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MENCIÓN INGLÉS**

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

TRABAJO DE TITULACIÓN

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Aprobación del director del trabajo de titulación

Doctora.

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Dedication

I dedicate this thesis first to my God who gave me the opportunity to be here and finish my purpose; to my wife Miriam for her love, patience and unconditional support, to my children Cris, Helen and Rubi who are the reason of my life. To my parents and all my family, in gratitude for teaching me the right way to success.

Ernán

Dedication

This work goes with all my love for my husband George: your patience and support during these years were the cornerstone to doing it; for my children Santiago and Carito: you are the engine of my life; and for my family, who always believe in me.

With love,
Caro

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Abstract

The present study refers to students' perceptions on the factors that influence their willingness to orally communicate in the English as a Foreign Language classrooms in Ecuadorian high schools, to know how motivation, proficiency level and the personality influence their learning.

The students who participated in this research were freshmen, sophomores, juniors, and seniors from different high schools in Cuenca, Ecuador. These classes were observed in order to have knowledge about the students' behavior in speaking activities during the class. Besides, students were surveyed about their opinion on how motivation, level of knowledge, and personality, influence their participation in speaking activities during the English classes. The purpose of the observations and the surveys was to know the possible factors that affect the students' oral production during their English classes.

Through this study it is possible to say that most of the students surveyed are not willing to speak English. The main factors that influence them are shyness, fear of making mistakes, lack of motivation, and the preference of the students to speak in their mother tongue.

Keywords: willingness, motivation, personality, proficiency level, shyness.

Resumen

El presente estudio se refiere a las percepciones de los estudiantes sobre los factores que influyen su disponibilidad para comunicarse oralmente en las clases de Inglés como Lengua Extranjera en los colegios ecuatorianos, para conocer como la motivación, nivel de competencia y la personalidad influyen en su aprendizaje.

Los participantes de esta investigación fueron estudiantes de 10º grado de educación básica, 1º, 2º, y 3º año de bachillerato pertenecientes a diferentes colegios en Cuenca, Ecuador. Estas clases fueron observadas para tener conocimiento sobre el comportamiento de los estudiantes en las actividades de expresión oral durante la clase. Además, los estudiantes fueron encuestados sobre su opinión de cómo la motivación, el nivel de conocimientos y la personalidad, influyen su participación en las actividades de expresión oral durante las clases de Inglés. El propósito de las observaciones y las encuestas fue conocer los posibles factores que afectan la producción oral de los estudiantes durante sus clases de Inglés.

A través de este estudio es posible decir que la mayoría de los estudiantes encuestados no están dispuestos a hablar inglés. Los principales factores que influyen en ellos son la timidez, el miedo a cometer errores, la falta de motivación y la preferencia a hablar en su lengua nativa.

Palabras claves: disponibilidad, motivación, personalidad, timidez, nivel de competencia.

Introduction

As Charlemagne (800 A.D.) said, to know a second language is like to have a second soul, it is because speaking more than one language helps your communication, your spontaneity, your cognitive skills, and your development as a person.

There are some attitudes and expectations by the learner that act as self-motivation to speak and learn more about a new language, these ones could be the difference between success or failure in learning a new language; moreover, it is well known that even if the teachers are well prepared and with a good predisposition for teaching English, many of the students are only interested in approving the subject, but not in actual learning.

There are many reasons why students are not interested to learn a new language. One of them is their lack of confidence, showing afraid when using the target language in the classroom. Another reason is overcrowded classrooms, in which teachers cannot manage their classes appropriately. Besides, the fact that students only practice the foreign language in the classroom, and unfortunately there are only few hours dedicated to this subject in most high schools. Another reason includes factors such as motivation, proficiency level and personality which may be directly influencing on students' willingness to communicate.

For all the reasons exposed above, it is a challenge for teachers to change this reality and to get from the students the disposition and pleasure to speak English in their classes. This is why, looking for improving students' ways of communication in the classrooms, that this study called "Students' perception on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools" was developed.

This study attempts to identify the different perceptions of the students about the factors that influence their willingness for speaking English in their classrooms through the next questions: How does motivation influence student's willingness to orally communicate?

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

This research is important because it will help teachers, institutions, and promoters who are interested on improving their students' proficiency level in speaking, to understand the factors by which students are not willing to orally communicate in the classroom, and thus, educators can find right ways to encourage learners to practice the target language.

Some research studies have been done about this topic. One of the studies related to this topic was made by Toni (2012), whose purpose was to know if there is any relationship between Iranian EFL/EIL learners' level of motivation and their speaking performance in English.

Another study is the one performed by Knell and Chi (2012), whose purpose was to investigate linguistic and non-linguistic variables and how these affect oral production among Chinese children's communication.

The next study is the one developed by Yashima, Nishide, and Shimizu (2004). It was focused on two objectives. The first one is to examine if the willingness to communicate of Japanese students have an influence in the attitudes to communicate in L2 inside and outside the classes. The second objective attempts to investigate the variables that affect the students' willingness to communicate in a second language.

According to the above studies it is clear that there are many factors that influence students to do not have willingness to orally communicate in the classroom. Once teachers can know the different factors that limit their students to orally communicate will be easier work to change the limitations and overcome the difficulties that can be found in their labors.

During the field research two limitations were found, one of them was the number of observations, since it is very difficult to determine all the factors that influence students' willingness to orally communicate in only one class observation. The second limitation was

not having the teachers' opinion about this topic; it did not allow close the respective triangulation.

Method

Setting and Participants

This study was developed in the city of Cuenca; the participants were 100 students from five classrooms in 5 different private and public high schools. The age of the students in the three classes interviewed range from 15 to 18 years old, they were male and female from the same high school with a population of 40 students in each classroom. The students from the fourth classroom surveyed were only female among 13 and 14 years old, with a population of 35 students in the classroom. The last classroom interviewed was in a private high school with students male and female among 15 to 16 years old and one population of 30 students in the classroom. All the high schools have 45 minutes for each class and all studied English not as intensive EFL but as part of their official school curriculum.

Procedures

With the desire to have scientific information about this research it was necessary to develop a literature review about the topics of motivation, proficiency level, personality and teaching speaking. The investigation was done in books and online journals that contributed with a good perspective to develop this research.

The general approach of this study was qualitative and quantitative; the information gathered from the interview was explored, described, and analyzed from the population that was English students from Cuenca Ecuador. The sample involves students from high schools in 5 English classrooms. The technique used to collect the information was surveys, note-takings, and observations. The instruments were questionnaires and observation sheets, and the resources, were books, internet, and Didactic Guide.

For the development of the field research, the first step was to find 5 English classrooms from different levels to start gathering data, for which it was necessary to observe a class and survey the students. During the class, an observation sheet, concerning the participation that

students have in speaking activities, their self-motivation, and if they like to speak English in classes, was completed. Other aspects such as motivation through the different activities that teachers use in the classroom, the influence of previous knowledge and the personalities on speaking activities were also included in the observation sheet.

