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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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2015

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De mi consideración:

El presente trabajo de titulación “Students’ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools”, realizado por Amores Sáenz Vanessa Alejandra, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Octubre de 2015

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Vanessa Alejandra Amores Sáenz 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 highschoools*, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgs. Lida Mercedes Solano Jaramillo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legas 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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ABSTRACT

The theme of this research refers to the factors that influence students' willingness to orally communicate in the EFL classroom in Ecuadorian high schools. The purpose of this study was to analyze the students' perceptions on the factors that affect their willingness to orally communicate in class.

The general approach of this study was qualitative and quantitative in order to collect, explain, analyze, and describe the students' perceptions on the factors that influence their willingness to communicate in EFL classrooms in Ecuadorian high schools.

This study took place in five different classrooms at a private high school located in the town of Conocoto, Quito. Five classes and teachers were observed and one hundred students were surveyed. Two instruments were applied, one for the class observations and a students' questionnaire; consequently, their results were later tabulated and analyzed.

This study demonstrates that students' willingness to orally communicate depends on different factors such as, motivation, proficiency level, and activities that teachers propose in class; furthermore, the meaning they find in each class and communicative activity they face in the EFL classrooms.

Keywords: communication, willingness, perceptions, classrooms, high schools.

RESUMEN

El tema de esta investigación se refiere a los factores que influyen la voluntad de comunicarse de manera oral en las clases de inglés como lengua extranjera en las secundarias en Ecuador. El objetivo general de este estudio fue analizar las percepciones que tienen los estudiantes sobre los factores que afectan su voluntad de comunicarse de manera oral en las clases de inglés.

El método aplicado en este estudio fue cuantitativo, recolectar, explicar, analizar y describir las percepciones de los estudiantes sobre los factores que influyen su voluntad de comunicarse en clases de inglés en las secundarias ecuatorianas.

Este estudio fue desarrollado en cinco clases de una secundaria privada ubicada en Conocoto, Quito. Cinco clases y profesores fueron observados, y 100 estudiantes fueron encuestados. Dos instrumentos fueron utilizados, el primero fue un formato para observar clases y el segundo un cuestionario para los estudiantes, luego los resultados fueron tabulados y analizados.

Este estudio demuestra que la voluntad de comunicarse de manera oral de los estudiantes depende de algunos factores como, la motivación, su nivel de inglés, y las actividades propuestas en clase; además, el significado que encuentren en cada clase para comunicarse.

Palabras clave: comunicación, percepciones, aulas, secundarias.

INTRODUCTION

Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools is an important topic that needs to be discussed and investigated due to the current needs for effective communication when using a foreign language. There are many factors that may have direct or indirect influence on effective communication; for this reason, an accurate investigation is going to provide certain solutions and alternatives to improve students' willingness to communicate in English, inside and outside the classroom.

It is well-known that a language must be learned and acquired as a whole matter while developing all the four skills needed; consequently, developing and assimilating speaking skills is fundamental in the process of language acquisition. Developing speaking skills helps students to communicate effectively in the foreign language; thus, practicing in class and giving students the opportunity to attempt effective communication is essential. This fact motivated the current research in order to be able to identify and analyze the main factors and students' perceptions on what influences the students' willingness to speak in class.

To achieve the purpose of this research three questions were proposed; the first question was how motivation influence students' willingness to orally communicate? the second question was how does proficiency level influence students' willingness to orally communicate and the third question was how does personality influence students' willingness to orally communicate; therefore, the research was based on answering these questions in order to analyze all the factors proposed and the students' perceptions on each of those.

Some previous studies about factors that affect students' willingness to speak in class have been carried out; for instance, Eleni (2002) conducted a study with the purpose of analyzing the relationship between anxiety and L2 acquisition, as one of the factors that may affect students' willingness to speak.

The results of the research showed several types of English language anxiety and a significant gender difference; thus, factor analysis results suggested that there were different types of English language anxiety presented in the different environments from academic sources; consequently, findings in this study imply a deeper relationship among English language anxiety, identity development, and interethnic interactions; nonetheless, the only limitation found in the study was the complexity found on answers which recommended further research on the topic in order to find reasons and factors that affect anxiety and communication in class.

Another study was conducted by Yashima (2004), whose purpose is to examine variables that affect L2 communicative behavior, as well as, self-confidence and communication competence and anxiety. The main conclusion of that study was that, there are different variables which affect communicative behavior, being anxiety one of the most important. Insufficient sample data was found as the only limitation of this study.

Finally, the purpose of the study conducted by Peng (2006) is to statistically examine the relationship between L2 willingness to communicate and integrative motivation regarding communication.

The study by Peng showed very interesting perceptions and factors regarding integrative motivation in a population of 174 students, which showed that motivation is an important factor that stimulates learners to persevere in both L2 learning and L2 communication; in addition to that, it was found that motivation not only provides learners with driving force in language learning, but also can help and compensate for some personal or situational deficiencies faced by learners whilst communicating.

As the present research aimed to find students' perceptions on the factors that influence their willingness to orally communicate, the main beneficiaries are students, teachers, and educational institutions around the country, who will be able to find this research useful in

order for them to address students' needs and to be able to improve language classes in Ecuador; they can also find reasons in this research and look for answers in order to enhance speaking skills and communicative classes in ESL. Thus, teachers and language institutions will have a better perception on the factors and variables that students believe affect their willingness to orally communicate in class.

This study will serve as the basis for future research on the factors that influence students' willingness to speak, which are aimed to enhance students' communicative performance and to change some factors within the educational system and ESL teaching which affect communication in a foreign language. The only limitation encountered in this research was the sample size, which was very small; only five classes were observed and it proved to be a disadvantage to obtain better and more reliable results.

It is recommended that for future research the sample includes more class observations in order to have more reliable results.

DISCUSSION

Literature Review

Communication is one of the key parts and skills to be developed in any language instruction; for this reason, students' performance and eagerness to speak in a foreign language by applying their knowledge is the most outstanding outcome of a class. In addition, extensive revisions on the factors that affect and/or aid to develop the speaking skill correctly have been researched all along history. Investigators, researchers, and teachers have developed quite a number of documents and books which have been taken as ground floor for the current research. Both, quantitative and qualitative research done around the theme is a fundamental part of the beginning and outcomes of the investigation.

Motivation

When explaining and going into deep matter within the topic of motivation as a sub-topic, it must be addressed the students' motivation to speak in class in different activities. Motivation in its whole has been studied all along history and many theories and meanings have come along such as the ones that are going to be mentioned below.

Initiation, direction, intensity, persistence, and quality of behavior are part of the theoretical construct called motivation. Attention and effort in pursuing educational objectives are also an outstanding part of motivation and their influence in their willingness to engage in learning activities. Subjective experiences are also part of students' motivation as a way of intrinsic motivation, which will be developed in order to allow students reach their goals. Believing that learning and reinforcing language is possible and achievable is something that will play an important part in how motivated students will be; and how much of it is part or responsibility of the reinforcer or teacher, who plays an important part as a guide and mentor (Brophy, 2004).

According to Brophy (2004), social relationship entails having social support as well as social responsibility which in consequence gives students some kind of goal or belongingness which will aid the aim of communicating so it will be easier for them to be intrinsically motivated. There is no need for rewards when talking about intrinsic motivation due to the fact that actions are simply part of a process of interest and enjoyment; likewise, some authors agree that intrinsic motivation somehow helps the beginning of social relationships which can easily lead to communication and motivation to continue along the path of language learning. The relations in whom language users are involved are referred to as integrative orientations, in reference to being part of a new culture as well as getting advantage of their economic and practical recompense. Integrative orientations were investigated several times and among them there were found four as the most common, instrumental, friendship, travel, and knowledge orientations. Goals and objectives change from person to person and also orientations consequently levels of motivational intensity may also change (Gardner, 1985).

