sometimes, the task was easy to perform, so most of the students were able to accomplish it, and their security about it stimulated them to speak. In other situations, the activity related to students' interests and they were engaged in it, or the assignment required speaking to achieve a common goal.

Again citing to Harmer (2007), motivation can be intrinsic when it is influenced by facts given inside the learning process, as: strategies used by the teacher, type of activity proposed by him / her or their own perceptions about their level of knowledge. Motivation can be extrinsic; on the other hand, when it is affected by factors outside of the classroom, for example friends, relatives or community's attitudes. In this research, most of the motivation comes from students' desire to improve their proficiency, the need to demonstrate their knowledge and the type of activity proposed, so it can be stated that their motivation is intrinsic.

During the observations, the researcher evidenced some types of speaking activities proposed by the teachers during class. They were: answering questions about the time, choral drill, interviews, review and recall of the last class, questions about meaning, dialogue in pairs: with a classmate or with the teacher, listening an audio and repeating pronunciation.

**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:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

Graph five demonstrates that 83% of the students indicated that their proficiency level influenced their willingness to speak English and the remaining 17 % expressed that there is not relation between the two issues. These results clearly reflect that most of the students consider the proficiency level as an important factor influencing WTC.

The students manifested that their level of knowledge let them to participate in class in a better way; and participating in speaking activities in turn improves their proficiency level. Although their desire to orally communicate in class, they are not able to do it if they do not have necessary knowledge to accomplish the task. Additionally, the students with a lower level have fear to make mistakes and be criticized by their classmates.

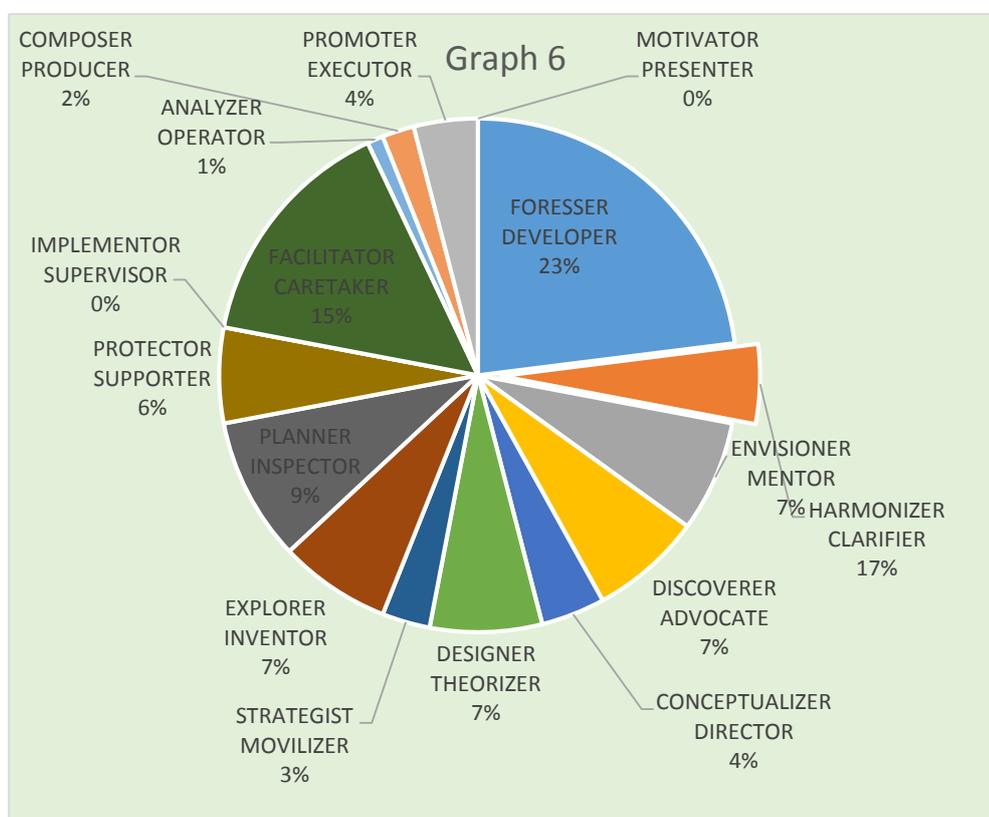
According the observations, the proficiency level is really an influencing factor on the students` oral participation since their knowledge gives them more security to express and consequently; they dare to speak. Their achievements in turn, increase their perceived speaking ability and so, they continue participating in other opportunities. The researcher could appreciate that the higher proficiency the students had, they were more willing to speak. On the other hand, the students with a lower level looked confused

and preferred to remain silent. They simply did not have awareness about what and how to speak.

These conclusions are similar to the ones obtained by Javad (2012), Xie (2011) and Hashimoto (2002) in their investigations, where they established that students' perceptions of proficiency level have a noteworthy influence on their WTC and subsequently on their participation in speaking activities.