Besides the observation sheet, a questionnaire for the students was administered in their mother tongue to avoid misunderstandings that could alter the results of the research. The questions were focused to know different topics: if the students feel motivated to speak English in their classes and with their classmates, what motivates them for speak in EFL in classes, if the level of knowledge of English affects their participation and about their personalities and the influence of it in the activities of speaking.

When all this information was gathered, the next step was tabulating the answers from the students' questionnaires. To show the percentage from the answers achieved in each question, pie charts were used.

Once the answers were tabulated, the results were explained qualitatively and quantitatively, summarizing the main reasons that the students wrote in their questionnaire. The aspects analyzed were concerned with the perceptions of the students about motivation, proficiency level, personality, and teaching speaking. All the analysis was supported with answers obtained from the observation sheet and with the bibliographic information from the Literature Review.

Discussion

Literature Review

This literature review contains two sections. The first section includes scientific information about topics such as motivation to learn a foreign language, the different proficiency levels of students as well as their types of personalities, and different ways of teaching speaking to EFL students. On the other hand, the second section compiles aspects from certain studies concerning the factors that influence students' willingness to orally communicate in an EFL classroom. The first aspect referred is motivation.

Motivation

It is known that motivation is vital in order to achieve a successful teaching-learning process. A motivated person is able to accomplish any learning goal he/she wants to achieve.

Regarding this topic, Lightbown (2006) says that in spite of the fact that investigation does not guarantee that good postures and incentives produce a favorable outcome during the knowledge acquisition, there exist a lot of proofs supporting that good incentive is related with an inclination to know more and more. He also states that trying to understand what produces motivation during the learning of a new language is very difficult.

Dealing with motivation from the teacher, Lightbown (2006) says that it plays an important role because he/she can help students feel comfortable and less stressful, allowing them to enjoy the class. To be successful motivating students the author mentions that it is advisable that the teacher create interesting classes taking account students' age, personality and level, without missing the goals and contents of the subject. This author also mentions some important points where teachers can focus to generate higher motivation to their students. The first one is the use of different methods and tasks for evaluations. The second one is the creation or use of diverse materials like media devices to conduct the class in an

entertaining way during the explanation of a new topic. And the third one is related with the collaboration between classmates to reach common aims.

Referring to motivation, Harmer (2007) makes a distinction between Intrinsic or internal and Extrinsic or external ones. The first one comes in the classroom during the class. It is this internal necessity to reach an aim that produces motivation and gives the learner the desire to study. It may come from the teacher's ways to lead the classes, from the tasks and exercises that the student does, or from student's dedication to learn the language. If the learner is an adult person, he/she could start a course, and if the student is a teenager, he/she could select a specific subject about his/her interests. The second kind of motivation occurs when a student feels motivated from other people, family, friends or community. For example, when a student wants to communicate about his/her daily life with friends, relatives or when using the language for something specific such as finding a job, he/she will be concerned about the necessity to learn it appropriately.

Proficiency level

In "the Common European framework of reference for languages: learning, teaching, assessment" (2002), it is presented a complete scheme about the different levels of proficiency for language learning, allowing to know the students' progress in each learning level.

The scheme starts with three levels: basic user or A, independent user or B, and proficient user or C. Each one is subdivided into two levels 1 and 2 having as a result A1, A2, B1, B2, C1 and C2 levels of proficiency for all the skills. Below there is a description regarding speaking skills provided for each level.

According to the Spoken Interaction of a student in **A1** level, it can be seen that he/she is able to participate in conversation with a person if he/she wishes to repeat him/her some things or change the words and use a slower speed to help to order what he/she can say.

He/she can ask and answer easy questions about daily topics. While concerning Spoken Production, a student in **A1** level, can say information about his/her house and people near him/her using modest phrases and short sentences.

The Spoken Interaction of a student in **A2** level can be seen in his/her exchange of information to do easy and daily tasks. He/she can interact in short social meetings, although he/she cannot understand all what the other people say and participate in the conversation without help. His/her Spoken Production is shown through the use of expressions and phrases to explain about family and people around him/her, home, school, and job in an easy way.

A learner in **B1** level, shows Spoken Interaction when he/she speaks in all situations while is in a place where people speak that language all the time. He/she can talk with other people about daily or personal topics such as family, job, news or interests. The Spoken Production of a student in this level is shown when he/she can express in an easy way phrases to talk about his/her aims, thoughts and goals. He/she can tell a story, a book or a movie and can talk about his/her feelings.

Within **B2** level, the Spoken Interaction of a student is demonstrated when he/she can speak in a normal, fluent and spontaneous way with foreign people regularly. He/she can be part of a familiar discussion defending and supporting his/her own perspective. Similarly, in his/her Spoken Production, the student can give clearly and full explanations about topics related with his/her career. He/she can talk about a topic saying the benefits and drawbacks about it.

The Spoken Interaction of a student in **C1** level is showed when he/she can speak fluently without the need to think so much if the expressions are the correct or not. He/she uses fluent and correct language socially and professionally. He/she can express his/her opinions in a correct way and interact with other people easily. Also, his/her Spoken

Production is better: he/she can present clearly and provide full explanations about complex topics developing complete ideas and giving a correct end.

Finally, in **C2** level, a student shows his/her Spoken Interaction through his/her participation in whatever formal or informal dialogue, being aware of and using colloquial terms or special phrases. His/her fluency and accuracy are precise. And if he/she has a difficulty, he/she can hide it with a lot of discretion. His/her Spoken Production is almost perfect, he/she can give explanations in a clear and fluent way with a correct and effective style, making easy to the listener to keep in mind the important ideas.

Personality

Keirsey (1998) points out 16 different personalities among people. Each one of them is going to be described below.

The Promoter / Promoter executor has the ability to bring up a company attracting other people to work with him/her, winning their confidence. They are able to proclaim their efforts to achieve something and to drive other people in the same path as theirs. They are specific when talking and using instruments methodically. They have inclination to learn about crafts and enjoy using tools. Also, they tend to look for pleasure and generally look the better side of things; these people enjoy being creative. They are fearless and easily adjusted to any situation. They are energetic, impulsive, gentle, and look for new sensations. Finally they prefer to enhance their business rather than working with their hands.

The Crafter / Analyzer operator's personality includes what concerns working with instruments, tools, machinery, switching from the smaller tools until great ones. For crafters, any instrument is useful to show their abilities. Instead of using a tool in a basic way, they are specialist using it even they do not have a degree in its use. One in ten people has this special gift and they show their talent since childhood. Most of Crafters, try to learn more and more

with the practice about the correct use of tools, and they are perfectionist with what they do. They also are politic, methodic, positive, impulsive, and reserved people.

The Performers / Motivator presenter have the ability to keep the attention of people either as animator or speaker. They make people feel happy, relaxed, and express their best side. Their main weapon is the voice together with warm and joviality. With these people, anytime or conversation is an opportunity to lift spirits, spread good mood, and look on the bright side of life. These people enjoy being the focus of attention and have a high grade of aesthetics. Their nature is free, impulsive, curious, creative, talker, clever. Their weaknesses are to live the moment, excess of sensitivity, bad planning, and poor concentration.

