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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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DEDICATION

I want to dedicate this research to my family, especially to my parents Luis and

Martha who have been a great support all the time during this career until this

moment. This work is also dedicated to my brothers Remigio, Carmelo and

Maria who have been accomplices of my effort, and to God who had given me a

great force to follow this path.

Martha Soledad Celis Torres

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I would like to give my gratitude to the following people: I thank to God because he has given me the motivation to achieve this goal. To my parents because they have believed in my capacity to become professional. To my teachers who had have enough patience to help me with those difficulties.

<div align="right">Martha Soledad Celis Torres</div>

CONTENTS

Abstract

The present research is about "Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools". The purpose is research about the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom.

This research was carried out in five Ecuadorian high schools in the city of Machala, El Oro province. Besides, one hundred high school students, between the ages of 13 and 20 years , participated in this study as following: basic education of eighth year and first, second and third year of senior high school in a state high school.

The information included class observation and surveys to students. Student's answers were counted, interpreted and represented into graphics using the quantitative method. The surveys were qualitatively analyzed by considering the literature review, opinions of the students and the observed classes.

The present research allowed us to determine the reasons because high school students felt motivated and unmotivated to participate in English class.

Keywords: students 'perceptions, high schools, motivation, students' participation.

Resumen

La presente investigación es sobre "La percepción de los estudiantes sobre los factores que influyen en su disposición para comunicarse oralmente en la clase de Inglés en los colegios de Ecuador." El propósito de esta investigación es conocer la percepción de los estudiantes sobre los factores que influyen en la disposición para comunicarse oralmente en la clase del idioma extranjero.

Esta investigación fue en cinco colegios de la ciudad de Machala provincia de El Oro. Cien estudiantes entre 13 y 20 años, participaron: octavo año de educación básica, primero, segundo y tercero año de bachillerato de un colegio público. La información incluyó clase de observación y una encuesta aplicada a los estudiantes.

Las respuestas de los estudiantes fueron contadas, interpretadas y representadas a través de gráficos. Las encuetas también fueron analizadas cualitativamente a través de una relación establecida entre la revisión de la literatura, respuesta de los estudiantes encuestados y las clases observadas.

La presente investigación nos permitió determinar las razones por las cuales los estudiantes se sienten motivados en la clase de Inglés.

Palabras claves: percepción de los estudiantes, colegios secundarios, motivación, participación de los estudiantes.

Introduction

This research was conducted because English teachers are often eager to stimulate their students to orally communicate in class; in addition, teachers believe that the willingness of their students to use the target language influences the student-teacher interaction and completion of speaking tasks. Student's low willingness to communicate is an issue for English teachers around the world, including Ecuador, where many English teachers still have not found a way to get their students to participate enthusiastically in English classes.

The present study, entitled "Students perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools", was conducted to identify how student's motivation, proficiency level and personality influence students' willingness to communicate orally in the classroom.

This research is relevant because we could identify the reasons why high school students feel willing or unwilling to orally communicate in the classroom. Consequently, English teachers will be able to find strategies to engage their students to speak in class, and students will also gain more confidence being involved inspeaking activities and improving their speaking proficiency.

Some scientific studies have been conducted in order to support this research; such as Padia l& Tapia (2007), who analyzed the English language learning habits of Spanish high school students, concluded that external factors such as the educator, the kind of feedback that learners receive and the teaching methods used influence the students speaking skills. Similarly, a study conducted by Fu, Wang, & Wang (2012) suggested that knowledge of English can be acquired through proved teaching methods and that the students' inclination to participate in the classroom is related to the nature of the communicative activities.

Another study, conducted by Oya, Manalo, & Greenwood (2004), found that there is a close relationship between students' spoken presentation, personality and anxiety. The authors concluded that students who are motivated will improve their speaking English skills.

The high schools in which this research was conducted benefited from the study results. With these results, the schools' principles could begin to assess the abilities of their English teachers. In addition, they could analyze the reasons why their students do not feel motivated to speak in the classroom. Teachers and parents of the students may also be interested in this topic. This study may help them to understand the factors that make speaking difficult for students and the ways in which they can contribute to student success.

This research offers an important contribution to the field of education. Additionally, this research is also very important to future researchers because the students already will have knowledge of the new terms applied in this study, so those future researchers will receive better results.

In this research I found some limitations as following: the observed students do not wanted to participate in speaking class because they were being observed. High school students did not possess knowledge of the possible types of personalities showed in this survey, and although the survey was written in Spanish some students did not understand the meaning of the questions to answer.

Researchers should participate in the English class some days before of applying the survey to high school students, so researchers will have more material to take account in their analysis.

Literature Review

All over the world, English is the most commonly spoken language, so it is very important for people to learn it as a foreign language. English has become the most used language for those who seek to pursue international jobs, business travels, superior studies, etc. Learning different skills, such as reading, speaking, writing and listening are very difficult for some people, particularly those who are not often in contact with this language every day. For all these reasons, we have to ensure that high school students learn English and teachers create the right learning environment to get their students to feel enthusiastic about learning.

Student motivation is an important factor for all teachers because it holds significant influence over students' ability to learn a foreign language. Hodder (2002) stated that "motivation is often seen as the key learner variable because without, nothing much happens" (p.172). Taking into account that, nowadays, English teachers do not have the tools to adequately teach English skills, the Ecuadorian government has decided to offer teachers special instructions in the subject.

The current Ecuadorian government has created an international program, which helps English teachers improve their teaching skills by traveling and learning in other countries. The skills they learn abroad, in turn, help them to more effectively teach their students in the classroom. Speaking is an especially important skill because it allows students to establish dialogues, know more useful things and have meaningful interactions with native speakers.

This research involves an extensive review of the factors that contribute to students' desire to speak English in the classroom. These factors include: motivation to speak English, proficiency level required for interaction, speaking strategies and student personality.

Student´s Motivation

Dornyei & Schmidt (2001) state that motivation is composed of three factors. The first is their effort to acquire a second language, displayed through the students' interest in solving homework tasks, using resources outside of the classroom to learn the second language, and devoting time to learning activities. The second factor is students' purpose in learning English; some students show a high desire to acquire the language through making a great effort. The last factor is the students' enjoyment of the language learning activities. However, there are some students who do not feel confident participating in class.

On the other hand, in an interview with students about their willingness to speak in the classroom, Fang (2008) found that students do not like to speak in class because they do not want to commit grammar mistakes that will make it difficult for their audience to comprehend them. "Students believed that being able to speak English would contribute to a positive image and would be used to them in their future" (p.123). Moreover, Dornyei& Schmidt (2001) claimed that "the point is the truly motivated individual display effort, desire, and affect. Motivation is a complex concept "(p. 6).

Teacher's Motivation

Hess (2001) says that "One of our tasks as language teachers is to get to the students express their own ideas and opinions both in speech and in writing" (p.34). The work of teachers is to help students feel motivated to speak in class and communicate with their teachers and peers. Additionally, when the students have the idea to speak, they express more than they are thinking.

Kottler & Street (2008) state that there are some relevant factors to take into account when trying to get students to speak in class. For instance, it is very important

that the students feel relaxed in the classroom and feel that they can manage the class work load. This will encourage students to speak about their personal stories.

Hess (2001) explains that if we want our students to feel sure of themselves and their way of thinking, it is not enough to simply talk to them. Rather, we have to set up situations in which they can have meaningful interactions and ignite their desire to share their thoughts and stories. Hess (2001, p.34) says that "As a rule, students are interested in sharing what is on their minds and are waiting for a chance to do so."

Additionally, Kottler & Street (2008) add that teachers should give students the opportunity to interact in class using a different language; "it is important to structure questions -from closed questions requiring one-word answers to open-ended questions- so that students will respond according to their level of fluency" (p.105). Learners have to acquire the skills necessary to both ask and answer questions.

Kottler & Street (2008) also cited Cary (2005), who states that students should dedicate time to using the words that they know, which will help them to interact in the class.

Proficiency Level

The Common European Framework is a guide that helps determine students´ English level by examining different linguistics skills. The present research is focused on the speaking skill, divided into the spoken interaction and the spoken production. Students are evaluated for both based on the following levels: A1 as basic user, A2 as basic user, B1 as independent user, B2 as independent user, C1 as proficient user and the C2 as proficient user.

According to the Common European Framework (2001), the levels for spoken interaction are as follows: students in level A1 are able to initiate and maintain a communicative exchange that allows their interlocutors to use elementary phrases while

helping the learners to express their answers. In addition, A1 learners are able to request or provide information about common everyday issues. In level A2, learners are prepared to convey their ideas on basic themes and jobs, and may be able to maintain an interaction, though it will likely be brief because of their decreased understanding of the language.