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

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



**Graph 6.**

**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

The results exposed in graph six show the responses of the students interviewed. 23% of them declared to have the Foreseer developer type of personality, 15% indicated to be Facilitator caretakers, 9% assured being planner inspector, 7% manifested being Envisioner mentor, 7% think they are Designer theorizer and 7% expressed they are explorer inventors. Additionally, 6% revealed having the Protector

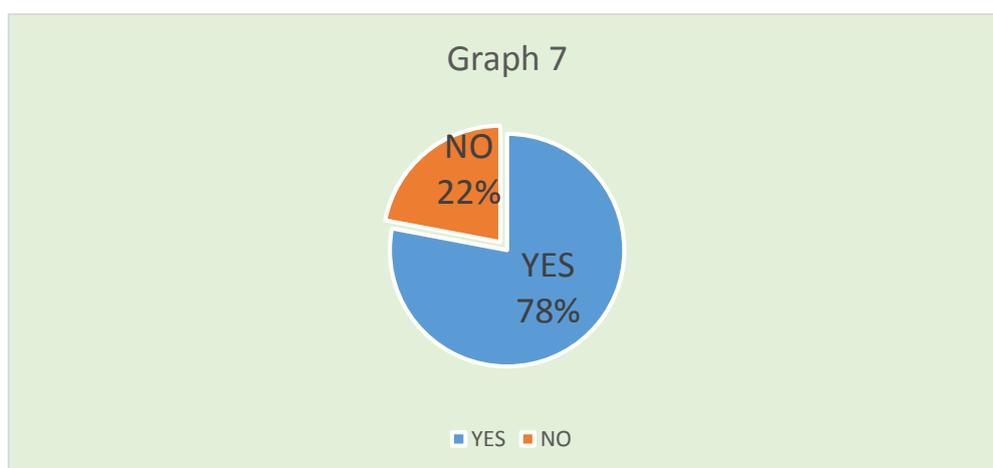
Supporter type of personality, 5% stated being Harmonizer clarifier, 4% of the asked students consider themselves Conceptualizer director. Finally, 4% of the students stated to be Promoter executor, 3% identified themselves as Strategist movilizer, 2% declared having personality trait of Composer producer and 1% manifested owning an Analyzer operator personality. But none of the students expressed being Implementer supervisor neither Motivator presenter.

The marks evidently demonstrate that most of the researched students recognize themselves as Foreseer developer. This type of people, according Berens, L. & Nardi, D. (2004) prefer learn and obtain experience by themselves than from others, by facing the situations and analyzing the conditions to act. Besides, they are good at resolving probable problems or difficulties.

Keirsey, D. & Bates M. (1978) describe them as usually good students, succeders who think seriously about their work and enjoy academic tasks. They tend to be perfectionist and do their best effort to achieve a goal. However, they can be hurt easily by other people and become private people.

Foreseer developers generally use metaphor when they converse, and their verbal and written speech is graceful and complex. They use their language talent to communicate with people in a personalized way. That is why they have commonly good public and interpersonal relations. Nevertheless, if they are victims of an aggressive, unfavorable situation or to continuous criticism, they become sad and restrained.

***Do you consider that your personality influence your participation in speaking activities?***



**Graph 7.**

**Author:** Raquel Valdivieso

**Source:** 8th, 9th, 10th grades; 1<sup>st</sup> and 2<sup>nd</sup> years of public schools in Zapotillo.

Chart seven demonstrates that 78% of the students stated they think their type of personality influences on their participation in speaking activities and 22% do not think so. The results suggest that most of the students believe their personality affects positively or negatively their communication in English in classroom.

They relate the two aspects through some issues. For example, their willingness to speak English in order to interact with people, their active and outgoing personality, their desire to learn more and their ability to solve problems. In the observations, the investigator could realize that the most extroverted students were who more spoke and participated in English class. On the other hand, the shy students seemed more reserved and stayed quiet. Additionally, some students who looked dynamic, outgoing, and voluntarily participated were not so worried about making mistakes.

This supports the MacIntyre & Charos's declaration (1996) that aspects related to personality trait like extraversion, agreeableness, conscientiousness, emotional stability and openness to experience are also directly related to willingness to communicate and affect this learning. Lalonde & Gardner (1984) agree with this affirmation, too. Due to there are several types of personality, Ehrman & Oxford (1990) assure that there are also different levels of disposition, ability and confidence to speak another language.