The Composers / Composer producers are unpredictable and spontaneous but easy going, having the ability to know emotional changes of the people around them. They enjoy creating new things and are very independent and competitive. Sometimes they need to be alone to think and rest their souls, which give them a mysterious air. For a composer, is not easy to follow instructions because of their free soul and their desire of experiment, causing low grades in school. In this type of personality are included painters, sculptors, designers, poets, chefs, song writers, and all people whose abilities are related or include in the “fine arts”.

The Supervisors / Implementor supervisors act as guardians, organizing people and ensuring that people do correctly what they have to do, but sometimes they could be overly strict when rules are not obeyed. They have the need to belong to something; it could be a family, a community, or a social group. They are extrovert, concise, loyal, collaborative, and respectful. The negative part of them lies on the fact that they give up easily. They tend to have bad temper and are not afraid to say and defend their viewpoint. For them, ethics and morality are valuable. They prefer to obtain their jobs with their own effort instead of

someone else's help. In this type of personality are included referees, judges, and administrators.

The Inspectors / Planner inspectors are individuals who put a lot of effort and energy to ensure their work is well done, even without worry about their own health. Their patience and concentration make them ideal for many professions. Most of the time, they are checking the veracity of the facts and they prefer to work individually only in tasks they considered important or relevant. These people are smart, logical, honest, reasonable, and enjoy a peaceful and safe life and keep a cool head in hard situations; but they change easily their mood, are secretive and follow orders verbatim; testing new things is not part of their personality.

The Providers / Facilitator caretakers are sociable and practical people. They enjoy serving other people without worrying about tasks they have to do; for them, those tasks for other people are a chance to feel valued and appreciated. They are very sociable and are good working in groups. Providers put their time and vitality available to others and always try to keep harmony around them. Also, they have a sixth sense to feel the frame of people's minds. They are concerned about their appearance and social status. Their personality includes many positive aspects, such as loyalty, sensitivity, warmth, sociability, responsibility; and some negative ones such as rigidity and the necessity of attention.

The Protectors / Protector supporter main concern is caring for others as a guardian. They are very solidary and are always looking for doing something to help others. Their help is disinterested and often secret. They are very patient, loyal, thorough, responsible and work better in groups. However, sometimes they suffer abuses because of their generosity in the work and their shyness personality. Generally, the protectors have good memory, a great imagination, and are good at choosing gifts. They pay attention even to little details in conversations or events resulting in making new friends easily. To them, the family is the most important thing in their lives.

The teacher / Envisioner mentor's main skill is being influential without much effort. They are interested in others and are very authentic. They can easily communicate their ideas and opinions as leaders, calling people's attention and persuading others without need to be politicians. They are so charismatic, altruist, natural leaders, tolerant and dependable. As opposed to these good qualities, they are idealist, sensible and undecided. The teachers often trust in people too much. However, people in general feel attracted by their personality.

The counselors / Foresseer developer are the rarest kind of personality; only a few people have this type of personality because of their unusual features, such as perfectionist and quiet. They can easily get angry and very sensitive. In contrast, they are creative, insightful, altruistic, and decided. They have strong opinions and tend to help others, for example the firefighters and rescuers. They enjoy leading their peers to be better and have the ability to read intentions and the mind of others; therefore, they are good in all related to psychological subjects. They generally work alone and in private, helping people around them. Finally, they are better expressing their ideas and feelings in written instead of spoken form.

The Champions / Discoverer advocates are very curious, dreamer, emotional, romantic, interesting, influent, and spiritual. They are very intuitive and are often looking for the causes and reasons of the things. Most of the time, they are trying to feel appreciated by others, and this is a problem for their self-esteem when it does not occur. The Champions have a great imagination and are very motivated to do something that they are interested in, but this is also a problem when they suddenly are treated as leaders and they do not wanted this reaction from people because this could scare them. They like to feel free, stable, and secure. They try to trust in their intuition and make things in their own way.

The Healers / Harmonizer clarifier are reserved, peaceful, loyal, and even shy people. They are very tolerant, reserved, educated, but with a high level of sympathy. Their lifestyle

has to be related to their values, trying to solve problems of less fortunate people. Princess Diana was a good example of this type of personality. They enjoy poetry and spending time alone. Although they are good at learning languages, they are better at writing than speaking them. They have the ability to find kindness in all creatures and always try to live in harmony and transform chaos in something positive.

The Field marshals / Strategist mobilizer are rational, self-confident, and charismatic; they love challenges and think fast. They have the ability to lead others easily, and they become great businessman and leaders. These people enjoy talking with others and defending their own point of view, realizing when others have talent, but being bad at showing their feelings. They are energetic, efficient, but they also are dominant, ruthless, impatient, intolerant and sometimes arrogant. Napoleon Bonaparte was an example of this type of personality.

The Masterminds / Conceptualizer director have the most interesting personality. They are smart, mysterious, decided, original, perceptive, and have an extensive knowledge in many areas, causing a high self-esteem. They are perfectionist and enjoy improving ideas and realities around them, but first they do an effective analysis to know the advantages and disadvantages of each situation; however, they are always open to new ideas and changes. The Masterminds are good natural leaders and strategists. Romance is their weakness because they are analytic, perfectionist, quiet, rational, and a bit insensitive. Their strengths are honesty, hard work, independence, and open mind.

The Inventors / Explorer Inventor enjoy discuss any funny argument, because with this activity they train their main. In jobs, they enjoy changing ideas and looking how things work and how improve them. Their main goal is change their world, but they are better thinking that doing. The inventors are competitive, fast, original, smart, honest, good speakers, enthusiastic, flexible, loyal, and think fast. They have an extensive knowledge in many areas

being able to defend their ideas easily with arguments. They are hipsters and prefer to follow their own norms and this could be a disadvantage in jobs or in personal relations. Also, they are very direct, sometimes hurting people around them with their words unintentionally.

The Architects /Designer theorizer are looking for perfection at the moment of acting and speaking. They analyze the pros and cons before doing something. They are relaxed, analytical, logical, inventive, original, objective, loyal, and straightforward. Examples of this personality include mathematicians, architects, technicians, and Scientists. They do not feel comfortable with routines, so they prefer to solve problems constantly or do something that includes challenge. For them, it is difficult to explain their ideas; in spite of this, they are very friendly and reliable with people with same interests. They are very loving with their children and worried about their education.

Teaching speaking

According to Herrell & Jordan (2008), a good technique to help students to develop their speaking abilities is with Modeled Talk. This technique refers to the use of visual aids to attract students' attention, ease understanding, and make classes more relaxing. Besides, students know what and how to do what the teacher is asking for. Before a class, the teacher should prepare a plan and materials to use in it, rehearsing the modeled talk, and organizing the stages for the class. The visual aids help specially to nervous students, who, because of shyness or fear are unable to produce speaking. If the teacher uses them, these students will feel less anxious and could participate in the class actively. Also, if this technique is performed among students, the activities in the classroom will be developed in a better way.