According to Gardner (1985), cognitive wishing is connected to motivation although making a huge difference in not only being pure effort, but also relating to an affective index which is also commonly related to intrinsic as well as extrinsic motivation. Goals, effort, willingness, and attitudes are all components of motivation; furthermore, they are involved in how communication becomes a goal which needs all of these components in order to be able to happen successfully.

Success is most of the times measured by grades or scores that students are given for their performance, during class time performance is the language that they produce and how they do it, in matters of keeping students motivated; it has been proved that allowing them to have freer communicational activities have greater outcomes rather than forcing them to produce stretches of language which they do not need to use. Besides, the aims of investigating and researching about motivation and how it affects or helps learners in their

aim of communicating in class, has taken two ways of making classes and language learning easier and more feasible to achieve by applying assertive activities to improve or even supply motivation for students to become both better learners and speakers (Dornyei, 2001).

Motivating students to speak in class is somehow not only the job of a teacher, but it is also part of many other constructs which have considered above, in consequence finding ways on how to motivate students to speak in an English class is challenging. Process-orientated theories about motivation are currently far away from what the new socio-dynamic theories tell us about the topic, its dynamic nature and social influence have changed perspectives on how teachers used to motivate or inspire students to speak in class; for instance, speaking used to be one of the many more activities done in class with no particular aim and only focusing on systematic teaching and learning. Thus, new theories and approaches consider social context which may be connected to reasons for failure and success in the classroom; motivated students are not always successful so ways of making students succeed in the class are one of the most important factors that teachers must take into account when attempting to sustain students motivation (Dornyei, 2001).

Desire for communicating with their peers will come from any activity, only if the presented activity has an interesting social context and aim that will lead students to reach some type of solution or useful outcome (Gardner, 1985).

Furthermore, schools' subjects and schools' environment are not the most joyful and fun context in which students plan to communicate; for this reason, teachers need to maximize the use of space and social situations in order to enhance speaking in class (Brophy, 2004).

Therefore, demotivated students need to be encouraged to speak in the target language through activities that they may find interesting (Dornyei, 2001).

Proficiency level

Languages around the world and along history have always been part of education; however, it was not too long ago when institutions of formal education gave language teaching and learning its appropriate importance. The importance given to languages was considered a keystone to begin with many modifications done in order to develop and improve all the processes involved in language teaching (European Council, 1988).

Firstly, the Council of Europe (COE) as an international organization promoting cooperation in many fields among European countries, since 1947, founded one of its bodies on culture; therefore, languages around Europe, have a big influence in learning, teaching and development as well as extension and promotion everywhere. The body from the COE already mentioned which is in charge of aiding and developing all programs involved with culture and languages, was the body that created the Common European Framework of Reference (CEFR). The mentioned framework was developed aiming to provide explicit and helpful objectives, precisions, methods, and contents in second or foreign language education. The Council of Europe released the framework to provide a basis for formal language education in matters of curricula, textbooks, programs, learning materials among others.

The CEFR was designed including three main dimensions which are language activities, domains, and competences. Domains refer to the context where activities occur; on the other hand, competences used in order to engage in the activities. The mentioned language activities are divided into four kinds, which are reception, where listening and reading are included, production and interaction where the spoken and written production emerge, finally mediation which is involved in translating and interpreting (European Council, 1988).

An action-oriented approach is applied in the CEFR in order to describe the learning outcomes in terms of language use. Four domains of language use were considered within the document of the CEFR, public, personal, educational and professional domains are all taken

into account to specify locations, persons, objects, events, operation and text. It was found out throughout the process that the COE followed in order to create and later to publish the CEFR that people as individuals and social agents are constantly developing competences that are in particular communicative language competences, these competences are involved in language activities which are undertaken in various conditions and constraints. All language processes are involved in producing or receiving texts in relation to specific topics and in specific domains. The monitoring of the mentioned competences all along language activities is the one that produces or gives the language outcome.

The Common European Framework of Reference (CEFR) was developed and focusing on dividing and classifying language users into different levels, according to the objectives achieved by each individual, being the language levels the ones described below. When it comes to giving a framework for speaking skills and communicative competences only, the CEFR aligns it into two sections speaking production and speaking interaction both divided among the different levels of proficiency, each one with their descriptors. The first proficiency level is A1 or Breakthrough which is the lowest level of language use. This level refers to simple and basic interaction, language users at this level should be able to ask and answer simple questions about themselves and people around them. At level A1 users initiate to respond to simple statements on very familiar topics and also in areas of immediate need (European Council, 1988).

In addition, their lexical repertoire is organized among situation-specific phrases. The second proficiency level is A2 or referred to Waystage specification. The descriptors of this level already state social functions such as greetings with polite forms as well as handling very short social exchanges and reaction to news and free time, similarly be able to discuss and make arrangements to accept offers. The third proficiency level is B1 or threshold level, at this level there are two features involved in different activities among the language users.

The ability to maintain interaction is the first feature which involves following the main points of extended discussion within a standard dialect. Comprehension of informal discussions, views and opinions are also part of this feature as well as exploiting a wide range of simple language to express some of the things that are needed by the user at that moment. A language user at level B1 may find it difficult to comprehend an ongoing discussion or conversation. Pausing for planning both to look for grammatical or lexical accuracy may be evident and normal when attempting to express long stretches of free language production.

The second feature within the B1 level in matters of speaking production is the ability of coping with everyday life problems; in addition to routine situations and also basic arrangements when travelling.

The fourth proficiency level is B2 or intended to be a Vantage level which reflects the end of the intermediate plateau and beginning of an upper or advance level which is considered a top or high level when it comes to languages. The perspective is quite different than the one from the previous level B1 and shows a clear and huge progress along the languages field for the user. The next band although at the same level is the B2+ or Strong Vantage which shows language awareness and effective social discourse and performance as a continuation of what was shown in the previous level. Conversational management shows the degree of discourse competence that users at level B2 have when giving feedback and follow up in discussions and also when making inferences. The use of connected discourse and the use of coherent devices in order to negotiate by using persuasive language is one of the most prominent characteristics of users at this level.

Finally, the next two bands are the C1 level or Effective Operational Proficiency which is a level that allows the user to communicate spontaneously by having access to a broad range of language. A broad lexical repertoire and smooth flow of languages are both characteristics at this level. Discourse skills are full of well-structured speech along with

controlled use of language patterns. To sum up the C2 level or Mastery has the main purpose of describing the degree of precision, appropriateness and ease within language which typifies the speech of only highly successful learners (European Council, 1988).

Personality

Preferences for how the world is perceived and how judgments are made are indicated by the behavioral patterns shown by each human being. There are 16 personality types to be taken into account when observing and analyzing people's behavior. These 16 patterns are characterized by using a four-letter type, where the two middle letter refer to preferences for perception in sensing or intuiting represented by letters S or N, and the preferences for judgment by thinking or feeling represented by the letters T or F, each of the letters in the type represent cognitive processes, which can be used in an extroverted or introverted way. The first letter in the code refers to the orientation, whether the person is extroverted or introverted, and the last letter in the code refers to the preference on perceiving or judging. When codifying these letters they make up the 16 personality types; it is well-known that the study and analysis of personality and behavior are indeed important for education, to be able to consider personality types and their influence in the topic. Below a brief description for each personality type is going to be found: According to Berens (1999), there are sixteen types of personalities. The first type is a Foreseer developer or INFJ it is a person who takes care of solving problems within an idealistic life always finding a sense of purpose. Always guiding and developing talents in people around solving personal and ethical issues.