According to the Common European Framework of Reference (2001), we found the following description of level B1:

> I deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) (p.26).

The Common European Framework of Reference (2001) states that the main objective of level B2 is to identify learners that are able to interact with native English speakers using a high grade of fluency. They should be able to engage in a constant and easy conversation by expressing their personal opinions on familiar topics.

According to the Common European Framework of Reference (2001) level C1 students can adequately use the English language without inquiring about many phrases. This skill allows them to participate successfully in both social and professional conversations. Moreover, C1 student can establish similarities and differences with their interlocutors. In level C2, learners are able to interact without trouble, discussing everyday topics, using an uncomplicated vocabulary and conveying detailed ideas.

Another aspect considered in the Common European Framework of Reference (2001) was spoken production, graded on the following levels: level A1, in which students can verbally describe other people's characteristics and tell detailed accounts of current location in short sentences.

The next level is A2, in which learners are able to express basic distinguishing characteristics of their family and acquaintances, life style, academic status and their present or past jobs.

In level B1, by joining simple sentence structures, students can talk about their personal desires, argue their views and intentions and explain a brief legend, tape, text or their point of view.

In level B2, people are able to provide a real description on a number of familiar topics and can give details about the pros and cons of several aspects of those topics. Although the level C1 is difficult to achieve, students in this level can converse about difficult topics at an advanced level and draw conclusions about the topics discussed. Finally, in level C2, students have strong skills to explain and debate topics in an organized and relevant manner.

Personalities

Personality analyses, which help enhance our understanding of human nature, are an exceptional tool now available to professionals in a diversity of areas, including human resources, education, and psychology. These analyses provide professionals with a better understanding of people's potential, as well as their background and strong and weak personal traits, allowing these professionals to provide assistance regarding negative or harmful aspects of the personality. There are sixteen different types of personalities, which are detailed below.

One of these sixteen personalities, according to Berens & Nardi (2004), is promoter executors, who are described as natural-born leaders because they carry out challenging projects successfully. Moreover, they have an enhanced ability to read facial expressions, body language or the emotions of other people who work on their team. In addition, they do not hesitate to explore new approaches to tasks, even when

doing so proves risky; they are eager to find fresh solutions that, at times, may appear abstract or metaphysical to many others.

The second personality, according to Berens & Nardi (2004),is analyzer operators.They describe this personality as skillful compilers of informational facts, which are used in practical ways everytime analyzer operators face a challenging situation. In fact, their range of action stretches from technical-mechanical to scientific fields where they observe and associate new data with the previous input that they received to achieve a more comprehensive interpretation. As a result, analyzer operators are capable of deconstructing complex concepts into smaller significant ideas in order to apply them in practical ways. When Analyzer Operators set a goal, they make the best possible use of their potential to explore, discover and share their findings. However, working in a team with Analyzer Operators could be complicated since they rarely congratulate others when things are well done.Instead, they are overly critical when their collaborators make mistakes.

The third personality presented by Berens & Nardi (2004) is motivator presenter; they are mainly people of action who knowingly become the center of attention. Also, with their enthusiasm and energy, they influence others and provide vitality during the completion of their tasks. Moreover, they can perform multiple tasks at the same time, making use of their developed skills. In spite of their ability to easily read social cues, they may find it difficult to change their minds once they have made an initial judgment about someone.

Composer producers are described by Berens & Nardi (2004), first of all, as spontaneous and friendly people who frequently sympathize with people in need. Since composer producers are constantly driven by an inner set of values which dominate

their judgment and points of view, they usually set demanding standards for both themselves and the people who are working with them.

The Implementer supervisor personality type, in the opinion of Berens & Nardi (2004), is described as outstanding administrators whose priority is the systematization of processes. Implementer supervisors are often viewed as dependable due to their experience and readiness to listen to others. Once they fully mature, they become more tolerant and display an openness to dialogue that improves their social relationships.

Planner inspectors know how to make sure things get done. Berens & Nardi (2004) described planner inspectors:

> They are aware of what doesn´t change, tapping into what is lasting to weather the storms of life. They like to follow the work, ideas, and examples of others who have come before so they can pass these on and build on them. They have a good sense of the time it takes to do something or which step they are on during a task and easily follow a straight line of reasoning to solve problems (p.30).

Facilitator caretakers are classified by Berens & Nardi (2004) as people with great potential to work in social groups, parties or any group that requires a leader. Generally, they have the ability to establish contact with people and create strong bonds.Unfortunately, their strong sense of responsibility towards others may be misunderstood as a need for control. Sometimes, facilitator caretakers have difficulty coping with and compiling large amounts of information so they get frustrated or overwhelmed.

Berens and Nardi (2004) state that "protector supporters have a profound knowing about how things have always been and a sense how to do things (p.34)."Berens and Nardi (2004) claim that protector supporters are centered and

focused on their own and others' security. Protector supporters have the ability to observe past and present changes in their surroundings and draw conclusions about those issues.

Another type of personality is strategist mobilizer. These people are described by Berens and Nardi (2004) as natural leaders with strong organizational skills. They are quite successful at building organizations even under challenging circumstances. Strategist mobilizers are visionaries capable of planning for future needs and designing emergency alternatives. Though strategist mobilizers may be seen by others as demanding, strict and rigid, they are also often viewed as intuitive and solidarities.

According to Berens & Nardi (2004), conceptualizer directors are good at predicting future occurrences and taking measures to avoid potential issues. They are potential visionaries with the perspective to hold high positions in an organization due to their talent for developing systematized long range plans "Like a supportive parent, conceptualizer directors are helpful solving problems by taking them apart and then systematically working on them" (p.38).

Additionally, Berens & Nardi (2004) described envisioner mentors as individuals who readily express their points of view about issues; they easily accommodate and value cultural differences between people. Envisioner mentors also often offer up praise to those with whom they work in order to encourage good working habits.

Berens & Nardi (2004) pointed to harmonizer clarifiers as defenders and mediators of people in need, who make use of their extensive knowledge to solve conflicts and prevent unfair outcomes. Harmonizer clarifiers remain committed to solving issues, even when doing so becomes difficult.

Berens & Nardi (2004) suggest that foreseer developers often make predictions about the things that are going to happen in their future. They value people and seek to help others. Foreseer developers have principles to obtain a better style of life and tend to be aware of how to articulate issues sensitively and clearly to others.

According to Berens and Nardi (2004), explorer Inventors are eager to come up with solutions for problems in their surroundings by using their remarkable sense of detail, abstraction and innovation. Additionally, explorer inventors are capable of discovering useful approaches to problems by decomposing and conceptualizing situations. Furthermore, explorer inventors strongly oppose discriminative divisions in society and like to establish authentic social connections. Likewise, explorer inventors tend to show care and concern of the people in need.

Berens & Nardi (2004) claim that designer theorizers enjoy analyzing issues, step by step, so that they can determine the best possible solutions. Often, they apply their personal knowledge and experiences when analyzing problems and consider their own values when seeking alternative solutions.

The last personality described by Berens & Nardi (2004) is discoverer advocates. They are socially interactive individuals who are eager to encourage others in their personal pursuits. For this reason, one of their distinctive features is their genuine concern for the people around them. Likewise, discoverer advocates also display a striking ability to determine the real necessities and intentions of the people they assist. Typically, discoverer advocates feel genuinely curious about the nature of human behavior.

Teaching Speaking

Teaching speaking skills is an important part of helping students learns English. Teachers have utilized several methodologies in order to encourage their students to

speak in class, including grammatical competence, acquirement of a large repertoire of structures and discourse markers, high competence in speaking skills, strategic competence, best recording, task answering technique, rehearsed talks and the fourth, third, second strategies.

Richards & Renandya (2002) state that grammatical competence is defined as containing a vast amount of knowledge of sentence structure and syntax. Additionally, the students should know enough vocabulary to structure good phrases. Besides, English learners should acquire a high competency in speaking skills, using their knowledge of rules and tenses to satisfactorily communicate ideas to their audiences.

In other words, strategic competence is the ability to complete a dialogue, comprehending all main points. Furthermore, Maurice (1983) cited in (Nation & Newton, 2009) stated that the fourth, third and second strategies consist of grouping students together to work to complete a dialogue. The speaker has to talk about a topic for four minutes while the other student listens to him, then another couple of students repeat the same interaction process in three minutes and finally another couple of students complete the same process in two minutes.