The same authors say that Communication Games can also help students lower their anxiety to talk in the classroom. The goal of this activity is to get a desired answer from students by using questions, giving directions, or working with classmates to do a specific task. Teachers first, have to choose the game according to the level of the language. To

perform the activity it is necessary to form pairs or small groups, give clear instructions about what they are expected to produce and share experiences at the end.

Nation & Newton (2008) explain two other different techniques to practice and improve speaking in English classes. The first one is called “the best recording”, which is an activity where the student’s speech is recorded on a tape. Then the student listens to the tape and tries to first find errors and then correct grammar and/or pronunciation mistakes. He/she can repeat this process until he/she is glad with the recording.

The second activity that these authors mention is the “ask and answer technique”, in which students work with a partner. One of them reads a text with familiar words and then, both ask and answer questions about it and its context. With this simple technique, students are practicing fluency and controlling their anxiety to speak in front of the class.

In the second part of this Literature Review, a particular number of studies concerning students’ willingness to orally communicate are going to be presented. These studies have been developed in different countries showing different realities about oral communication in a foreign or second language.

The first study research has been conducted by Mohammadzadeh, A., Jafarigohar, M. (2012). The purpose of this study was to search for the relationship between the capacities that students have to learn English with their willingness or disposition that they have to speak such language. The participants were in average from 18 to 43 years old, belonged to two centers of Payame-Noor University at BA level. They were 188 male and 329 female.

The instruments used for the study were two self-report questionnaires applied in their native language (Persian) to avoid any complications due to their limited use of English language. Besides, three-part questionnaires, one of those was a eighty-item questionnaire, a version from of Gardner’s with the objective to measure MI (multiple intelligences), another self-report questionnaire that was applied from McCroskey (1992) to evaluate WTC

(willingness to communicate) for which a twenty-item questionnaire was used. Finally, a biodata questionnaire was used to get demographic information about the learners like their ethnicity, age and gender.

At the end of this study it was concluded that Multiple Intelligences has an important influence in the willingness to orally communicate. Multiple Intelligences that can be musical, linguistic, interpersonal, logical, visual influence WTC; that is the reason why the authors suggest that an especial interest should be given to MI, planning the classes around the needs of the students and letting them practice their intelligences using the technology and strategies to improve the understanding and better learning. According to this study, Willingness to communicate and Multiple Intelligences have an important difference depending on the gender. That is why it is very important to be aware that students, (females and males), cannot be treated in the same way but rather take into consideration different activities for each one to increase their interest for WTC.

The purpose of the next study, which was developed by Toni (2012) was first of all, to figure out if the motivation that Iranian lower intermediate English have for EFL plays an important role for speaking proficiency of the English language, and secondly, to research the relation between them. To fulfill these objectives, a questionnaire was applied to freshman students (males and females) of English at Delta academy of foreign languages, Tehran, Iran, starting from April 2011. The learners had studied English for about six years and came from different academic centers.

The model of the questionnaire was adopted from Mihaljevic Djigunovic (1998) and elaborated based on Gardner's Attitudinal/Motivational Test Battery (AMTB). The purpose was to measure the subjects' motivation and two demotivators that can affect students' willingness to communicate in English either if they dislike the method of the course or maybe they think that the subject is too difficult.

The results of this study demonstrated that learners' motivation has a direct influence on their speaking proficiency. It was observed that the greater the motivation a student has the more predisposed he/she will be to speak English. The author suggests that it is important that teachers encourage students' motivation, talking about the importance of speaking a foreign language and using it more frequently in their classes. Finally, it is suggested that an idea to increase motivation is to analyze the different reasons, needs, purposes and justifications that can make students encourage speaking a second/foreign language.

The next study to be discussed is the one developed by Clément (1994) applied social psychological constructs to the acquisition of English in various places of Budapest. The purpose of this study was to recap the relevance of a social psychological perspective to L2 learning within an isolated context of the FL classroom in a unicultural context. It was based on four objectives. The first one was focused on orientation and motivation as a desire to learn L2 for practical advantages and as an interest that includes sociocultural and nonprofessional reasons. The second objective referred to an integrative motive, which is the interest to contact with foreigners and Anglophone culture, the motivational effects toward L2 as the desire to study L2 or the participation in classes or needs of contact with persons who speaks L2. A third objective of this study was focused on self-confidence and anxiety since it is observed that both have a clear influence on the process of L2 learning; the interest to have contact with persons who speaks L2 language will increase a self-confidence and low anxiety if this relationship is frequent and pleasant. On the other hand, activities in the classroom as negative evaluations have direct influence to raise anxiety in L2 classroom. The fourth objective sought to assess the close relationships that can have all this social psychological factors as motivation, integration, anxiety and self-confidence, and its influence in L2 language learning.

For this research, a total of 301 participants (males and females) from 11 different schools were asked about the attitude, motivation, interest, anxiety, perception, and organization toward learning English. There were two questionnaires used one for students and other one for teachers. The students' questionnaire was applied in English classes. The items consulted concerned orientations, attitudes, motivation and anxiety. On the other hand, the teachers were asked to evaluate students' homework in general, how much the students are motivated and how their participation in classes was.

In conclusion, this study showed a special situation in Hungary toward L2 learning. The interest to learn English for pragmatic purposes was not the main objective; instead, it was the knowledge of the language for media usage and instrument orientation seemed to be the most important aspects. A cause for the low interest in L2 is for the absence of Anglophones in this area, which promoted a lack of motivation for foreign language learning.

This study determined that both the classroom context and activities developed outside of the class work together to affect self-confidence. Good classroom atmosphere will certainly cause low anxiety and instead enhances self-confidence. However, this can be affected by extracurricular experiences modifying classroom behavior, achievement and anxiety. As suggested by the authors of this study, teachers must look beyond the school context looking for the necessities of this students trying to look through their eyes to discover their willingness.

Continuing with this literature review, another study to be discussed here is the one developed by Knell, & Chi (2012). This research was focused on upper primary schools students who are involved in English immersion compared with students that take English as a core subject, living in the same place and studying in the same school. The purpose of this study was to discover non-linguistic variables like motivation, language attitudes, parental

support, willingness to communicate, perceived communication competence, and language anxiety in students learning English as a foreign language.

In this study there were 90 participants who were enrolled in immersion programs and 85 students studying English as a core subject. All of them were from upper primary grades from the same school and from the same area. For this purpose the students were given a questionnaire that assessed affective variables. There were two groups of tests, one to be applied individually and other for the whole group. The individual one included vocabulary measured, word identification assessment, and oral proficiency. For the group testing, the affective attitudes questionnaire and reading comprehension test were employed. The students had no time limit to solve these questionnaires. The two questionnaires were completely in Chinese but the instructions were given in English and in Chinese for oral and reading comprehension, as well the testing was supervised by the two authors.

The results showed that there were affective differences between immersion and nonimmersion. Students who were in immersion programs presented higher scores on the affective variables for willingness to communicate and perceived competence. Therefore, they showed a lower level of anxiety. This study demonstrated that students that have opportunities to contact with English in a natural and functional way are more willing to communicate in English than those who are not in immersion programs. This research work also showed that age influenced affective variables. Thus, it demonstrated that younger students have more willingness to communicate in a second language since they just started learning this subject and it seemed to be more attractive to them. That is the reason why this study presents important affective differences between fourth and fifth grades but in sixth grade, this difference is less notorious.