The second type is an Envisioner mentor or ENFJ, people who have this personality always shares values and is successful in communication and sharing values. This type of people seek for opportunities to work together by using intuitive intellect and also getting to see potential in others (Berens, 1999).

The third one, known as Conceptualizer Director or INTJ, which is a person who loves improvements and generally hates crowds because of its lonely nature. This type of person likes to maximize achievements and self-mastery. For Conceptualizer Directors, life achievements reflect thoughtful and insightful integration of all has been learned. They enjoy mastering anything that attracts and challenges them (Berens, 1999).

The fourth type of personality refers to Strategist mobilizer ENTJ, that is a person who loves integrity and hates inconsistency this is why that person is good at being a leader due to his/her ability for maximizing talents. Mentoring and empowering towards managing multiple projects is part of this type of personality (Berens, 1999).

The fifth type is of personality Harmonizer Clarifier or INFP, it has to do with people who love creativity and hate details. One of the most outstanding characteristics of this type of person is the talent to explore moral questions through reading stories and metaphors in order to get a deep insight of life in general. They want to relate on a deep level, to be touched deeply and to resolve issues. These type of people must have a sense of integrity and wholeness in life (Berens, 1999).

The sixth type of personality is Discoverer advocate or ENFP, who is a person that inspires and facilitates others by exploring perceptions and finding unspoken meanings to several things. These type of people always find or discover the direction and objective in order to reach full potential (Berens, 1999).

The seventh type of personality is Designer Theorizer or INTP, who is the type of person that loves theory and hates routines, the person who always sees new patterns and has talent to design or re-design. For Designer Theorizers, enhancing thinking processes in life is a process of becoming an expert. And they almost never feel quite expert enough. They always reflect on how things work and make connections which are clear enough in order to solve problems through coherent processes (Berens, 1999).

The eighth type of personality is Explorer Inventor or ENTP, it is the person who loves ideas and hates being in control; it is also a very inventive and talented person in order to find a way of conceptualizing and solving problems. All types of processes are enjoyed by this type of person and is always part of the creative processes (Berens, 1999).

The ninth type of personality is a Planner Inspector or ISTJ, that is a person who is responsible for making plans and getting done work right away, and first of all, when everything is always prepared. Responsibility is an outstanding characteristic of this type of personality; in addition to that, they are very committed people who organize and systematically order everything that needs to be done (Berens, 1999).

The tenth type of personality is Implementor supervisor or ESTJ, who is a person that normally brings order to chaotic situations by having and applying a hard-work attitude in their philosophy of life. It is important for them to work-hard but always having time for leisure or play (Berens, 1999).

The eleventh type is Analyzer Operator or ISTP that is a person who loves adventure and hates being told what to do at the moment of observing how things work and using the best approach in order to use tools. For Analyzer Operators, life is a process of actively solving problems and enjoying how things work while figuring out the best way to solve problems at hand. This problem solver talent makes this type of people very independent (Berens, 1999).

The twelfth type of personality is a Promoter Executor or ESTP, it is a person who prioritizes success and negotiation always looking for respectful and taking charge or situations that will drive them to get the results they are demanded. Constraints are always challenges that need to be overcome; changing approaches and attitudes is always a possibility if things are not the way they are supposed to be (Berens, 1999).

The thirteenth type of personality is Protector Supporter or ISFJ that is a person who loves appreciation and hates conflict, this type of person has special talent for organization at remembering details. They appreciate what is valuable and important by always giving attention, support and help to people (Berens, 1999).

The fourteenth type of personality is a Facilitator Caretaker or ESFJ that is a person with ability to help and at the same time admire the success of other people; according to this type of person, life is a process of helping and accepting as well as making things easier in order to be truly satisfied (Berens, 1999).

The fifteenth type of personality is Composer Producer or ISFP which is a person who loves beauty and hates managing, it is a person that is able to take advantage of opportunities. This type of personality shows people who are able to solve problems against expectation, and also with their own personal style they are able to take advantage of opportunities.

The sixteenth type of personality is Motivator Presenter or ESFP that is a person who takes risks and loves learning as well as being opened for any type of possibility. As natural actors they see challenges and have respect for freedom and all of the characteristics entailed (Berens, 1999).

Teaching speaking

At the moment of teaching a new language teachers and learners face the fact that in order to communicate effectively speakers need to develop skills, among them the speaking skill which is the one that will lead them to be able to communicate. It is one of the most difficult skills to have a deep insight of; nevertheless, good communication is part of the characteristics, consequently finding strategies and suitable activities to foreseen communicative abilities.

Strategies have always been part of how teachers are willing to manage the class and depend on several factors that need to be considered in order to apply correct strategies for the

target group; similarly, Newton (2009) states that interaction and opportunities to learn from others adjusts the outcome and aids learners to become more active speakers.

According to Newton (2009), interaction comes from opportunities to speak, and opportunities to produce language whether the stretches of language produced are accurate or not will depend on level and many other factors. When teaching speaking or aiming a speaking activity the integration of the mentioned skill with listening will allow the activation of language and will help language learning by providing comprehensible input, which will lead to successful communication prompt.

As Newton (2009) says, group work and cooperative arrangement are both strategies that when being used effectively may turned out as interesting tasks that provide students with plenty of opportunities to communicate. Additionally, this author argues that following clear steps and an accurate class plan could also be helpful when dealing with difficulties beforehand and taking them into account while planning the class. Dealing with students that are reluctant to speak is essential when conducting a language class; moreover, when cooperation activities are used, language difficulties can become more notorious and several issues may come with them; for this reason, the control of many features and accurate preparation is something that must be taken into account before starting the class.

Language difficulties may cause reluctance, but it is not the only cause there are many external issues such as motivation which was related to above; even though, possibilities for designing and developing speaking activities by overcoming all types of difficulties. Formal teaching must work towards applying any type of strategies in order to ensure that within the language classes speaking activities are performed. Strategies such as group work have already been mentioned and they should be encouraged along with activities that involve discussion. Asking and answering questions by using surveys and pair-work activities are also

useful for gathering students around the classroom producing stretches of language and interacting (Newton, 2009).

In addition to that, Brophy (2004) claims that teachers must be aware of the fact that they are indeed source of motivation for students during class time and also afterwards due to the fact that they represent the language and culture that students aim to learn; consequently, teachers must work towards being a positive source for students. Self-awareness and self-evaluation of classes and their outcome are quite essential at the moment of analyzing and evaluating how positive teachers' influence is on students.

Richards (2006) indicates that teaching speaking as already mentioned must include discussion; it should also include reflection and problem solving, for instance the teacher needs to understand the social context, try to formulate valid questions about certain content in order to give students an interesting and achievable activity in which they will practice problem-solving strategies as well as thinking prospectively and retrospectively skills will be enhanced. Closing or summing up activities are most of the time the part of the class in which production is done and the ideas in particular the ones that helped to solve the problem come out as stretches of languages attempting to communicate.

Communicative Language Teaching came as an alternative to some outdated teaching methods such as the Audio-Lingual, which mainly focuses on structures in order to apply them afterwards with little or no consciousness of the exact objective or communicational aim; on the other hand, CLT showed that language teaching and learning could be a process of developing communication and expressing ideas while learning and acquiring language. It is definitely effective to look for speaking strategies among the CLT methodology taking into account that its most outstanding aim is communication. Communicative functions react to intentions while developing functional and structural parts of language. Within the activities designed to develop communication among peers and in the classroom, teachers must accept

the fact that assimilation may come from trial and error. It can also be noted that translation may be used only if it is needed by the student and if it will provide some kind of language benefit, as argued and analyzed.