Nation & Newton (2009) argue that this interaction activity focuses on production of the message, knowledge of the topic, relevant vocabulary, and the amount of time needed to transfer the messages. Another speaking strategy supported by Nation & Newton (2009) is the "best recording", in which students have to talk about a specific topic on tape and afterwards listen to identify and correct their mistakes. The students repeat this process until they feel comfortable with their speaking abilities.

Simcock (1993) who was cited in (Nation &Newton, 2009) explained the task and answer techniques in which two students have to read a complex English text. Afterwards, one student asks questions about the text and the other provides relevant

answers. The student who answers has to construct a summary of the main ideas of the text. The objective of this activity is to help students understand and formulate complex questions and answers. The last speaking activity, suggested by Nation & Newton (2009), was rehearsed talks, in which students start talking alone, then they have to speak with a partner, followed by in a small group and finally as a whole class. This sequence is called the pyramid procedure.

According to Richards & Renandya (2002), many teachers motivate their students to learn the English subject and they have to teach to their student to enjoy this foreign language. It is because English is more than a task it is a skill, which has to be developed, not only admired. For these reasons teachers try to engage their students to use their intrinsic motivation such as: they have thought that they can travel all over the world by speaking English because some important enterprises seek only this type of people. Students can also use their extrinsic motivation to learn English; for instance, the rewards that they can get by participating in English class.

In addition to the research of the authors mentioned above, a lot of scientific journals have addressed student motivation to speak in the classroom.

One of these studies was conducted by Padial & Tapia (2007) who observed and analyzed student practices when speaking in the English classroom in Spanish high schools. Participating students from ESO and Bachillerato and their instructors were given a survey to be completed. The information obtained from the survey was introduced into the Statistical Package for the Social Sciences to analyze the results for trends regarding learners' intrinsic motivation to master another language and participate actively in the classroom. Finally, a relationship was established between the learners' achievements and internal and external influencing factors. The researchers concluded that there were some external factors that influenced the students'

achievements. The students' opinions on these issues have to be considered. Learning in the English classroom will not be successful if students work solely alone or with the pressure of the educator.

The next study was conducted by Fu, Wang, & Wang (2012) who examined the acquisition of knowledge, applied methods and the learner's inclination to speak English. In this study, a set of questions were given to one hundred English learners in the Harbin Institute of Technology. The research focused on five important issues about willingness to communicate: encouragement, personality, self-assurance, concern and customs. All surveys remained anonymous to encourage student honesty and the instructors were available to answer all questions. The authors concluded that the factor that most influenced students' contributions in the classroom was their internal and external motivation. Students who thought more optimistically took advantage of the opportunity to participate in class and improve their English language. This study shows that willingness to communicate is related to the activities used to stimulate conversation, individual motivation and anxiety.

Another research study was conducted by Oya, Manalo, & Greenwood (2004) who investigated whether any association exists between spoken presentation, student personality and anxiety in intermediate level of Japanese students who were studying English in New Zealand. Participants were given six unordered cards with pictures and were given two minutes to put the cards in an order so that they could form a story. Next, they retold the story, without a time limit, recording their voices on a minidisc using a microphone. Finally, the information collected was examined for fluency, accuracy, complexity, and global impression. This research showed that when students were more encouraged, they were more willing to improve their English speaking. Through this research, a close relationship was found between clause accuracy and the

students' state of anxiety, which was confirmed by the subjects through their spoken presentation.

The following study was completed by Yashima, Zenuck & Smimizu (2004), who aimed to research the consequences of willingness to communicate in a foreign language. The researchers applied two different quantitative methods in this study. The first method was targeted towards a group of students who had to complete a test in their house with the assistance of an English tutor and then deliver this test to their English educator. The second procedure was completed during three weeks in which the participating students received two surveys, which they had to fill out in a specified time and deliver them to the program coordinator. In the first study, the researchers concluded that by combining grammar competence with a minimum percentage of anxiety, the students felt more willing to express themselves. In the second study, the researchers concluded that people who speak for a long time with English native speakers improve their speaking skills and their relationships.

Finally, Peng, J. E. (2007) completed a study to determine the association between willingness to communicate in English and student motivation. This research helps to enhance our understanding of English language teaching changes in China. Starting with lessons for only six hours a week and progressing to twenty hours a week, Chinese students spent time using English through English Festivals, English corners, speaking and singing. The teaching staff consisted of English teachers from North America, three United States medical professionals and eight Chinese English teachers with experience in local educational institutions. Classroom activities were based mainly on interaction between students, and a combination of methodologies was used during lessons to help students understand how native speakers think, feel and act. These activities often utilized newspapers, the Internet, television and short films to

help familiarize students with English-speaking culture. The author came to the conclusion that integration and motivation are the most important factors influencing the learning practices of students studying English. Students who enjoy speaking English will be more disposed to talk in, as well as outside of, the classroom in contrast to students who have less desire to speak English.

Method

Setting and Participants

This research was conducted in the city of Machala in the province of El Oro. The participants of this research were one hundred students, both women and men, from different high schools as follows: twenty students of the 8th year from a private high school, and twenty students from each of the following grades : basic education of 8th year, 1st year, 2nd year and 3rd year of senior high school from a public high school. The ages of the students who were studied in 8th year of basic education were 12 to 13 years, while the ages of the students from 1st year, 2nd year, 3rd year of secondary education were 15 to 20 years. In the 8th year, there were about 25 students per class, while in the 1st year, 2nd year and 3rd year there were about 30 students per class.

Procedures

The research began with a review of the literature from several books from the universities' libraries, online books and the steps suggested in the guide.

The matters related to this research were the following: students' motivation, teachers´ motivation, students' personality, language proficiency and teaching strategies used on the students speaking English in the classroom. Furthermore; scientific journals were used in this literature review to further support of this research.

The quantitative method was the approach applied to this research. Before conducting this research, permission was requested from the principles of each school in order to get the respective authorization to apply the survey to the students who studied in those schools. After that, it was necessary to get the permission of the English teachers of the grades involved in this research.

First, the students received instructions about the matter of the survey and how fill it. Besides, it was necessary explain them on the purpose of the survey. Then, they

answered the seven survey questions, which were written in Spanish to facilitate their understanding. The following day the observation classes were conducted, and an observation sheet was completed to take notes of the students' attitude during the English class.

The instruments applied to this research were the survey, observation sheets, students' questionnaires, and computer programs. The technique utilized was the note taking during the observed class.

In order to tabulate the results, it was necessary to classify and interpret the students´ answers using the quantitative method to count the positive and negative answers of each question. The qualitative method was used by comparing the students' answers with the notes taken during the observed class and doing a relation with the previous literature reviewed.

Description, Analysis, and Interpretation of Results

This section includes the quantitative and qualitative methods used for analysis of the obtained results. Seven questions were given to the high school students of different levels, and there was made an analysis of those questions to take into account the following: students' answers obtained from the questionnaires and notes obtained from class observation, supported by the points of view of the authors mentioned in the literature review.

How does motivation influence students' willingness to orally communicate?

Do you feel motivated to speak English in class?

Graph 1
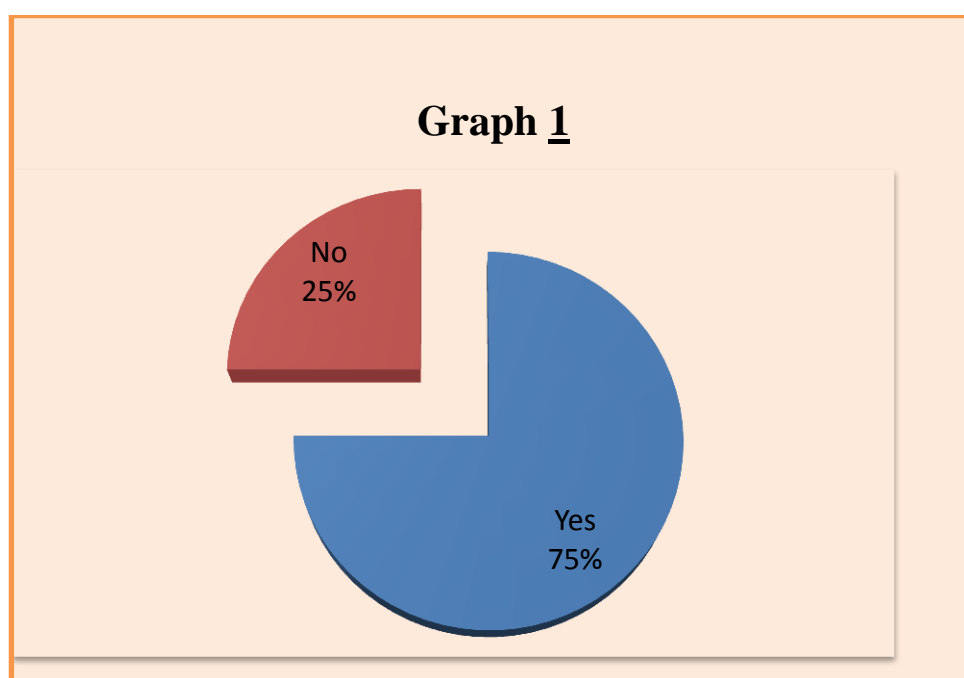
Author: Martha Soledad Celis Torres

Source: Students 'Questionnaire

Student answers concerning if they feel motivated to speak in English class showed that 75% were motivated to speak, whereas 25% of students were not, as it is evidenced by paragraph number one. Some students surveyed answered that they enjoy learning

English because it allows them to increase their knowledge and improve their pronunciation. They also added that they would like to practice it more in class with the help of their English teachers.