The last study referred to here was developed by Yashima, Nishide, & Shimizu (2004). One of the objectives was to observe if Japanese students were willing to

communicate in second language inside the class and outside of the class in contact with different people and with different situations. The second one was to analyze variables that influence their willingness to communicate in the second language and the different communicative behaviors that can affect this process. To develop this study, a questionnaire with attitudinal/motivational measures was administered to two different groups. Before applying the questionnaires, students had already been in the program for three months. Finally, the TOEFL test was taken by these students.

As a conclusion, this study demonstrated that students that are in contact with the second language in different occasions during the day are more predisposed to participate in classes, presenting low anxiety for asking questions during the class; in the same way outside the class, they have more self-confidence to communicate with their friends.

Description, Analysis, and Interpretation of Results

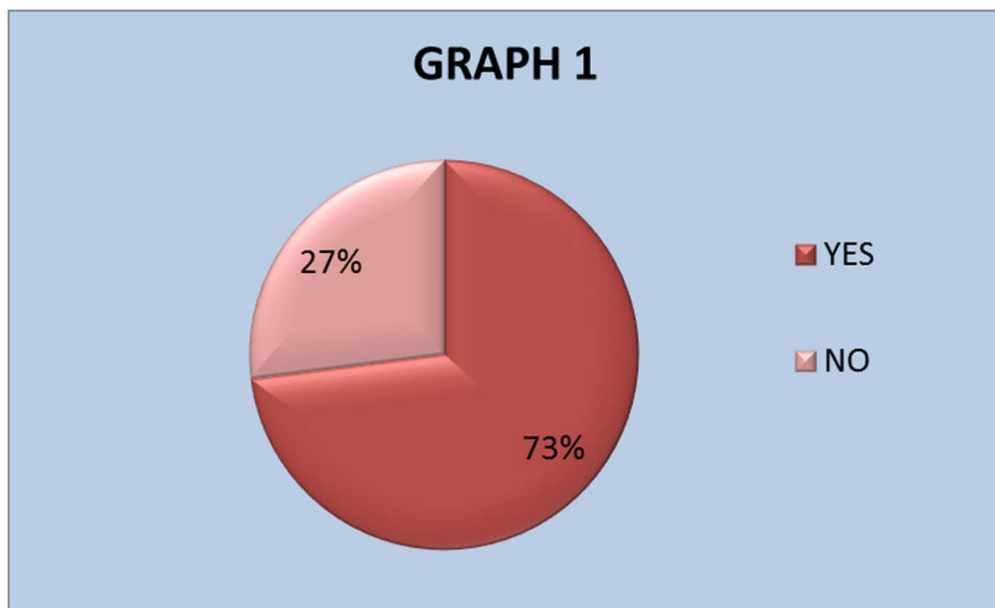
This section comprises the analysis of the information (data) gotten from the field research about the students' perceptions on the factors that influence their willingness to orally communicate in EFL classrooms; the results obtained were analyzed both quantitatively and qualitatively.

From the quantitative point of view, percentages were described, and from the qualitative one, the results were explained and supported with students' answers, observation and bibliographic information from the Literature Review.

Quantitative and Qualitative Analysis

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

Do you feel motivated to speak English in the classroom?



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

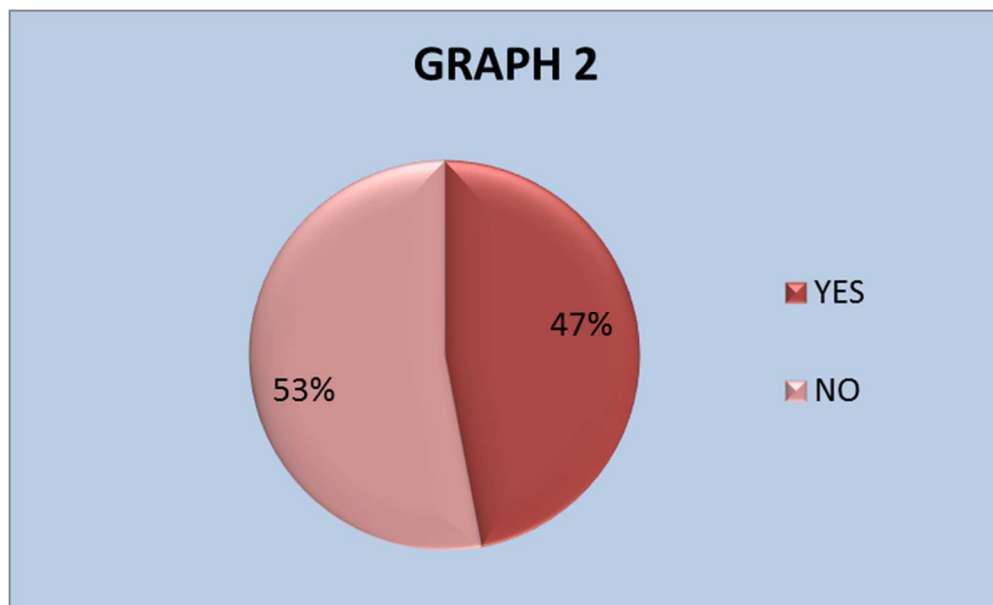
The results in graph one show that the 73% of the students are motivated to speak English in the classroom and 27% are not motivated. According to these results, it is possible to state that most of the students are eager to communicate in English in their classroom.

The reasons given by the students are varied. Most of them feel motivated because they want to improve and learn English. They also indicated that they enjoy learning a new language and with spoken practice they improve their pronunciation. Self-confidence and a better environment were other reasons why the students say they feel motivated to speak English in the classroom.

In contrast, according to the observation sheet, even though the students said they feel motivated to participate in oral activities, they were afraid to answer the questions that teachers asked. Some of the topics practiced during classes were from general knowledge, but even so, there was not seen a positive participation probably because the students felt ashamed of being observed by unfamiliar people. Also, in the high schools observed, there were overcrowded classes, increasing the problem in the learners because they have fewer opportunities to participate and for the teacher it is more difficult to keep the control of the class.

Dealing with motivation to speak, Lightbown (2006) says, that motivation that come from the teachers, plays an important role because it can help students feel comfortable and less stressful, allowing them to enjoy the class. To be successful motivating students the author mentions that it is advisable that the teacher creates interesting classes taking into account students' age, personality and level, without missing the goals and contents of the subject.

Do you feel motivated to speak English with your classmates in the classroom?