According to Richards (2006) communicative language teaching provides plenty of opportunities to sought and create language at the same time. Teachers become language facilitators while students attempt to use language effectively. Another role taken by the teacher during this type of activities is the one of a counselor, who guides learners in order to achieve their communicative goals. Learning activities should be designed according to the meaningfulness principle, which means that they should engage the learner in authentic language use. Even though, there are several strategies which may be used, according to several authors and researchers the main role is the one played by the teacher and how he or she as facilitators make good use of these strategies and apply them in their classes by promoting and opening communicational chances for students.

Information about any topic or theme found in books or written in reports, by prominent authors in the field, is considered vital and important for any research, specially the current one; similarly, and sometimes, even more important conclusions or information taken and read from previous studies about the same theme, provide a correct and more grounded path to pursue the right direction in order to solve the issues concerned. There have been several studies that were previously done around the topic of the present research; for this reason, being able to read and analyze them aids to give serious and strong ground floor to develop and start a successful investigation about the topic.

At the beginning of the quest to find previous studies that suited the topic, an interesting study is the one carried out by Peng (2006), whose purpose is to examine a possible relationship between L2 willingness to communicate and integrate motivation while offering new insights into English language teaching. Within the methodology used students'

willingness to engage in L2 communication inside and outside the classroom was measured by applying the willingness to communicate (WTC) scale adapted from MacIntyre, Baker, Clément and Conrod (2001), the measurement is mainly done in the four basic skill areas (listening, speaking, reading and writing) and their influence in the WTC. After applying the questionnaires all the data was processed and analyzed by correlational and regression analyses presenting measures in the three scales for integrative motivation. Some empirical evidence was shown by this study estimating that motivation was the strongest predictor of L2 WTC followed by integrativeness. Motivation has always been considered as an important impetus in stimulating learners to communicate in L2 and it was also part of the strongest conclusion in the present study.

Another study is the one developed by Kurihara (2006), whose purpose is to research spoken performance in oral communication, where a questionnaire was used in order to get an idea of many of the goals and expectations that students may have. Two activities were adopted as part of this investigation; the first one was performed in groups and consisted in keeping a journal in English, another in Japanese in order to have a final observation and reflection on the changes throughout time. The data for the investigation consisted on questionnaires at the beginning and at the end of the project along with journals and as well as the interviews. Several conclusions were found after this investigation that opened many paths and questions for further research on the topic, for instance, it was found that most of the students that participated in the investigation aimed to reach practical speaking skills nevertheless they tended to have a passive attitude in class. On the other hand, some students found that it was easier for them to work in small groups in order to avoid error making in front of the group. Making mistakes always confronts users to evaluation from others, and that is something that creates fear and anxiety. Among the results of this study several other factors came along such as per relationship, adequacy of materials and attitudes.

A third study is the one done by Yashima (2004) whose aim was to examine the willingness to communicate(WTC), and also the results in L2 communicative behavior inside and outside the classroom, and also examining the variables that affect communication within that context. Confidence, communication and motivation were explored in order to get results about communication behavior. Questionnaires were administered at the beginning and at the end of the process. Students were able to have time in their house and during class to respond to both questionnaires.

One of the most outstanding results from this investigation was that the amount of L2 communication that they successfully had was during their sojourn experience, this means that L2 communication was effective when they needed the language to share information and experience when talking about relationships. Moreover, the results of the mentioned investigation showed that the sojourn experience gave options to relate to each other by giving them opportunity to relate to others, and interaction was considered one of the best chances to develop and demonstrate L2 communication.

The fourth study is the one conducted by Eleni (2002) whose purpose was to find responses to the ELAS or English Language Anxiety Scale by answering some questions related to the skills and level of anxiety among students in ELL classrooms. Among the questions there were also found additional factors that may affect anxiety and their L2 communication and it was one of the aims and things that were looked for within the participants. There were sets of data including three statistical tests paired-tests and mainstream. Levels of anxiety were correlated with academic achievement within speaking skills. Results showed different types of English language anxiety among students according to gender and how language is used.

Taking into consideration that the role of anxiety in foreign or second language learning is a topic that has long been in the focus of second language researchers, it came to mind that

one should analyze student's respond to the English Language Anxiety Scale (ELAS) as to obtain a clear understanding of specific questions.

The research questions were chosen based on the fact that they must clearly elaborate and support the hypothesis. Finally, it came to mind that one must research what strategies could highly anxious participants use to reduce levels of anxiety.

Once such questions had been established, it became important to elaborate the method that would be utilized. Such method included giving the participants the English Language Anxiety Scale. This scale would be analyzed with three statistical tests: paired t-test, which would analyze broad levels of anxiety between ESL and mainstream classes also, ANCOVAs to identify how levels of anxiety correlated with the specific factors of years in the U.S.A, levels of academic achievement, listening and speaking skills, reading and writing skills, and gender. Lastly, an exploratory factor analysis to identify additional factors contributing to anxiety was performed.

Once such tests were conducted, the ELAS was administered during class time. This kind of tool means that the participants respond to 40 prompts to gain an idea of the amount of level of agreement or disagreement a participant could have with statements to probe anxiety levels in two different environments (ESL and mainstream classes).

After this process finished, the results showed that there are several factors related, but different, types of English language anxieties and a significant gender difference. The focus group, amazingly revealed that interaction with Chicano students raised anxiety levels and that such strategy as avoidance were used to reduce anxiety. Presentation of these results has shown the organization of the research questions by drawing from both statistical tests and qualitative data from the focus groups for evidence for the study's major claims. All of this suggests that there were different types of English Language anxiety presented in the different

environments; in the ESL classes most of English language anxiety seemed to come more from academic sources, accounting for approximately 26% of the total variance.

A fifth study is the one done by Akasha (2013), whose aim was to understand the challenges that may affect the classroom learning of Arab students. The method used was a qualitative exploratory methodology, which included four questions that seek to gather and analyze students' perceptions on the challenges that they face in the classrooms.

The study took place in a public middle school located in Washington State. Although the majority of the student population was composed of white, middle-class, native English speakers, the main characteristic was that they had different cultural and educational backgrounds. In addition, different mother tongue languages were spoken by students in the classroom. Ten classes were observed at least twice during the seven weeks that the study took place, reaction and interaction among peers were the most observed and analyzed situations in the classrooms, as well as the conditions and barriers that students may find and, the possible solutions and help from teachers.

One of the biggest challenges for Arab students in the second language classroom was their willingness to speak and participate in classroom activities. Students found it difficult to communicate and interact among others mainly because of the differences between their cultures and backgrounds, the support they need is greater because of all the aspects that they need to sustain good communication within the classroom.

The main conclusion of the study was that, there are many other factors affecting the students' willingness to speak and participate in class, beyond motivation, such as, cultural and educational confidence among peers and with the teacher in the classroom.

METHOD

Settings and participants

This study was carried out in a private high school located in the town of Conocoto, Quito. Five classes with twenty students per class among the 10th years of basic education and 1st year of senior high school were observed and surveyed. Also, one hundred students were chosen as participants of the research project. Students' age was between 14 and 15 years old.

Procedure

Formal research was performed in order to gather information from books, journals, and bibliographic research on the Internet. Useful information from previous studies was also collected in order to have a clear perspective on the results of things that have been already researched about and how accurate and useful the previous results were.

The main method used in this study was quantitative. Permission to conduct the research was asked to the institution, and the research procedures were accepted by the institution's board; afterwards, five classes were chosen for the study. The techniques used were surveys and note-taking. Note-taking was used to highlight and analyze the most important bibliographic information which served as the bases for the study; also, surveys were used to gather first hand information as well as observation to classes. In addition, instruments such as observation formats and questionnaires were used and applied with the objective of facilitating the process of data analysis.