In the observed class, students were willing to interact with their peers and asked their teachers about the meaning of new words and class topics. After that, teachers gave them useful feedback. In order to increase the participation of the students, teachers wrote some questions on the board using new vocabulary words. This activity allowed the students to feel motivated to ask to clarify questions, creating new questions themselves and exchanging ideas about the meaning of new words with each other. Dornyei & Schmidt (2001) stated that motivation to learn a second language involves three factors: first is the desire to use learning tools. In the observed class, the students enjoyed using the projector and/or the radio to learn speaking and listening skills. Besides, students have to employ the necessary time to get their academic development. During the observed classes high school students employed their time in an effective way in order to improve their English level. Teachers advised to their students complete the listening task in their house to get better their listening skill. However, some students preferred finish this task in class and another's students used their break time to develop their listen homework; consequently, this activity allowed them to improve their speaking skills because they had the opportunity to ask their English teachers about their listen homework.

The second factor is the students' interest in acquiring English through individual effort. This also was seen in observed class when students did not want to ask their teachers about the new English words. Instead, they preferred to research the meaning by themselves using their manual dictionaries.

Finally, the last factor is how much the students enjoy the English learning activities. Many students enjoy participating in writing and speaking activities because they feel that they help them to make progress in their English skills. Thus, they sometimes create their own activities to improve their English learning; for example, they might listen to their favorite English song in their cellphones, which helps them learn the meaning of new words and reinforce their understanding of the material in their textbooks.

Students who answered that they were not motivated to speak in English class represented 25% of the total subject population. These students stated that they did not understand English, did not like it, and/or did not feel relaxed in class because there were a lot of students. This was also detected in the observed class when students were distracted doing other activities during the class.

Hess (2001) says that, "one of our tasks as language teachers is to get students to express their own ideas and opinions both in speech and in writing" (p.34). In the observed class, teachers tried to get their students not to feel bored by giving them a short paragraph to read; then they had to write a short summary and a conclusion expressing their own ideas. In addition, teachers advised students to learn English well because it offers an important advantage in their future professional careers.

Do you feel motivated to speak English with your classmates?

Graph 2

No
35%

yes
65%
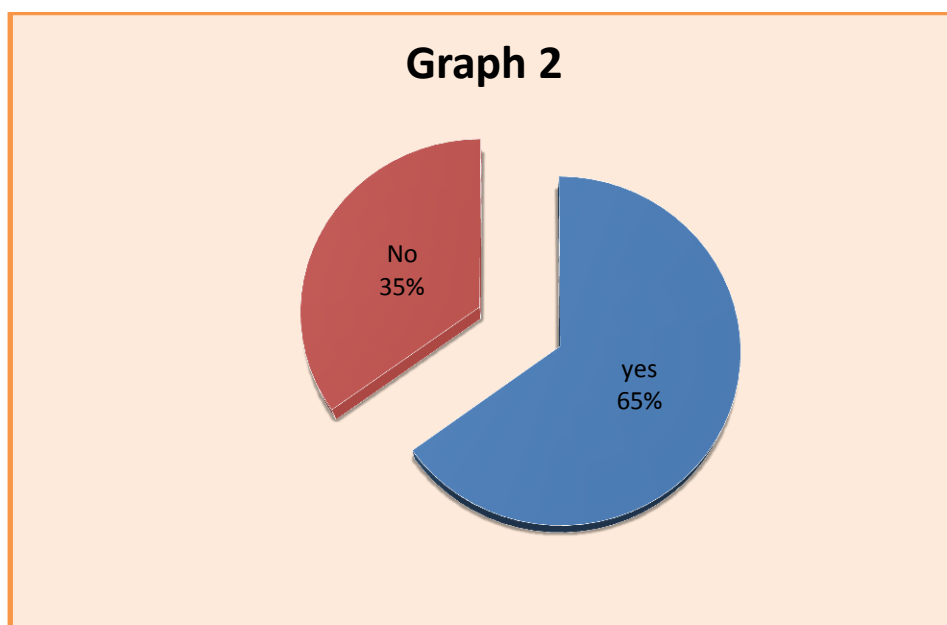
Author: Martha Soledad Celis Torres
Source: Students 'Questionnaire

In the second graph, we can see that 65% of the students recognized that they were motivated to speak in English with their classmates. This was also noted during the observed class because students interacted all the time by exchanging their ideas on the meaning, pronunciation and writing of new words. Moreover, students said in their survey answers that they practiced English among themselves in order to correct their mistakes, improve their learning, lose their fear of being wrong, further develop their knowledge and increase their self-esteem. According to Fang (2008), "students believed that being able to speak English would contribute to a positive image and would be useful to them in their future" (p.123).

On the contrary, 35% of students did not feel motivated to speak with their classmates. These students stated that they did not know English and it was difficult for them to understand their teachers. Additionally, they added that they felt embarrassed because their classmates were always laughing at them, so they were being ridiculed for

their lower level of English. Fang (2008) stated that some students do not enjoy speaking in class because they feel they are less skilled and make too many grammar mistakes. For that reason, they do not participate in the speaking activities and prefer talking about other issues using their own language. It was confirmed in English class, when few students participated in speaking class because they had fear of making some pronunciation mistakes; however, another students took the risk and decided by themselves to ask questions about any doubt; in order to demonstrate to their peers that they were very interested in learning; in other words, they did not take into account the classmates' negative comments.

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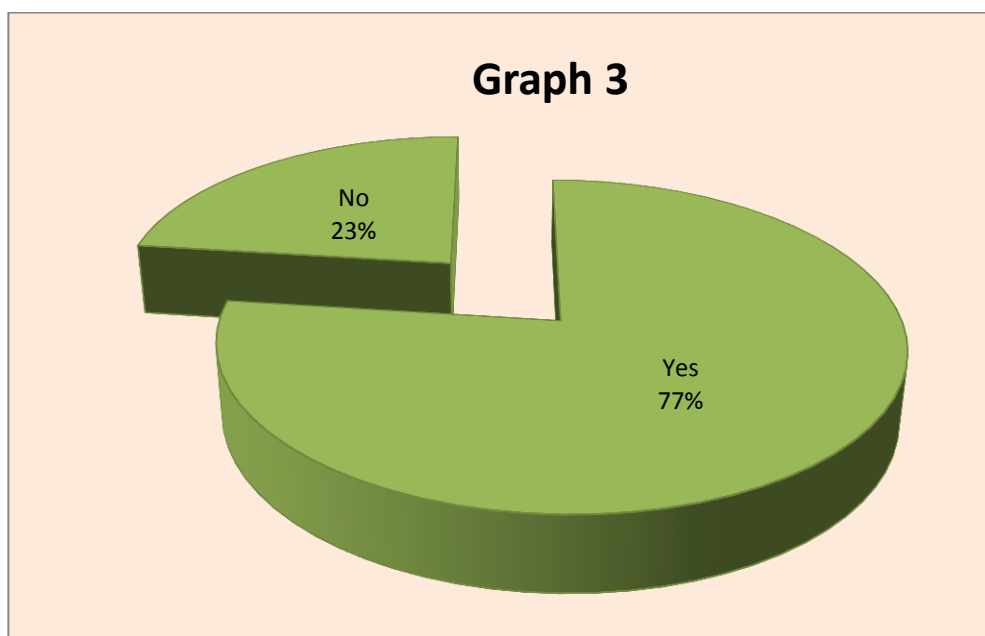
Graph 3

Author: Martha Soledad Celis Torres

Source: Students 'Questionnaire

Concerning the voluntary participation of high school students in English speaking classes, this graph shows that 77% of students participate voluntarily in the classroom. According to Brown (2007), students feel willingness to communicate and enjoy learning by themselves because they have intrinsic motivation. Besides there are a combination of anxiety and self-efficacy which allow them improve their academic abilities.