## Conclusions

- This research demonstrates that 84% of the students in high schools in Zapotillo consider themselves willing to orally communicate in the EFL classroom, both with their teacher and with classmates. This motivation is mainly intrinsic, which is related to their desire to improve and feel themselves superior, to their needs and expectations, and personal goals.
- The researched students pointed out improving their level (71%) and demonstrating their knowledge (69%) as the main reasons that motivate them to participate in speaking activities in the classroom.
- Motivation in students increases their willingness to orally communicate in EFL and this, in turn, improves their speaking skills.
- Seventy one percent (71%) of students consider their proficiency level as affecting their willingness to orally communicate in the following way. They are aware about their English competence and according it, they feel sure or afraid to speak in order to accomplish a task. Sometimes, they know the answer to a question in their native language, but they do not know or are not sure about how say it in English and prefer to remain silent than make mistakes.
- The types of personality with the highest percentages of students are Foresser developer with 23% and Facilitator caretaker with 15%.
- Personality is also an influencing factor on willingness to speak English in class in 78% of students. Outgoing and extroverted students participate in a more active way than shy students because they are not fearful and do not worry about making mistakes. Additionally, students who have a good manage of this language sometimes choose not to participate in front of the class because of their introvert personality.

## Recommendations

- Respecting students' motivation, teachers should increase their intrinsic inspiration in order to develop their willingness to speak English and improve their competence. This can be obtained by talking with them about the advantages of managing English within the personal, educational and occupational field, showing them the funny and interesting side of knowing a new language, or demonstrating them that it is not so difficult to learn it if they really desire and practice it.
- Students should be provided with necessary vocabulary, structures and pronunciation before to be asked to orally participate about a particular topic. This increases their security to speak, reduces their fear to make mistakes and gives them more opportunities to do it well. Consequently, each achievement will rise the students' perceived competence and their willingness to speak in future occasions.
- Regarding suggested tasks in class, teachers should propose more speaking activities where all the students have opportunity to participate, especially the most reserved; and not only asking who wants to do it. Because of their personality, there are many students, who do not participate until the teacher invites or requests them to do it.
- Teachers should be sure that their instructions are clear and understood by students when they suggest an activity. Many learners do not participate because the directions are confusing and they do not comprehend what the teacher wants to attain.
- Because their sensitive type of personality, some students might get hurt or discouraged without intention. Therefore, teachers should pay attention when their pupils participate in order to make an approval, correction or suggestion and to assess their progress. This produces in students a feeling that their teacher is interested in their learning. On the other hand, if the teacher is not aware of their participation, it will produce a negative effect in students and they will avoid participating in subsequent opportunities.

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## **ANNEXES**

Annex A



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

Estimado estudiante:

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

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

**Datos Informativos:**

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

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

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

Tipo de actividad	( )
Incentivos	( )
Mejorar tu nivel	( )
Demstrar 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	<b>Foreseer developer:</b> superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	<b>Harmonizer clarifier:</b> descubren misterios y tienen una forma de conocer lo que es creíble.	( )
3	<b>Envisioner mentor:</b> comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	( )
4	<b>Discoverer advocate:</b> exploran percepciones y responden a ellas mediante un proceso creativo.	( )
5	<b>Conceptualizer director:</b> visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	( )
6	<b>Designer theorizer:</b> son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )

7	<b>Strategist mobilizer:</b> son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	( )
8	<b>Explorer inventor:</b> son creativos e ingeniosos, intentan ser diplomáticos.	( )
9	<b>Planner inspector:</b> idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	( )
10	<b>Protector supporter:</b> 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	<b>Implementor supervisor:</b> tienen talento para traer el orden en situaciones caóticas. Se autoeducan y tienen una actitud trabajadora.	( )
12	<b>Facilitator caretaker:</b> aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )
13	<b>Analyzer operator:</b> resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14	<b>Composer producer:</b> toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	( )
15	<b>Promoter executor:</b> tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16	<b>Motivator presenter:</b> 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?	

Annex B



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

**ENGLISH DEGREE**

Dear student,

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

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

**Informative data:** Please fill in the information below

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

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

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

YES NO

Why?

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

YES NO

Why?

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

YES NO

Why?

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

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

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

YES NO

Why?

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

1	<b>Foreseer developer:</b> they overcome their differences and get along with others. They are also practical when solving problems.	( )
2	<b>Harmonizer clarifier:</b> They discover mysteries and have ways to know what is plausible.	( )
3	<b>Envisioner mentor:</b> they are communicative people and share values. They are also intuitive and enjoy creative processes.	( )
4	<b>Discoverer advocate:</b> they explore perceptions and respond to them through a creative process.	( )
5	<b>Conceptualizer director:</b> they imagine reasons behind things that happen. They are also independent and it is difficult for them to interact with others.	( )

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

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

YES NO

Why?

Annex C



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLÉS**

**Observation sheet**

<b>INSTITUTION:</b>	
<b>DATE:</b>	
<b>GRADE:</b>	

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?

<input type="checkbox"/>

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

YES	NO
Why?	

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

SI	NO
¿Por qué?	