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**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACION  
MENCIÓN INGLÉS**

**“Students’ Perceptions on the Factors that Influence their Willingness to Orally  
Communicate in the EFL Classroom”**

**TRABAJO DE TITULACIÓN**

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*Febrero, del 2016*

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Magister

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Que el presente trabajo, denominado “Students’ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools”, realizado por el profesional en formación: Amoroso Romero Diana Fernanda; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

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Diana Fernanda Amoroso Romero

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## **Dedication**

I dedicate this research work to my family, for all their support during this journey.

Diana Amoroso Romero

## **Acknowledgement**

I would like to express my gratitude to all the authorities of this noble institution “Universidad Técnica Particular de Loja”; especially to my mentor Mgs. Lida Mercedes Solano Jaramillo for her support and guidance during the development of this thesis.

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## **Abstract**

This research is about the students' perceptions on the factors that affect their willingness to orally communicate in the EFL classroom in Ecuadorian high schools.

The purpose of this study focuses on the need to determine in what way the student's willingness to orally communicate is affected by factors such as motivation, proficiency level, personality, and teaching speaking. This research also intends to show if students really consider whether or not these factors influence their learning process and their desire to use the second language for speaking activities in the EFL classroom.

The general approach of this study was qualitative and quantitative. The principal sources of data collection were students' questionnaires and observation sheet. The field research took place in the city of Cuenca-Ecuador. One hundred students from public and private high schools were surveyed and observed.

The most relevant finding obtained from this research is that students' motivation to orally communicate in EFL classroom is related to their type of personality, those who are more extroverts tend to participate more in speaking activities using the target language.

**Key words:** Students, EFL classrooms, speaking, motivation.



## **Resumen**

El presente estudio busca identificar los factores que afectan a los estudiantes al momento de comunicarse oralmente utilizando el idioma Inglés dentro del aula.

Esta investigación tiene como objetivo determinar si los estudiantes consideran que factores tales como: la motivación, nivel de suficiencia en el idioma Inglés, la personalidad y los métodos de enseñanza influyen en su proceso de aprendizaje y en su deseo de utilizar la segunda lengua para comunicarse en el salón de clase.

El enfoque general de la investigación fue cualitativo y cuantitativo. El estudio de campo se realizó en la ciudad de Cuenca-Ecuador. Cien estudiantes de colegios públicos y privados fueron encuestados y observados.

El hallazgo más importante encontrado en esta investigación, determina que la motivación de los estudiantes para comunicarse en clase utilizando el idioma Inglés depende de su tipo de personalidad. Los que son más extrovertidos tienden a participar más en las actividades en las cuales tienen que utilizar el segundo lenguaje para comunicarse en el aula.

**Palabras clave:** estudiantes, inglés, lengua extranjera, motivación, comunicación.

## **Introduction**

Students' willingness to orally communicate (WTC) is fundamental in the English language learning process. In order to be proficient English speakers and be able to establish communication with others, it is necessary that students are willing to use the target language; for this reason, the need to study students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools has been raised. The purpose of the present research is to identify those factors. To achieve this, three key questions have been established, which would determine the aspects that influence students' willingness to orally communicate. These questions are:

How does motivation influence students' willingness to orally communicate?

How does proficiency influence students' willingness to orally communicate?

How does personality influence students' willingness to orally communicate?

This study is important because it is necessary for educators to identify which are the agents the students consider may harm them or help them in their learning process, more specifically, in their WTC.

Previous studies related to the current research topic have already been done. An interesting study is the one conducted in Japan by Yashima, Zenu K-Nishide, and Shimizu (2004), whose purpose is to determine the factors that affect students' willingness to orally communicate.

They have found that students, who are interested in international affairs such as studying or working abroad, tend to be more motivated to communicate in L2. Self-confidence was also found to upturn the motivation of the students.

Another study is the one carried out by Ghonsooly, Hosseini, and Khajavy (2013), who

wanted to explore the relation between WTC with confidence in English communication and the class environment. They found that providing a good class environment could help students to be more willing to communicate in English classroom. They have also stated that choosing interesting and challenging activities is important in order to keep students motivated to speak in EFL classrooms. They suggest that if teachers provide students with an encouraging classroom environment, students may feel less anxious to communicate in English inside the classroom.

Finally, the study conducted by Hamouda (2013) with the purpose of exploring what causes the student's reluctance to participate in English speaking activities. Hamouda found that despite the fact that many students wanted to communicate in English, there were several factors that prevented them from doing so. The most relevant factors, as explained in the research, were: low proficiency level, lack of self-esteem, personality, and teachers' attitudes among others.

The present research is intended to benefit the researcher, the institution for which this research is being conducted (Universidad Técnica Particular de Loja); and all the high school directors, supervisors of the English departments, teachers and students in general who will be able to use the provided information in order to make changes, develop better methodologies, and help students to activate their willingness to communicate verbally.

In this research, the personality factor requires further investigation. The types of personality reviewed in this research do not contribute to determine how personality affects the students' WTC. Also, it was complicated for the students to classify themselves with the options of personalities available in the questionnaire. This should be taken into account for future investigations and to restructure this item of the survey.