Authors: Ernán Cabrera - Carolina Marín

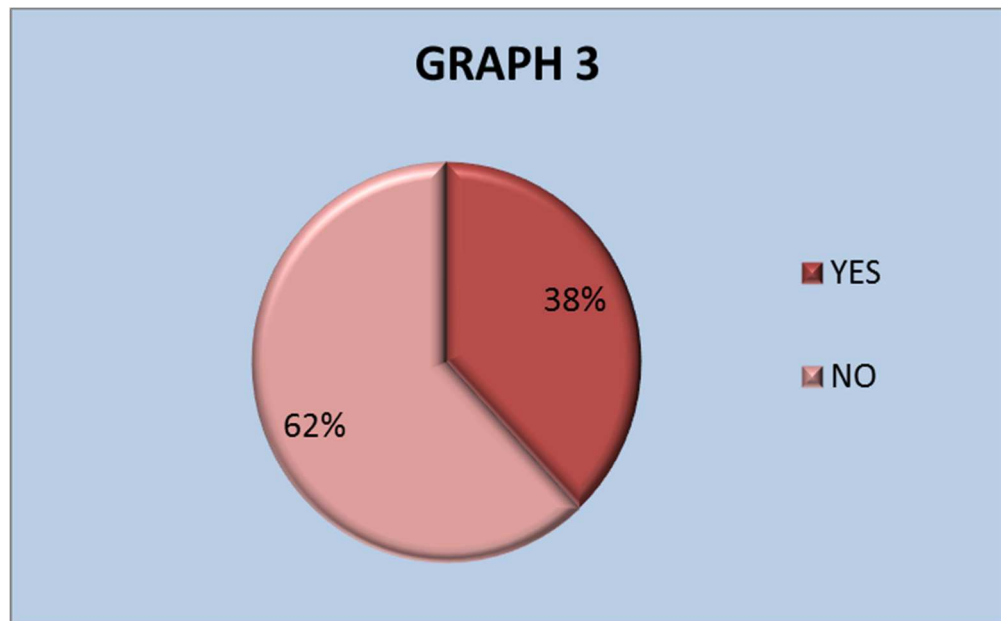
Source: Five high schools from Cuenca

As it can be seen in Graph 2 there is a balance between the two choices. The numbers show that students feel motivated in a 47% against 53% of the students that are not motivated to speak English with their classmates.

In the students' surveys, the results show that they feel motivated to speak English with their partners because in this way, they can practice and improve speaking, overcoming their mistakes. Also, they consider speaking activities as funny tasks that helps them to gain confidence. The higher percent of the students indicated that they do not feel motivated to speak English with their partners because they have a poor pronunciation. Also, they stated they feel shy and prefer to use their first language with their partners during the class.

According to the results of the observation sheet, there is a concordance with the above answers of the students, because during the class, most of them seemed nervous and fearful in the speaking activities, what is more, they preferred to use their mother tongue in the class to avoid mistakes, and the teacher do not require English as unique language in the class.

Do you voluntarily participate during the speaking activities in the classroom?



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

Graph 3 shows a difference between voluntary and required participation of the students during speaking activities. The 38% of the students answered that they feel comfortable participating in speaking activities. On the other hand, the 62% of them think that their participation is forced.

One of the main reasons for the students to feel comfortable to voluntarily participate is because they like to speak English and demonstrate what they know. Besides, they think that they receive positive feedback from the teacher making the classes more participative. On the other hand, the 62% of students that do not voluntarily participate in speaking activities, commented that they feel afraid to make mistakes in the pronunciation; what is more, they wrote that they do not understand English and do not have the opportunity to practice pronunciation.

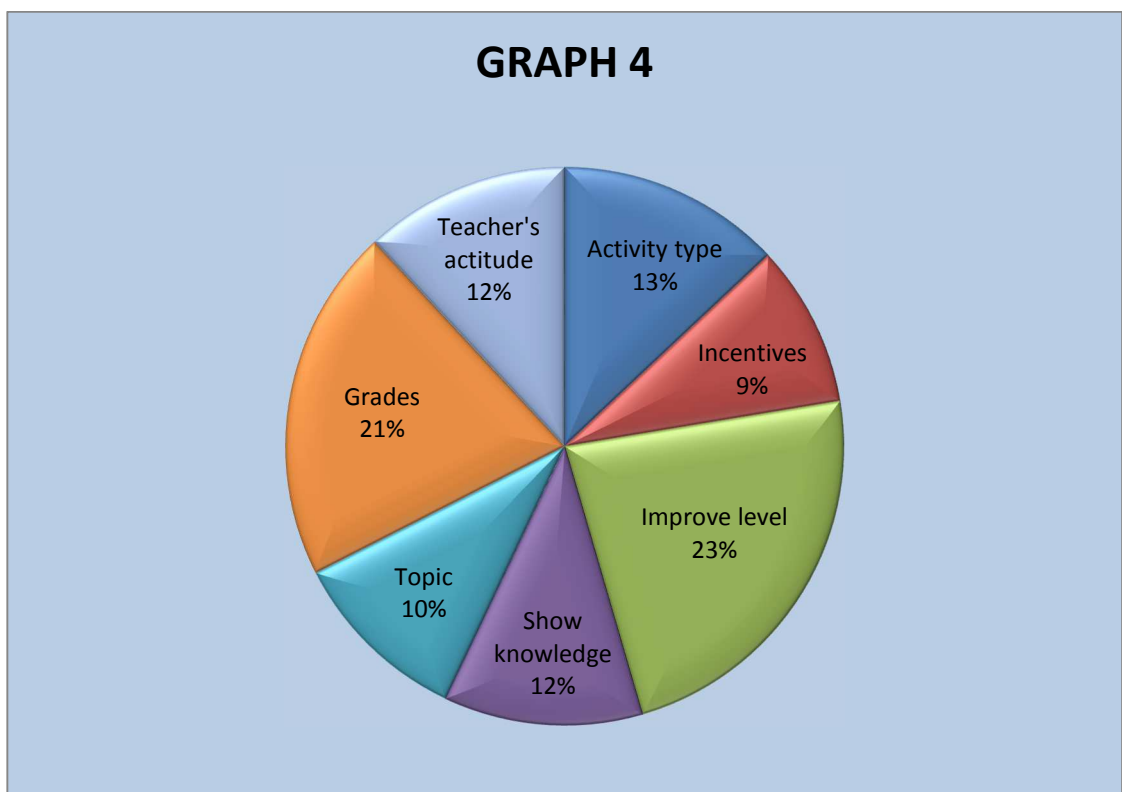
During the observations most of the students felt unconfident and fearful, with a low interest to practice pronunciation, also, they do not participate in speaking activities in a

voluntary form, instead, the teacher had to offer rewards several times to incentive the students in the class.

As a conclusion from the observation in this question, it can be seen that most of the students are not able to use English in the classroom, since they were not active to participative in speaking activities. As suggested by Clément (1994) to overcome this inconvenient, teachers must look beyond the school context looking for the necessities of this students trying to look through their eyes to discover their willingness.

As a recommendation to the above situation, teachers should include partner activities to practice conversations outside the classroom such as audio/video records and short interviews to improve vocabulary and their fluency.

What motivates you to participate in the speaking activities in the classroom?