In addition, when students feel sure of their ability to speak they lose their fear to make mistakes; then they use their language acquired for meaningful purposes (Brown, 2007).

These students stated that they participate voluntarily in class because they want to improve their qualification and English level; besides, they added that possess a language proficiency that made them feel confident enough to participate in English speaking class. Some students stated that they prefer to learn with native English

teachers because they pronounce better the English language (Horvath, Szabó, & Nikolov, 2007).

In addition, they added that they have had good English teachers before who helped them to gain confidence; in fact, they enjoyed learning English and they did not feel fear of speaking up in class. Furthermore, teachers show interest in the willingness to speak of their students so they feel more confident about themselves (Horvàth, Szabó, & Nikolov, 2007). While in class, students asked their teachers about the pronunciation, meaning of new words, and correct sentence structures, besides, when the topic was interesting they enjoyed participating in class. Horvàth, Szabó & Nikolov (2007) stated that students participate in class when teachers interchange the topic of their class because the use of the same topic results in boring for their students. Furthermore, students added that it was helpful when their teachers explained them clearly about correct the errors that they committed.

On the other hand, 23% of students felt extrinsic motivation by participating in speaking class. These students stated that they do not participate voluntarily in English class because their difficulty to understand English words. Besides, they added that their schoolmates joke of their speaking. These students added that the lesson's topic and some activities applied for their English teachers were not interesting. Moreover, they said that there were too many students in English class which difficult their voluntary participation in speaking class. Brown (2007) says that students participate in English class if they have some special interest such as approve the subject or get some rewards.

During the observed class some students laughed of their schoolmates who were participating in speaking activities and wished that they feel ashamed of themselves. However, teachers gave extra points to them in order to reinforce their motivation in

speaking class. Other students preferred do not participated because they had not knowledge of some English words to express their ideas.

Another aspect being observed in the class was the size of some classrooms which were too much small and this do not allowed that teachers create an interesting environment to develop their classes.

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

Graph 4

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

28% · 21% · 20% · 12% · 10% · 5% · 4%
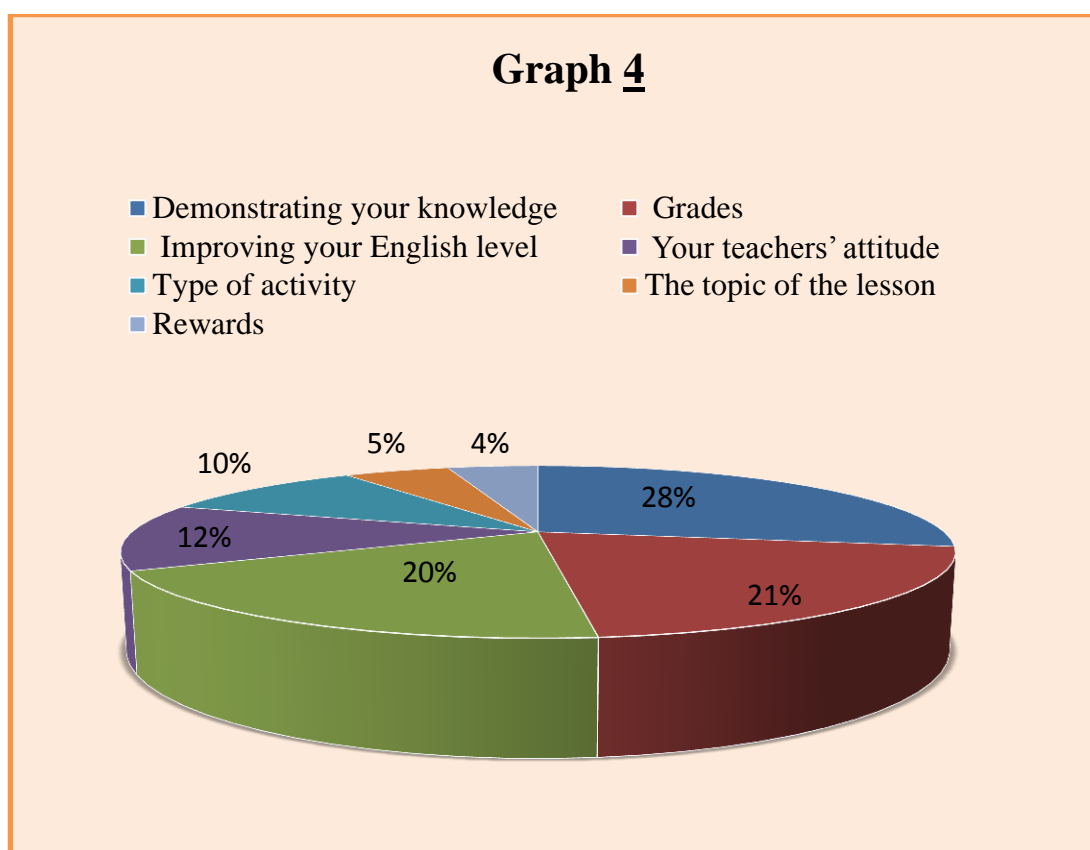
Author: Martha Soledad Celis Torres

Source: Students 'Questionnaire

The fourth graph shows the different activities that influenced the students' participation in the speaking activities. We can see that the most relevant factor was that students wanted to "demonstrate their knowledge", chosen by 28% of those participants. Hess (2001, p.34) said, "as a rule students are interested in sharing what is on their minds and are wanting for a chance to do so". In the observed classes, many students wanted to demonstrate that they were more knowledgeable than others. Moreover, they voluntarily tried to read aloud phrases written on the board by their teachers. In addition, they knew the meaning of the new English words used in their textbooks.

It was found that 21% of students selected grades as their second major motivator for participating in English speaking class. Grades were very important for

students who showed being very worried about passing English class rather than enjoying learning the language. In the observed classroom, students asked about extra credit if they participated in speaking class; thus, teachers offered them extra points in their last test. The task was the following: students had to speak in front of their classmates about the characteristics of their family for five minutes without reading any text. This speaking activity allowed them to increase their self-esteem and improve their pronunciation.

Improving English level was chosen by 20% of those students surveyed. Some students had interest in improving their English level. It was evident in the observed class that few students felt that they wanted to improve their English. Others students did not show interest in practicing their speaking in the classroom; for instance, when teachers gave them a set of questions to practice with their peers many students did not make their best effort in completing the activity.

According to Richard & Renandya (2002), children should acquire a high competency in speaking skills by using their knowledge of rules and tenses to improve their verbal communication with their audiences. Furthermore, improving their knowledge should be very important for students because it would be much easier to communicate with those around them if they had a higher level of language proficiency.

The teacher' attitude was represented by 12%. Although few students chose this option, it is very important that teachers encourage students' motivation to learn English. In addition, teachers pass their energy on their students; however, there were some teachers who did not share an interesting teaching. This was observed in class when some students stated that they did not enjoy the English teaching because their teachers sometimes showed a negative attitude; for example, when teachers made a

mistake they did not like that their students take it into account. Consequently, teacher attitude decreased the students' interest in improving their speaking skills.

Students who answered that the kind of activity influenced their motivation to participate in class were represented by 10%. In order to improve their students' fluency of English speaking, teachers should utilize learning activities that address to the needs of their students; for instance by teaching ways to link sentences and practice pronunciation. However, teachers usually only teach their class and ask students to speak about the same activities that are in their books; in other words, they do not use additional tasks as learning tools to get their students to practice their speaking skills.

In one study carried for Cook & Singleton (2014) they found the following " the researchers concluded that the participants 'perception of the speaking activities and of themselves as learners in the L2 classroom influenced their willingness to communicate via the second language" (p.94).It is very important that teachers consider the topic to get the attention of their students. Baker& Heather (2003) said that teachers have to choice topics   which allow their students interactive between themselves.

Lewis & Hill (1997) suggested some techniques to get the participation of the students   in English class, these are the following: A natural conversation ,which involve the practice of many skills and it needs to be developed in a relaxed environment " conversation is the one which most obviously concentrates on fluency rather than accuracy" (p.119).Choral pronunciation, it is very good technique to get that all students participate in speaking activities. Say after me, this technique helps to get the pronunciation of difficult words, so "they will become less inhibited and will find pronunciation easier" (p.70).