The information collected through the questionnaires applied to students was tabulated and analyzed in charts, which illustrated the results for each of the six variables proposed in the questionnaire; the first and second variables related to students' willingness and motivation to speak in class, the third one was about how motivation influence in class, the fourth variable proposed, asked about activities that motivate students to speak, the fifth

variable was concerned with the topic of how important the proficiency level is at the time of speaking; and finally, the personality types and the influence they have on students' willingness to speak in class.

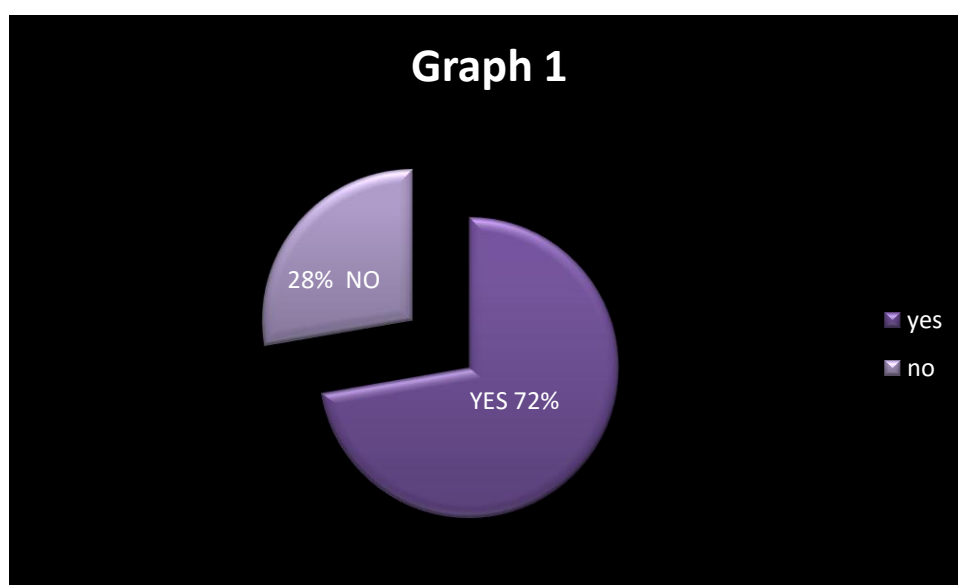
Information collected from class observations was also tabulated and analyzed with the main aim of recording first hand information which after being scrutinized could serve to compare and detect the major factors that influence the students' willingness to speak in class.

Description, Analysis and Interpretation of Results

This section contains the quantitative analysis and interpretation of results of the research performed through questionnaires for students and also class observations which were done at a private school to five different classes. The graphs shown below, describe the results and replies from students to each of the questions and variables proposed.

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

Do you feel motivated to speak English in class?



Author: Vanessa Amores

Source: Students' questionnaire

Motivation to speak in class as the main factor was referred to, in the first question proposed to students in the questionnaire. According to Brophy (2004), the amount of effort and attention that students have in class comes as a result of their subjective experiences and how they develop them in class; for this reason, analyzing how motivation influence in their willingness to orally communicate in a foreign language is fundamental in order to observe the important factor of motivation.

Graph 1 shows that 73% of the students indicated that they feel motivated to speak in class because they like English. They also state that English is important for them because they can study abroad and apply for scholarships and job opportunities around the world. Besides, it was noticed that teacher's attitude plays a great deal on students motivation as stated by Brophy (2004); Also, the influence of the culture and how useful it is to be able to communicate in English, is also a valid reason for students to attempt to communicate and practice in class among their peers and teachers.

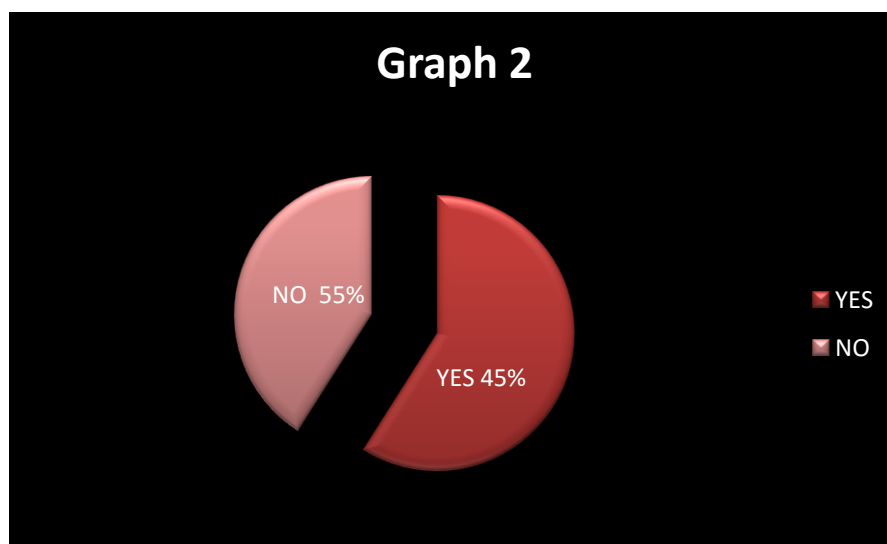
Based on the observations performed, it can be said that the opportunities to speak in class are exploited by students who have a higher language level, due to the fact that they feel more confident when speaking in English or communicating in class among peers or with the teacher. Additionally, it was observed that during classes students attempted to communicate whenever they like the activity or topic of the class. It was also observed that students prefer to speak when they feel safe; for instance, when they have prepared activities with the teachers' support, they are able to apply the language learned and they feel more comfortable and confident using the language. It may be because the students' participation involves the use of new language and vocabulary learned.

The aims and objectives that are pursued during class are also an important issue in order to have students speaking during class. In this regard Dornyei says (2001) that objectives should be clear and have purposeful meaning for students in order to improve their fluent communication.

On the other hand, 27% of the students indicated that they do not feel motivated to speak in class; due to the fact that they do not like the language they are learning and also because they do not feel confident at the moment of participating in speaking activities in class, mainly because of the lack of a good English level; also, students who have a beginner level do not speak in class and do not even attempt to communicate because they feel

insecure, so with such conditions motivation to speak in class is affirmative only for certain students.

Do you feel motivated to speak English with your classmate?