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

In the process of learning a new language, motivation plays an important role. For this reason, in this question the students were required to answer about the aspects that they

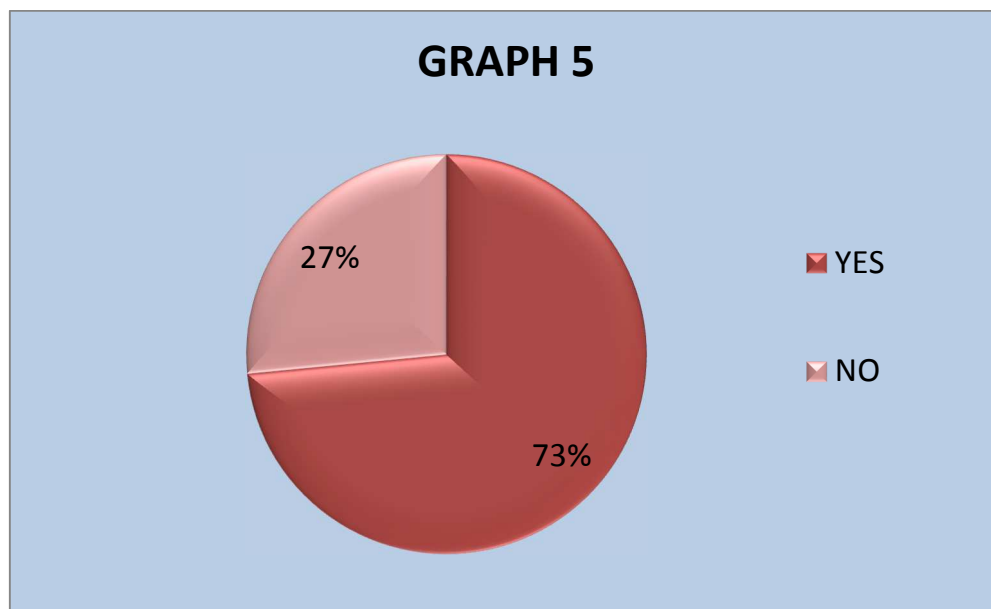
consider more motivating at the moment of participating in speaking activities. Thus, in Graph 4, it can be observed that 23% of the students feel the desire of improving their level, followed by 21% of students that consider motivating their grades. Teacher's attitude, kind of activity, and demonstrate knowledge have similar values 12% - 13%. Finally, according to the answers, the aspects that motivate less to students in speaking activities are the topic and incentives with 10% and 9%, respectively.

Referring to motivation, Harmer (2007) makes a distinction between Intrinsic or internal and Extrinsic or external ones. The first one comes in the classroom during the class. It may come from the teacher's ways to lead the classes, from the tasks and exercises that the student does, or from student's dedication to learn the language. The second kind of motivation occurs when a student feels motivated from other people, family, friends or community.

In the observed classes, it was noticed that students answered better when grades and rewards were involved in speaking activities, also, students felt more motivated when the topic was familiar for them increasing their self-confidence to participate. This indicates that intrinsic motivation is more influential than extrinsic motivation in these students and that the teachers have to cope alone at the moment to incentive them.

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

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



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

According to the results in Graph 5, it is seen that 73% of the students consider that their English level influences their participation in speaking activities during the classes. They explained that the better their level the better their oral participation will be; in the same way, they can speak more fluently and show what they have learned; in addition they can improve their knowledge and have a good performance in their speaking activities.

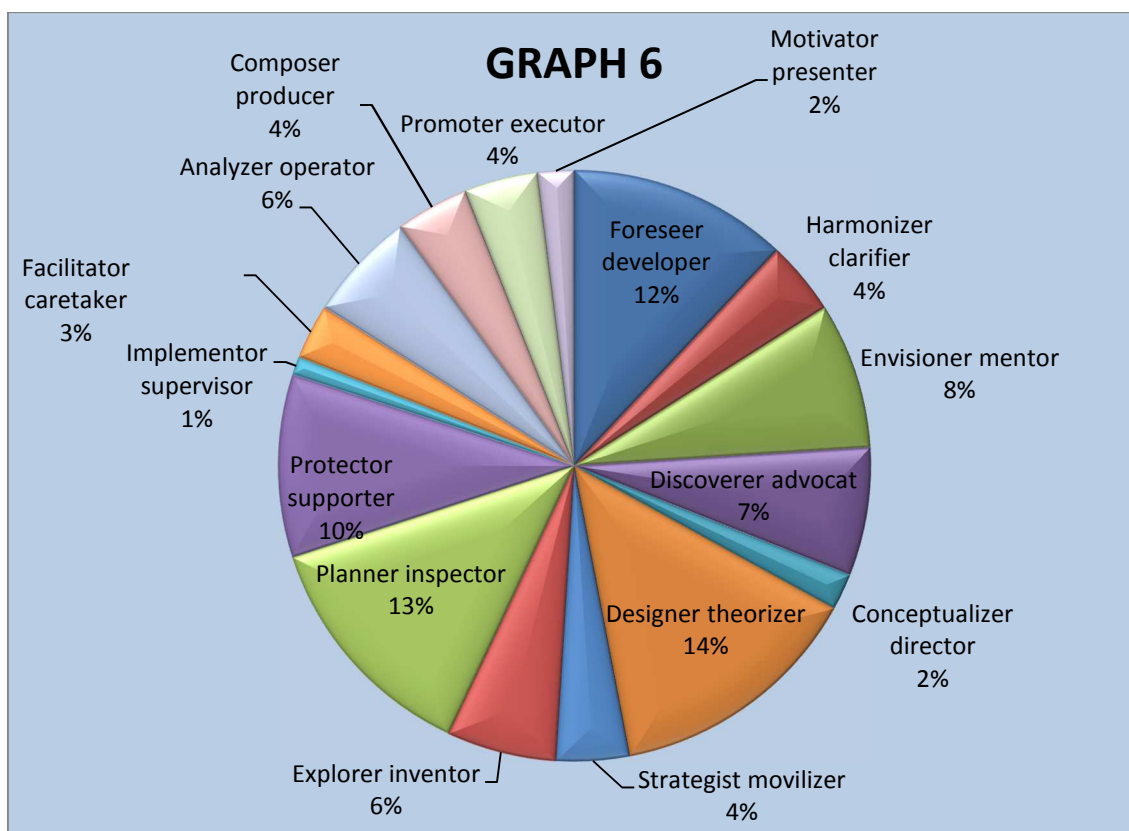
The other percentage, 27% of the population considers that their English level does not influence their participation, they think that their participation in classes is more mandatory than voluntary and what motivates them it is only to obtain good grades and accomplish with a task or lesson. For other students, participation in classes is not necessary because it is something needless or there are not opportunities to do so. Also, students answered that sometimes, although their English level is not bad at all, the fear to participate in front of their classmates and make mistakes is high, so, they chose to be quiet. This shows that the

level of English of students is not what they expect, because although they know that it is necessary a good vocabulary to participate in class it was not seen during the observations.

In the classes, teachers were often using a variety of tasks to make students feel more relaxed and less shy in oral participations, such as warm up or role play activities between them. They exhorted students to speak even though they make mistakes, so, teachers could control and helped them to overcome their errors. Also, the teachers tried to increase the participation of their students using different activities such as: repetition drills, listening and repeating, describing problems, asking for information about the topic, role playing and giving reasons or arguments. However, the answers were not always the expected, because some students showed apathy and most of the time they opted for keep quiet. This is a message that students do not get adequate extrinsic motivation, because they consider unnecessary the effort to learn a new language beyond to approve the subject. As it was mention by Harmer (2007), teachers should show students the benefits about learning English for something specific such as finding a job, it will he/she be more concerned about the necessity to learn it appropriately.