Lesson topic influenced students 'participation. It was represented by 4%. The lesson topic is an opportunity to increase teacher-student and student-student interactions. Although a low percentage of students chose this influencing factor, in the observed class it was evident that the students felt very motivated to speak; when the teacher talked about an interesting topic. The students were more encouraged to research the words used by asking questions and sharing their previous knowledge. These activities also allowed students to complete their homework in a better way. Moreover, through these interactions with their teachers and peers, learners gained more confidence. During one observation class, the teacher did an activity where students had to share their Christmas customs. This topic helped the students to increase their English vocabulary, adding common words such as Christmas, cake, turkey, chicken, rice, wine, etc. Another teacher spoke about place prepositions so that the students had the opportunity to think and exchange their knowledge about position words. Nation & Newton (2009) argued that this type of interaction focuses on production of the message, knowledge of the topic, vocabulary used and the amount of time needed to express these messages.

Finally, 4% of students chose rewards as another motivating factor. Rewards are very important in student motivation because they encourage students to pursue their goals. Rewards can also help teachers control the behavior of their students during class. During the observed classes, it was confirmed that after verbal rewards, students participated more in speaking class, asking questions about the class topic.

Motivation influences student's participation in speaking class. Students showed a willingness to learn English because they knew the importance of learning a second language. This was confirmed in the observed class, as students felt motivated because they considered English interesting. Lightbown & Spada (2006) stated that when

students know the advantages of learning English their interest in learning it can improve significantly.

How does proficiency level influence students' willingness to orally communicate?

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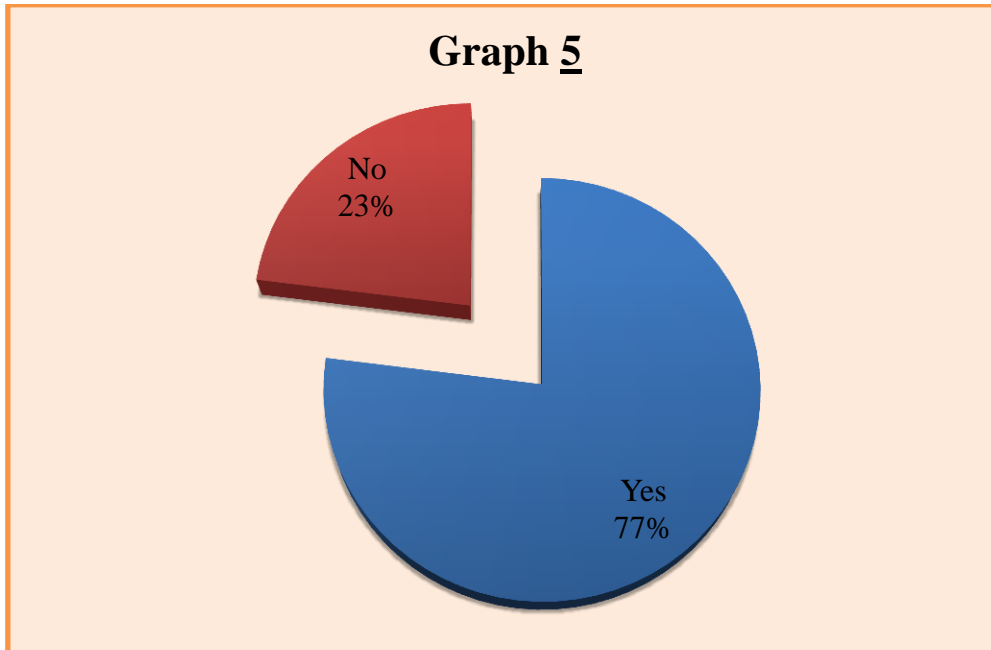
Graph 5

Author: Martha Soledad Celis Torres
Source: Students 'Questionnaire

Graph number five shows clearly that only 77% of students answered that their English proficiency level motivates them to speak in class. This statement was chosen by 16% of first, third and eighth year students at one public high school, 14% of second year students at another public high school and 15% of eighth year students at the private high school.

Many students stated that their language proficiency motivated them to participate in class because they wanted to show their knowledge of the English language. According to Fang (2008), students think that their language proficiency will give them an advantage in their future career. Similarly, Dornyei& Schmidt (2001) state that student motivation involves three factors, "effort, desire and effect" (p.6). Indeed, students agreed that their language proficiency helped them to get high grades and assist

their classmates with their English speaking skills. Lightbown & Spada (2006) stated that, when learners feel very good with those English people, then they will seek opportunities to speak more with them". This statement was supported by class observation because once English teacher invented a foreign person who gave to high school students some classes, so these students feel more comfortable with her and participate more in speaking doing questions and answering these questions . Besides, the students who did not understand the teachers' instructions usually asked their classmates for assistance.

Kottler & Street (2008) claimed that teachers should give their students the opportunity to interact in class openly and at their own proficiency levels; "it is important to structure questions-from closed questions requiring one-word answers to open-ended questions- so that students will respond according to their level of fluency" (p.105).This activity was confirmed during the observed class because teachers teach their students asking questions about each thing such as their dairy activities, family, homework, last class, holidays, etc. This activity did they feel worry of give the right answers of those questions which were made by their English teachers. Then, students could feel motivated to speak in English class because their proficiency level was increasing significantly.

The best time to teach English through the questions is in the early years, because students can acquire a new language easily as it was evident in the first level ;however, learners of the third year of high school also tended to learn faster because they knew that they had to get a good score to enter university. Having this goal ahead made them increase the pace of their learning and demonstrate their proficiency level in class.

Other students stated that, although they were not proficient in the language, they were motivated to learn English because their teachers helped them by correcting their speaking mistakes.

On the other hand, students responded that their proficiency level did not motivate them to participate in class it was represented by 33%. In addition, these students usually asked their teachers about the meaning of common words, such as cook, homework, task, speak, environment, etc. The students could not participate fully in English class because of their lack of knowledge regarding English language and vocabulary, and this prevented their progress and learning in the classroom. For these reasons, the majority of the English instructions were in Spanish because the students did not understand the English words being used.

In one observed class, the teacher asked the students to speak about their best friends in a group conversation, but this activity was not successful because many of students did not have enough knowledge of adjectives to physically describe the person of their interest. The purpose of this activity was to get students to understand the necessity of increasing their vocabulary in order to improve their language proficiency.

In order to improve language proficiency, according to Nation & Newton (2009), students have to focus on the construction of information, their interest in the topic, vocabulary and the time needed to complete exercises. In addition, students can practice their speaking through the use of tape recordings, recording themselves on a tape and then listening to and correcting their speaking. This activity can be repeated several times until students become more confident with their fluency in speaking skills.

Proficiency level also influences students' willingness to orally communicate. In

the observed class, students who had more knowledge of the language showed a greater inclination to speak in class. In contrast, the students who did not possess a high level of vocabulary did not feel motivated to participate in speaking class.

How does personality influence students' willingness to orally communicate?

What type of personality do you have?