Author: Vanessa Amores

Source: Students' questionnaire

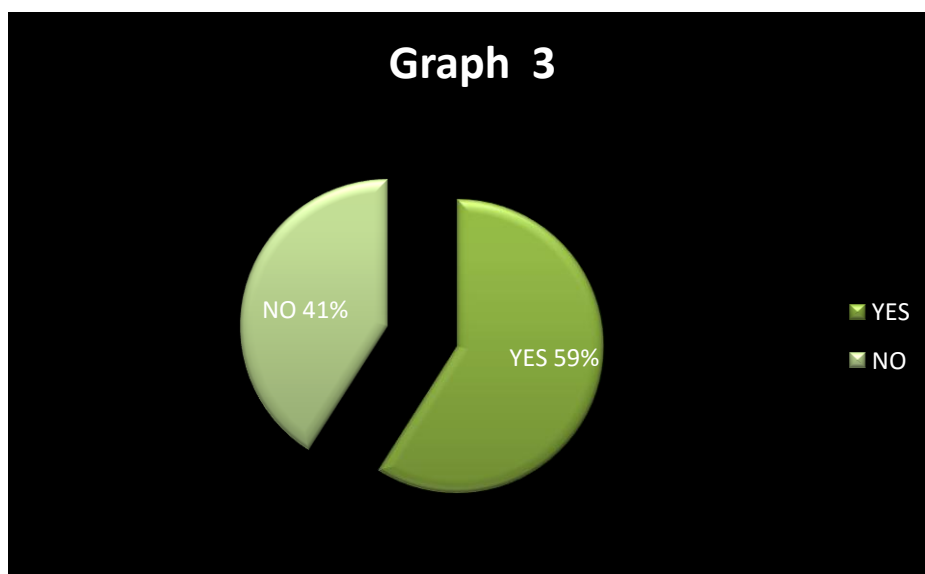
The second question proposed in the questionnaire, inquired the fact of analyzing if students feel motivated to speak among them during class, as shown in graph 2, 45% of the students do feel motivated; on the other hand, 55% of students do not feel motivated to communicate among each other. Most of the students are not motivated to speak to classmates in the target language due to the fact that they do not feel secure when speaking in English. Also, they do not have enough language level and vocabulary to communicate about any topic or situation needed; besides, during the class observation, it was clear that students do not want to communicate and do not feel they need to use the language with each other. Furthermore, they feel that using their mother tongue is perfectly normal and good, without taking into consideration that interaction in the foreign language gives them in their path of acquiring and assimilating a language the needed practice and opportunity for reinforcement.

According to Dornyei (2001), social context is a fundamental part in language acquisition; due to the fact that the need to socially communicate with no particular or systematic aim, gives students the opportunity of attempting to communicate with the motivation of interacting among them and fulfilling their own personal aims and objectives, which may sometimes be taken as not useful or purposeful. In contrast, it must be considered that the aim is to communicate no matter what students attempt to communicate. As Gardner (1985) said that the aim of communicating and creating the need to interact is the main objective.

Additionally, during the class observations, it was also seen that students do not normally feel like talking to each other with intrinsic motivation. It may be because students do not feel interested in what is going on around the class; also, they do not feel that the topic or aim of the class belongs to them. According to Brophy (2004), belongingness within language gives students the opportunity of finding deeper meaning in what they attempt to communicate; besides, Gardner (1985) agrees that intrinsic motivation helps to build social relations which allow students create the need for communicating in the foreign language.

As a result, students do not have that intrinsic motivation to communicate in a foreign language, for this reason, they do not feel the need to interact in English. It was observed that activities do not aim to help students in creating social relations; on the contrary, activities follow systematic processes with grammatical aims instead of having communicative objectives, which may give students the opportunity to interact; moreover, classes seemed to be lessons given by following course books with no communicative aims or opportunities to face real world issues or topics which may be found interesting for students.

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



Author: Vanessa Amores

Source: Students' questionnaire

The third question proposed in the questionnaire argued the fact of analyzing students' speaking during class as voluntary or not voluntary. The graph above shows that 59% of students participate voluntarily in speaking activities. On the other hand, 41% of students indicate that they do not participate voluntarily in speaking activities. As a result, it was shown that participation during class is most of the time voluntary by most of students.

In the students' questionnaires, they indicated that most of them believe that participating in class will benefit them in their acquisition of the new language; for this reason, their participation is voluntary and normally backed up by knowledge and confident students who are willing to learn. On the contrary, students whose participation in class is normally not voluntary, it is because they do feel insecure when speaking in English, and also because they feel they are not able to answer questions and participate in class.

In addition, the fact of believing that students cannot speak or do not feel ready to speak in class must also be taken into account because sometimes students believe that activities are not for everybody; for instance, teachers pointing only one student to answer and participate,

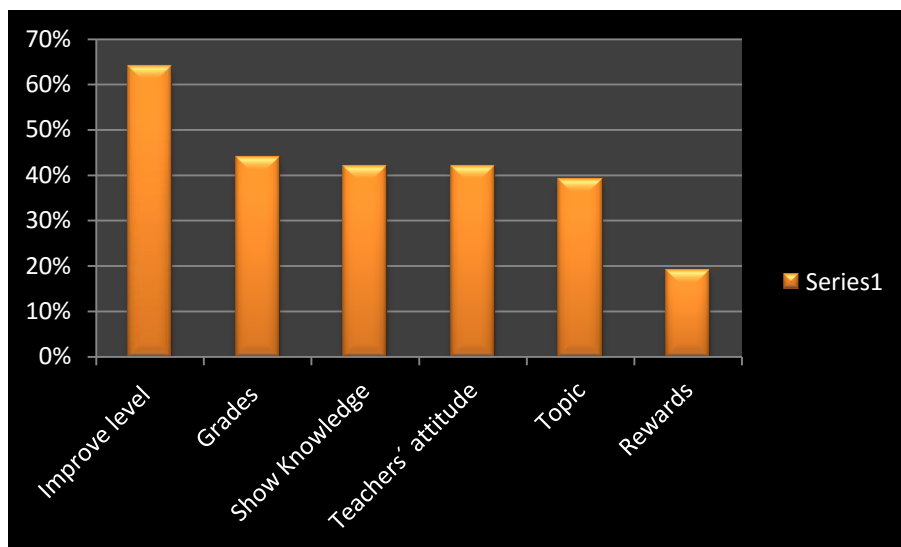
is completely normal during class; for this reason, students think that not all of them have the same opportunities and chances of participating in class.

It must also be considered that some students do not feel confident when using the language, they believe that other students or even the teacher may make fun of them because they can make mistakes, also, it must be taken as negative reinforcement instead of having a positive effect. According to Brophy (2004), the teacher as a mentor or leader must be the one in charge of giving feedback and reinforcement for students to feel comfortable and well-acquainted with the language. It is important for teachers as mentors to guide students into activities in class that may benefit them. It was seen in the class observations that teachers do not give enough opportunities for everybody to participate in class; consequently, some students do not feel free or safe enough to have a voluntary participation in class, and their participation is normally short and sometimes forced by teachers.

As a matter of fact, results for the third question showed that the majority of students thought their participation in class was voluntary; in spite of that, it was seen in the class observations that most of the students do not really have clear opportunities to speak in class in voluntary activities; most of them are usually part of activities in which they speak by using prompts or just repeating fixed dialogues.

In this regard, Richards (2006) says that speaking activities need to be meaningful, so they can help to communicate; this author also says that voluntary speaking in class should be reinforced and all of the students should be able to have the same amount of opportunities to speak and interact in class.

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



Author: Vanessa Amores

Source: Students' questionnaire

The fourth question of the students' questionnaire continued with the topic of motivation, it was focused on analyzing which are the reasons students have to be encouraged to speak in class. The most relevant reasons are rewards (19%), improve the English level (64%), show knowledge (42%), the topic (39%), grades (44%), and finally teachers' attitude (42%).

After tabulating the students' questionnaires and analyzing the answers for each option, it was seen that most of the students believe that they are motivated to participate in speaking activities in class because they want to improve their English level. Based on the observations performed, some students attempted to speak and participate in class because they liked the language and also because they wanted to become better speakers. Sometimes during class, this intrinsic motivation, as Gardner (1985) said, is the one that helps to build social connections, so that interaction comes more natural within the activities; nevertheless, this motivation may be vanished during class because of the proposed activities and poor opportunities for real interaction.

Moreover, getting good grades as an option of what motivates students to speak in class obtained 44% of positive answers from students, which means that the old method of grading students for what they achieve in matters of language as a simple subject and not as a real communicative tool. According to Richards (2006), communicative language learning is about having real and clear objectives to communicate, if grades are taken as one of the best ways of motivating students to speak in class, it means that real communication is definitely not happening in classrooms around the country.