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

What kind of personality do you think you have?



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

Graph 6 shows the different personalities that the students think they have. According to the survey, most of the students, which is 14% of them, consider that their personality is designer theorizer that means they use their imagination to design and create things. In second place, a 13% the students chose planner inspector as the personality they consider they have, this type of personality employ a lot of effort to ensure they work is well done. In a similar amount the 12%, they considered they are practical to resolve problems and have good relationships with other people choosing foreseer developer as their personality. In fourth place, 10% of the students described their personality as protector supporter since they are good listeners and remember things very well; also, they feel anxious when people do not follow rules or do not have good relationships with others. The 8% of the students chose

envisioner mentor as their type of personality. They consider that they are creative, communicator of values, and that they like to share. The sixth place in the graph is for the personality discoverer advocate, 7% of the students chose this personality. They feel as investigators of opinions and resolve different situations with creative processes.

Explorer inventor and analyzer operator personalities have the same percentage, 6% of the students demonstrate an inclination to be creative, ingenious, and independent. Moreover, they act according to their intuition. The eighth place is shared by four different personalities: harmonizer clarifier, described as people who solve mysteries easily, they like to help less fortunate people using their high level of sympathy. Strategist mobilizer, who are leaders and organize resources to achieve results. Composer producer, described as people who take advantage of chances. Promoter executor, who are people that show talent to negotiate and are advisors. Each one of these personalities share 4% of the total results.

3% of the students who answered the questionnaire consider themselves as facilitator caretaker, according to this, they are people who are predisposed to help and accept others, recognizing the success of others.

In tenth place, the students chose two types of personalities: conceptualizer director, who are the ones who visualize the reasons behind things that happen. They are also independent and it is hard for them to interact with other people; and motivator presenter, who have talent to present things in a useful way.

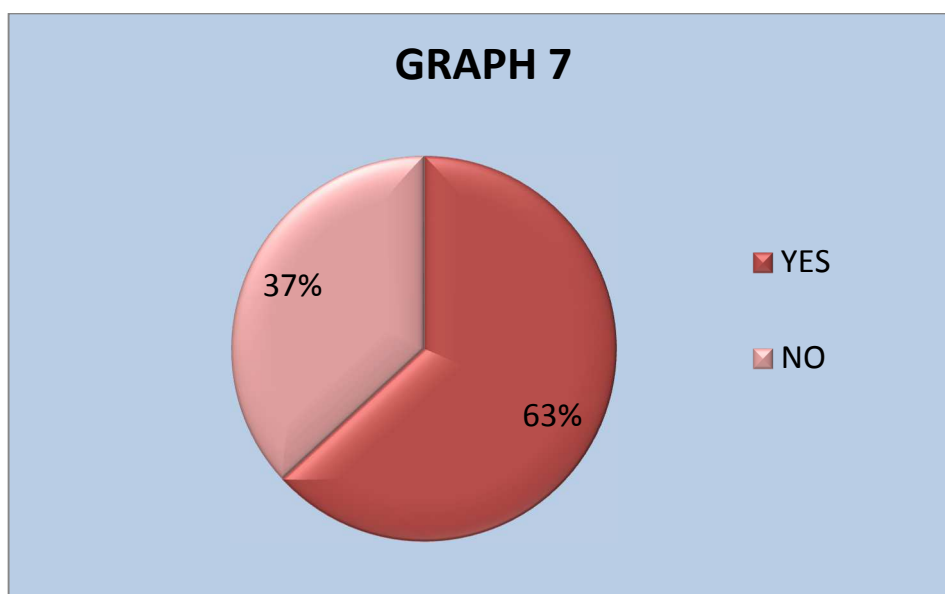
Finally, only 1% of the students selected implementor supervisor as their personality, it demonstrates that a few students are predisposed to keep the order in difficult situations, enjoy educating themselves and have a working attitude.

According to the above results, it can be seen that in an average of 100 students from these high schools in Cuenca city, designer theorizer is the most common type of personality with a 14%. However, according to Keirsey (1998) in his book "Please understand me II", it

is difficult to find people with this behavior in ordinary places since, as the author says only 1% has this personality. This result indicates that in our environment it is not the case, because the highest percentage of students chose designer theorizer as their personality.

In the observed classes all the students were not involved in the activities due to their different type of personality, some of them were more active or more participative than others, however it was perceived that the teachers do not have special interest in knowing the personality of each student in order to have a better experience of the teaching and learning process. One of the causes could be mainly because of the high number of students in each class, and other maybe because it is less complicated to prepare a general class not worrying about each type of personality.

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



Authors: Ernán Cabrera - Carolina Marín
Source: Five high schools from Cuenca

In this graph, 63% of students consider that their personality influences their participation in speaking activities during the class, in contrast to the 37% that do not have the same opinion. Among the comments of the students in this question, only a few of them

expressed their reasons: shyness, bad mood, self- confidence, and responsibility were some of them.

During the observation, it was perceived that the personality students have, influenced in the participation of the speaking activities, but it was difficult to differentiate the type of personalities of each student. It was easy to distinguish the extrovert students who were not afraid to answer questions or participate in speaking activities; on the other hand, the introvert students who were timid and shy showed no interest to participate in speaking activities; even more if there were unknown people observing their class.

Conclusions

The results obtained by the observations about the motivation to speak English does not match with answers from the students questionnaires, because even they wrote that they like this language, most of the time, they chose to be quiet and only participate in speaking activities when the teacher offered rewards.

The teachers worked most of the time with tasks taken from the student books, but some of the topics were boring or unusual for the students, causing a loss of interest to take part in speaking activities.

The students are more confident to speak and practice English when teachers are present and push them to participate, but their behavior change with their classmates or unfamiliar people because they are afraid of making mistakes in front of them.

The type of personality of the students influences in their participation. It was observed that extroverted students were well suited to participate in oral activities, opposed to inhibit students who preferred to fill the last seats and not to be considered.

The proficiency level of the students surveyed in these high schools ranges between A1 and A2 because most of them have difficulties at the moment of have a simple conversation, showing a relatively low level of Spoken English according to their age and level.

Recommendations

Teachers should encourage students to speak English not only to approve the subject, but also to let students know that this language will open their doors in the future since English is the dominant business language, and it has become almost a necessity for people to speak English even if they want to find a job or to travel to different parts of the world, for instance.

It is important that teachers prepare motivational speaking classes for students by using extra materials, so students can feel free to participate in class. The fact that teachers stick only with the book, not considering other types of materials can make students feel uninterested in the class.

Personality is an important factor that influences students' willingness to orally communicate; for this reason, it is important that teachers can be aware of the characteristics of their students in order to know how to deal with different learning abilities and in that way plan activities that meet all personality type to achieve an equal participation in oral activities, especially from shyest students.

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Annexes