Graph 6

Legend:
- Foreseer developer
- Envisioner mentor
- Protector supporter
- Harmonizer clarifier
- Facilitator caretaker
- Conceptualizer director
- Designer theorizer
- Discover advocate
- Implementor supervisor
- Strategist movilizer
- Planner inspector
- Explorer inventor
- Promoter executor
- Composer producer
- Analyzer operator
- Motivator presenter
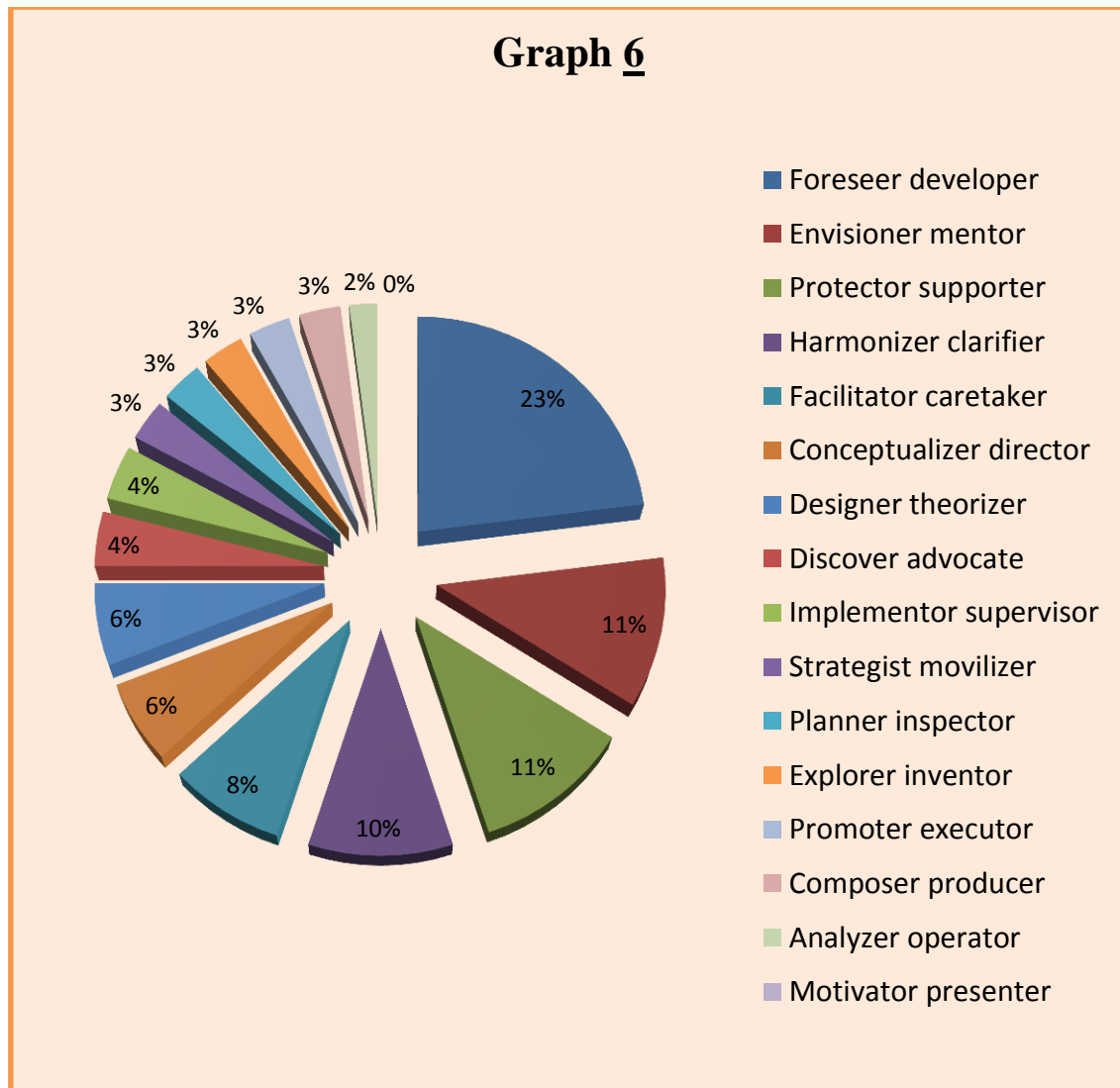
Author: Martha Soledad Celis Torres
Source: Students 'Questionnaire

In the observed class, the students read about the personality types and selected one they felt they best fit. The results showed that foreseer developer was chosen most often, by 23% of those surveyed. Students could identify with this personality because they are very friendly in class; this was confirmed in the observed class when they very openly interacted with their classmates. Berens & Nardi (2004) stated that foreseer developers tend to be aware of how to say the right things in order not to hurt people's

feelings. Students surveyed stated that feelings are very important for them and if they hurt their classmates who do not have enough knowledge of English; subsequently, they would not want to learn this language. Furthermore, English teachers have taught them that they do not have to feel bad because we all occasionally can make mistakes.

Envisioner mentors represented 11% of the group. Berens &Nardi (2004) confirmed that envisioner mentors do not have any trouble to start a dialogue with their classmates. Students added that it is very important share their knowledge in order to improve it. In the observed class, all the students worked in a very friendly and relaxed environment.

The percentage of those students who chose the protector supporter was represented by 11%.According to Berens & Nardi (2004), protector supporters are worried about the security of themselves and others. Students who have identified themselves as protector supporters believed that they have to take care of their classmates; in other words, they thought about benefiting other people instead of themselves. In the classroom, some students did not know the answers of some activity questions so protector supporters provided these answers to their classmates so that they can gain additional points. This attitude helped protector supporters to develop very good relationships with their classmates.

The harmonizer clarifier personality was chosen by 10% of those students surveyed. Berens & Nardi (2004) stated that harmonizer clarifiers use their extensive knowledge to solve conflicts and prevent unfair outcomes. During the observation class, harmonizer clarifiers assisted students who did not know the new words used by the teacher.

Facilitator caretakers were presented by 8% of those students surveyed. Berens & Nardi (2004) claimed that facilitator caretakers like to work in groups because they

enjoy being leaders; in addition, they have the ability to establish good relations with other people. It was observed in class that students would like the other people to agree with them in all issues and in fact it makes they feel as leaders of their group.

In the graph number six it was observed that students who chose the personality of conceptualizer directors were presented by 6%.Berens and Nardi (2004) stated that conceptualizer directors have high desires to get important position in the institution in which they work and make everything to be taken into account specially in those matters about intellectual work. During the observed class, few students showed more interested in learning English than others ones because they wanted to gain a higher status of knowledge.

Discover advocates were represented by 4%. Berens & Nardi (2004) described this type of personally as people who are worried about the professional objectives of people who live around them. Few students surveyed identified themselves as discover advocates because they thought that they first had to achieve their own students 'professional goals before being worried about the success of other students. In the observed class, there were some students who worried of finish their class task before of providing help to their classmates, these type of students were seen as discover advocates.

Similarly, 4% of those students surveyed were found themselves as implementor supervisors. Berens & Nardi (2004) stated that implementor supervisors are very strict about the way that things happened; moreover, they do not believe the assumption created by them; instead, they ask other people to be sure about that. In the observed class, there were few students who identified themselves with this type of personality; for example, students asked to their teachers about any English exercise before accept the suggested answers given   for   their classmates. Additionally, some students

identified as implementor supervisor because they enjoy listen to their friends about their personal problems. Then, this attitude allows them get trust of their classmates.

Strategist movilizers represented 3% of high school students. Berens & Nardi (2004) claimed that strategist mobilizers are visionaries capable of planning for future needs and designing emergency alternatives. Students who identified themselves with strategist movilizers believed that they tended to be creative; however they did not enjoy coming up with solutions for difficult situations during observation class.

The planner inspector personality showed 3% of students. Many students did not consider themselves as planner inspectors because Berens & Nardi (2004) admitted, "planner inspectors have a good sense of the time it takes to do something or which step they are on during a task and easily follow a straight line of reasoning to solve problems"(p.30). Students surveyed stated that they do not take into account the time to do the class' activities as planner inspector do. The unique thing in which students agreed with planner inspectors is that they enjoy choosing the easier way to complete difficult class activities.

Only 3% of students chose the promoter executor personality type. Berens & Nardi (2004) stated that promoter executors have an enhanced ability to read facial expressions, body language and the emotions of other people. Few students identified themselves as this type of personality because they did have the ability to read facial expressions; for instance, when teachers wanted them to participate in English class.

Composer producers showed 3% of those students surveyed. According to Berens & Nardi (2004), composer producers are very strict with people who work in their team. However, in the observed class, only the teachers were strict, whereas the students largely tried to work collaboratively.

41

Students who chose the explorer inventors personality represented 3%.According to Berens and Nardi (2004), explorer inventors are eager to discover and create solutions for problems in their surroundings, utilizing their remarkable sense of detail, abstraction and innovation. In the observed class some students did not show any interest to solve the problems; on the other hand, few students were creative in class when teachers asked them about the classroom activities to be applied in English class.

The students who were interested in analyzer operators were represented by 2%. According to Berens & Nardi (2004), analyzer operators do not recognize the collaboration of other people; instead they focus on their mistakes. During the observed class, students recognized that it is very important to give credit to people who offer their collaboration and explain them kindly the correct way of working when they make mistakes.

Motivator presenters were presented by 0%. Berens & Nardi (2004) stated that motivator presenters motivate other people and are able to do multitask. The students surveyed, however, did not feel that they would identify themselves with motivator presenters because they didn't believe they could do many things at the same time; moreover, students added that when people want to get some things they have to dedicate their time to get them because it could end badly by trying another thing.