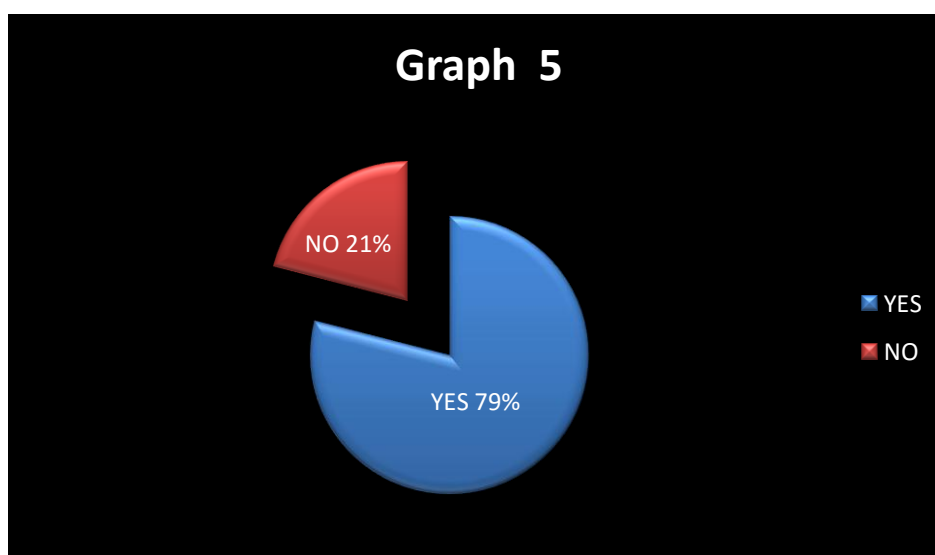
In addition, to show and prove knowledge as well as the teachers' attitude, both options motivate students and learners to communicate. Also, students who feel a positive attitude from teachers, as seen in class observations, feel more secure to communicate in the foreign language; for this reason, they also feel the need to demonstrate to the teacher what they have learned and how they can use this knowledge. Speaking aimed activities with clear objectives are an asset and are very helpful when encouraging students to speak and interact in class, as Dornyei (2001) said that having clear objectives is very important and fundamental for speaking activities; in fact, giving students clear aims and activities provide them with the sufficient tools to develop speaking and being communicative competent students.

To sum up, rewards and the topic of the class were the least options that motivate students to participate in speaking activities. Based on the observations performed, it can be said that some topics are sometimes irrelevant for students because activities are most of the time based on books or pre-established topics, which do not encourage students because those topics are not usually or necessarily based on their likes and dislikes. According to Gardner (1985), having a fun context and a friendly topic will always engage students into the class and that will give them good opportunities to practice and interact among each other. Besides, class activities encourage students to apply language and vocabulary learned, so that they could feel safe while using it.

It was also observed that getting rewards or topics are not a big influence especially on teenagers since they do not have the correct encouragement to participate in speaking activities in class.

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?



Author: Vanessa Amores

Source: Students' questionnaire

Graph 5 shows that 79% of students inquire that they believe that their proficiency level influences their speaking performance in class. It is well known that when students have a high level in a language they feel confident and secure; as a result, it is easier for them to participate in speaking activities.

On account of having a clear idea of what proficiency levels are, some teachers, schools, and institutes around the country have a syllabus that already divides and classifies students into different proficiency levels; sometimes, even according to the school year or age by using levels proposed by the Council of Europe (COE) (1988), teachers should have information about their students' level in order to design and have a class suited for the level;

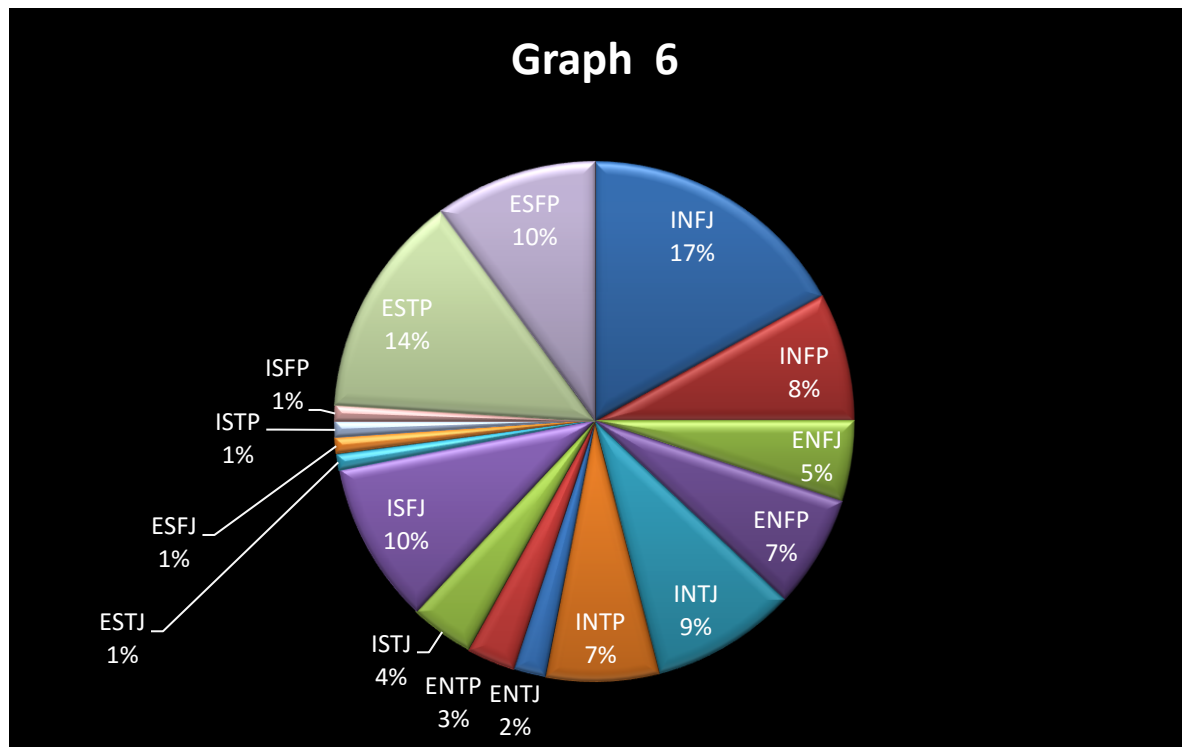
nevertheless, as shown in the research performed students believe that not all of them have the same level; consequently, the opportunities to participate in speaking activities and to feel comfortable with them are not the same for everyone.

As aforementioned, most of the students who participated in the survey had an affirmative reply to the question, which confirms that students believe that their English level affects their willingness to communicate in class. On the other hand, 21% of students indicated that they do not believe that their proficiency level really influences on their speaking in a foreign language; in my opinion, this view is mistaken and the majority of students prove right and agree with the big influence that the proficiency level has on students willingness to speak.

In the class observations done, it was seen that students show different proficiency levels in the classroom; for this reason, students with higher levels found that it was easier and safer for them to attempt to speak and interact in class, but the students with a low English level were the ones affected because they were not completely ready to participate and be engaged in those activities. Finally, it is concluded that in a classroom with different students' English level within the same classes is very difficult and something difficult to carry out with effective speaking activities.

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

Which type of personality type do you consider to have?



Author: Vanessa Amores

Source: Students' questionnaire

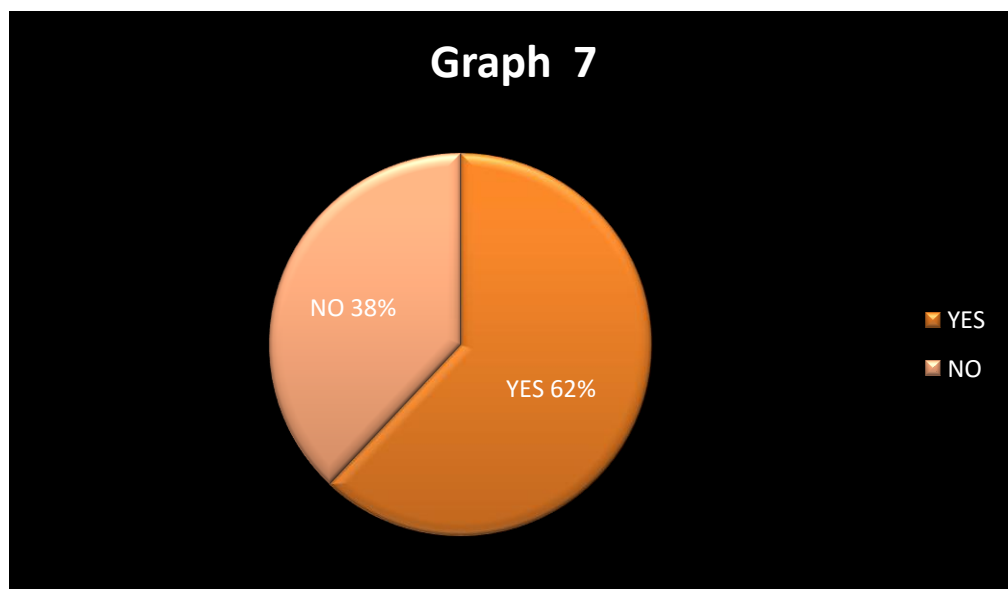
The sixth question proposed in the students' questionnaire implied them the query of thinking about personality types, especially at the time of learning. The results as shown in graph 6 reports that students have different perceptions on which personality type they believe to have, and for this reason, the answers gotten were very variable and disperse. Regarding to Foreseer Developer (INFJ), 17% students considered to have this personality type, it's main characteristic is of a person who is able to relate with others as well as solve problems and be practical. Also, 14% of students indicated to have the Promoter Executor (ESTP), personality type which has to do with people with talent to negotiate and those who like to be a counselor and help others, ISFJ and ESFP, were both chosen by 10% of the population surveyed; 9% of

students chose. Students chose the personality type that they consider to have according to their personal characteristics, for instance, personalities got 1% to 9% of students that were identified with each type as show in the graph.

Taking into consideration that personality types may be influential factors on students, it is vital to make students self-conscious of their personality types; Also, teachers should be aware of each students' personality type in order to provide students with feasible classes that suit each personality type; furthermore, activities should be able to be developed by any student regardless of their personality type, meaning that classes should be designed in general to suit everyone.

Students were supposed to choose only one personality type; nevertheless, some students chose more than one, taking into consideration that they believe sometimes their personality type may change according to the class or even the activity. In addition, students have different perceptions on their personality type and have different opinions on how each type affects and influences their willingness to orally communicate in class.

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



Author: Vanessa Amores

Source: Students' questionnaire

Graph 7 shows that the majority of students represented by 62% believe that their personality type influences their willingness to participate in speaking activities in class; moreover, students' answers reflected that their learning styles and social interaction styles have a huge influence in how they perceive activities in class, in order to participate in speaking activities. In this regard, Berens (1999) explains that there are categories that divide personality types in matters of analyzing styles of social interaction; as well as, learning styles which describe the specific way in which students learn and their preferences at the time of learning and acquiring new knowledge.

On the other hand, 38% of students implied that they do not believe their personality type affects or influences on their willingness to speak in the EFL classroom.

Students' perceptions showed that, in spite of believing that their personality type influences their willingness to participate in speaking activities in class, they are not self-aware of their personality type; furthermore, they do not know what their social interaction style is. Feasible information about personality type may guide both, students and teachers, in order to find out which is the more reliable methodology to use and the most appropriate activities for students in the EFL classroom. Consequently, if students are given the correct learning environment and suitable activities, voluntary communication will come as a result of social interaction.

As seen in the class observations, students tend to work with partners who have or appear to have similar likes, learning styles and, personality types. It was also noticed that students do not normally have the opportunity of choosing who to work with, due to the fact that teachers tend to choose the groups and also decide which students are supposed to participate in class which makes communication not voluntary. According to Richards (2006),

learners and teachers have different roles in the classroom; learners participate in collaborative rather than individualistic approach.

Conclusions

The most relevant reasons students have for feeling motivated to participate in speaking activities in the classroom are to improve English level, grades, teachers' attitude, show knowledge, and the topic.

Most students are not motivated to speak in English with their classmates; in fact, they use their mother tongue for communication; which does not help them to improve their oral skills.

Students' English proficiency level influences on their participation in the classroom; it was shown that students with a better English proficiency level had better opportunities to communicate effectively in the classroom.

Some students voluntarily participate in speaking activities and the main reason they do is because it helps them on the acquisition of the language.

The topic of the class and rewards were the aspects that less motivated students to communicate in the classroom mainly because some topics were not attractive for students and rewards were not often used.

Students have and show different types of personalities, which influence on their communication because not all speaking activities prove to be good for them, due to the fact that they are not aimed for students with different personality types.

Recommendations

Teachers should provide feasible activities, which encourage students to develop their oral skills. Encouragement plays a key role when it comes to speaking and interacting in class.

Teachers should have before-hand information on the students' English proficiency level in each group in order to prepare classes that encourage students' interaction and oral communication. This information will help teachers to choose and apply correct and feasible activities suited for students.

Classes must offer clear and equal opportunities of students' participation in a class so that they might feel comfortable in order to be able to speak and interact in class with the teacher and also among them.

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ANNEXES



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 th	9 th	10 th
	1 st	2 nd	3 rd
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	Foreseer developer: they overcome their differences and get along with others. They are also practical when solving problems.	()
2	Harmonizer clarifier: They discover mysteries and have ways to know what is plausible.	()
3	Envisioner mentor: they are communicative people and share values. They are also intuitive and enjoy creative processes.	()
4	Discoverer advocate: they explore perceptions and respond to them through a creative process.	()
5	Conceptualizer director: they imagine reasons behind things that happen. They are also independent and it is difficult for them to interact with others.	()
6	Designer theorizer: they are talented at designing and redesigning. They activate their imagination, discover, and reflect on the thought process.	()
7	Strategist mobilizer: they are leaders and organize resources to achieve progress. They properly manage time and resources.	()

8	Explorer inventor: they are creative and clever. They try to be diplomatic.	()
9	Planner inspector: they make plans and take the responsibility. They cultivate good qualities and do the right things.	()
10	Protector supporter: 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	Implementor supervisor: they are talented at bringing in chaotic situations. They self-educate and have a working attitude.	()
12	Facilitator caretaker: they accept and help others, recognize the success of others and remember what is important.	()
13	Analyzer operator: they actively solve problems and need to be independent. They act intuitively	()
14	Composer producer: they take advantage of opportunities. They are creative problem solvers and have their own personal style.	()
15	Promoter executor: 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	Motivator presenter: 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
Why?

NO



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

1. The students actively participate in speaking activities in the English classroom.

YES

NO

Why?

2. The students like to talk in English with their classmates.

YES

NO

Why?

3. The students are self-motivated to participate in speaking activities.

YES

NO

Why?

4. ¿Which of the following aspects motivate the students to participate in speaking activities?

Grades	()
Rewards	()
Improve their English	()
To impress the class with their knowledge	()
The topic	()
Type of activity	()
Teacher's attitude	()

¿Why?

5. Which types of speaking activities do teachers use in the classroom?

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

YES
Why?

NO

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

YES
Why?

NO