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

Graph 7

No
36%

Si
64%
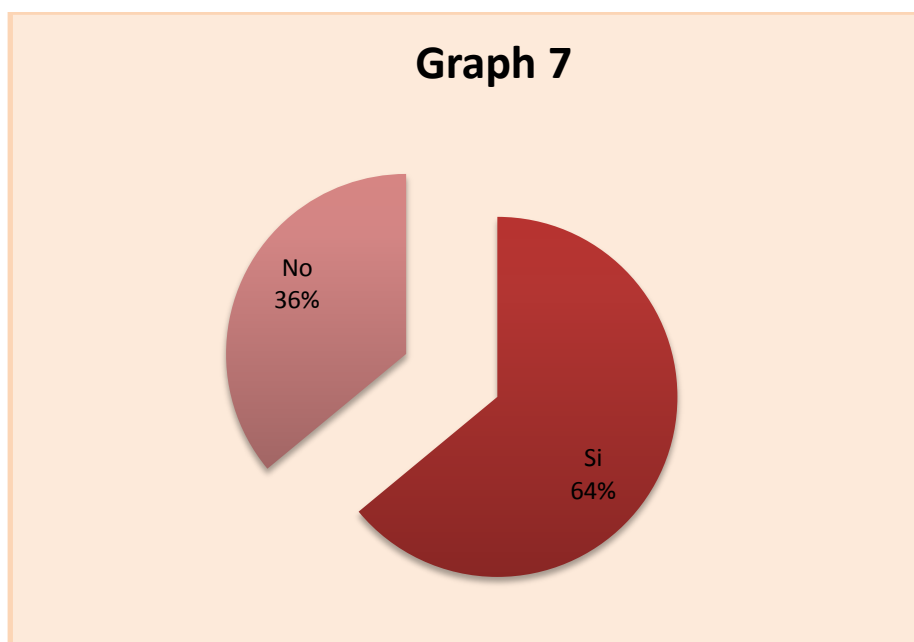
Author: Martha Soledad Celis Torres
Source: Students 'Questionnaire

Regarding students' type of personality, graph number seven shows that 64% of students answered that their personality influences their speaking in English class. This percentage of students identified themselves as students with an extrovert personality.

The extroverts students tend to show their skills more than introverts students accordingly with Wakamoto (2009) "Extroverts prefer social strategies such as cooperation with other or asking for clarification" (p.23). These extroverts students stated that they participate in English class because they want to practice their learning and better their speaking showing their understanding and learning which allows them increase their self-esteem by improving their speaking skill. Hooder (2002) affirmed, "someone with a high aptitude will pick up the L2 relatively easily, whereas for another person the same level proficiency can only be achieved by means of hard work and

persistence" (p.171).Students were motivated to speak because they had a positive attitude and were interested in learning English.

In order to better understand students 'personalities, some authors suggest using speaking activities; for example, teachers can use the questions and answers activities, this activity was created by Simock (1993) and cited by (Nation &Newton, 2009). This activity goes as follows: two students read a text, then one of them asks questions; after that, the student who answered the questions had to write a summary using the main ideas discussed and finally explain it in front of the class. This exercise provides students with the ability to express them more clearly and helps teachers to understand their students' learning manners. Personality, according to Lightbown & Spada (2006), is a very important factor in determining students' ability and motivation to improve their communication skill. In the observed class the extroverts students asked all time to their teachers everything to confirm their learning; moreover, they gave some suggestion to their English teachers to they improve their teaching. The students 'attitude was seen for others students as boring, but teachers accepted these suggestions because they believed that the students' ideas can be a good tool to apply in class. The extroverts students identified themselves as foreseer developers because according to Berens & Nardi (2004) they get to do the things of their interest very well without hurt people around of them.

On the other hand, the students who responded that they did not believe that their personality influenced their speaking in class showed 26%. This percentage was represented by introverts' students who stated that they prefer practice in a silent place where people do not laugh of them. Frohlinch, Stern., & Todesco (1978) stated that "Students who had reported that they were extremely shy and embarrassed, afraid to speak in class and afraid that people were laughing at them, and whom the

investigators regarded as being introverted on the basis of   classroom

observation"(p.148). Similarly, Wakamoto (2009) affirmed "introverts preferred to learn

alone, to avoid social contact and spontaneous situations" (p.24).

In the observed class, it was evident that some students did not had enough

knowledge of their personality type to answer this survey question. Indeed, many of

these students required an additional explanation about this question and how their

personalities can influence their English learning.

Besides, students needed a right reinforcement to involve in the speaking

activities. Lerner, Overton, & Molenaar (2015) said that, the personality is very

important to get the learning English, for this reason teachers have to develop a very

good reinforcement which will help to their students feel very good; then this

reinforcement has to be done considering the different personalities because that is

good for some students might is not a good reinforcement to other students "whereas

extraverted students react more positive reinforcement, introverted students react more

positively to negative reinforcement" (p.791).

Personality influences the students' willingness to orally communication

because when students are interested in learning they have a positive way of thinking

and they enjoy that other people know about their speaking skill. In other words, they

create their own strategies to improve their learning and self-esteem.

Conclusions

- The majority of high school students speak voluntarily in English class because they feel motivated to learn English. In addition, they consider English an interesting language that will help open up better opportunities for their future careers.

- Language proficiency is a factor that influences student motivation to speak in English class; those students that knew more English were able to interact more with their classmates and teachers.

- Many students cannot identify their personalities because they do not know themselves very well yet. It is very important that students understand themselves and their learning styles because they may believe that they do not like English, when in reality they simply require a different teaching style.

- The teaching strategies applied by high school teachers to teach English speaking are not adequately interactive, integrative and creative. They do not allow their students to achieve enough confidence and self-assurance to speak in front of the whole class.

- Some teachers teach according to the books' activities, they do not provide their students with additional opportunities in order to develop their speaking skills.

- Students believe that they cannot learn English because they think that it not easy.

Recommendations

- Teachers should take into account student motivation in order to involve them in learning. This will help improve the interaction between students and teachers, which is an important factor in the English classroom.

- Teachers should give their students a topic in order to students' research it and then they explain it in class to get improving their speaking and proficiency English.

- Teachers should gain a better knowledge of the different types of student personalities to improve their teaching techniques because their teaching style is a very important part of how they develop their English skills.

- Teachers should apply different strategies to increase students' interest in English speaking in class; in order to share their ideas among themselves and their teachers. It is recommended that teachers organize a conversation club so that students can gain confidence in speaking.

- Teachers should worry about developing student speaking skills in class so students gain confidence and security with themselves by speaking in front of other people.

- Teachers should create or research other activities different to those shown in teacher' books because sometimes those activities are not adequate for the level of the knowledge of high school students.

- Students should to apply the right methods to learn English, so they have to identify the best methods to learn it such as listen songs or watch movies; any feel frustrated .Teachers should help them by giving some suggestions in order to get their learning objective.

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ANNEXES

ANNEX   N ° 1

Table of bibliographic information

Theme	Pg. Nº	Information	Form Nº
Motivation			
Citation in APA format:			
Proficiency language			
Citation, in APA format:			

Table of previous studies

Title of the Study:		
URL:		
Citation in APA Format:		
Item	**Information**	**Form. N**
Research question(s),objectives, or hypothesis:		
Subjects or participants:		
Setting or place:		
Methods:		
Results:		
Author`s/ Authors' Conclusions & Recommendations:		
Limitations identified by the author(s)		

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÒN DE INGLES

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos informativos:

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

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

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

SI	NO
Por que?	

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

SI	NO
Por que?	

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

SI	NO
Por que?	

4. Que te motiva a participar en las actividades d "speaking" que se realizan en la clase?

Tipo de actividad	( )
Incentivos	( )
Mejorar tu nivel	( )
Demostrar tu conocimiento	( )

El tema	( )
Calificación	( )
Actitud del profesor	( )

5. Consideras que tu nivel de Inglés influye en tu participación en las actividades de "speaking"?

SI	NO
Por que?	

6. Que tipo de personalidad consideras que tienes? Marque una sola opción.

1	**Foreseerdeveloper** Superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	**Harmonizerclarifie**r: son analíticos, entusiastas y buscan una explicación más allá de lo superficial.	( )
3	**Envisioner mentor**: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos y de trabajar y crecer en equipo.	( )
4	**Discover advócate**: exploraran percepciones y responden ellas mediante un proceso creativo. Aprecian la felicidad y son intuitivos.	( )
5	**Conceptualizer director:** visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	( )
6	**Designer theorizer**: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )

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

7. Considera que tu tipo de personalidad influye en tu participación en las actividades de "speaking"?

SI	NO
Por que?	

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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	( )
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 actívate 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. Theyself-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   NO

Why?

ANNEX Nº 4

Observation sheet

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MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLES

Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

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

Why?

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

.

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

YES	NO
Why?	

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

YES	NO
Why?	

ANNEX Nº 5

Classroom observation