## **Literature Review**

This section is focused on four major themes that appear throughout the literature review; these themes are: motivation, proficiency level, personality, and teaching speaking. Previous studies on willingness to orally communicate in the EFL class were also taken into account for this research.

A more detailed explanation of the topics previously mentioned is presented below.

### **Motivation**

Motivation can be defined as the desire to do something; in second language acquisition, motivation refers to the aspiration or need to learn that a student can have. Gardner and Lambert (1972) in Ellis (1986) have conducted the largest research about the function that motivation has in the second language acquisition (L2). They said that motivation could have an integrative approach when the student wants to learn the target language in order to relate and integrate with the L2 community, to feel identified with its members.

Meanwhile, when the aim to learn the L2 depends on academic or professional reasons such as passing a test, getting good grades, accessing to further academic studies that are taught through the L2, or pursuing good job opportunities, it can be defined as an instrumental motivation approach, which for Atkinson (1964) in Williams and Burden (1997), is known as achievement motivation. Atkinson talks about motivation as the force that drives a person to meet the proposed objectives. According to this author, the need to succeed in the academic, professional sphere or life in general can encourage people to work constantly in order to achieve the goals that have been raised.

In addition, Harmer (2007) affirms that there exist two different types of motivation: extrinsic and intrinsic. When it comes to extrinsic motivation, Harmer claims that it is what the students bring to the class from outside and it can be influenced by the society, in which they are developed, by their parents, or friends. Meanwhile, intrinsic motivation refers to all the things that occur inside the classroom, such as the activities that are carried out in the classroom, the teacher and the methods used to teach, and on the student's willingness to succeed, or in their fear of failure.

It can be noticed that Atkinson (1964) in William and Burden (1997) agrees with Harmer (2007) that motivation can depend on several factors. For instance, on an English proficiency test, a motivated student will perform a good examination in order to obtain good grades to please his parents, and also because of the future opportunities that a good score would bring to him. On the other hand, an unmotivated student will refuse to get involved in activities because of fear to disappoint his parents, to fail and/or to feel embarrassed. These concerns will not allow him to strive to achieve the objectives and succeed.

In the learning process there are two individuals who constantly interact with each other, which are the student and teacher. In consequence, motivation cannot only rely on the student. Harmer (2007) and Lightbown and Spada (2006) coincide in the importance of the teacher during the students' learning; they agree that the role of the teacher is to stimulate students and motivate them to learn. Motivation that can be achieved through the design of interesting activities, which are in correlation with the age and level of the students, activities that allow them to participate and to be active during the class. It has been proven that activities where students cooperate among each other (group work activity) are good options to motivate students because they will work hard so they wouldn't disappoint their teammates. This also increases students' self-confidence, making the subjects feel useful.

Harmer (2007) also makes a reference to the teacher's attitude with his students; he says that the teacher must demonstrate confidence and mastery of the subject. The teacher should also make the students feel comfortable and safe; showing them that he is there to support and guide them in their learning; giving the students the option to make decisions and give ideas that would benefit the class in general (agency). Harmer (2007) indicates that all the aspects already mentioned can help a lot in maintaining students' motivation because they will feel as a part of the class and that their thoughts and feelings are taken into account.

As previously mentioned, the learning process depends on two subjects that have to work together so they can both reach the proposed objective: acquire a second language. The teacher becomes the tool for attaining motivation in students, but this should mainly originate in the student so that language acquisition will become effective.

## **Proficiency**

The Common European Framework of Reference for Languages (CEFRL) measures the English language proficiency based on levels: basic user, independent user, and proficient user. These at the same time are subdivided into two categories each: Basic User A1-A2, Independent User B1-B2, and Proficient User C1-C2. And in order to assign a level and a category to a student, the CEFRL relies on five parameters that are: range, accuracy, fluency, interaction, and coherence (Council of Europe, 2001).

In the following lines each level will be specified according to its respective parameters:

In the basic user A1, the students will be able to deal with a simple list of words and phrases; the management of uncomplicated grammatical structures that have been memorized gives accuracy. The student fluency is reduced to the production of simple single sentences, and he also makes a lot of pauses in order to remember expressions or words. When it comes to interaction the students can ask and answer simple questions, the communication is highly

based on repetition and it is poorly coherent due to the reduced use of connectors; usually uses “and” or “then”.

Regarding the Basic User A2, the range in this level covers a few more phrases, the students can use some grammatical structures correctly, but they still keep making some mistakes. They can produce short phrases more fluently than before, even though there are still pauses. The student in this level can answer and ask questions without basing on repetition, but he isn't able yet to maintain a large conversation or to link many ideas because at this level the students only uses few connectors such as “and”, “but” and “because”.

In independent User B1, the student has enough vocabulary to talk about different topics such as: family, travel, and work; the student accurately uses phrases and for him it is easier to start a conversation and to maintain it showing some fluency, despite the fact that there are still little pauses while he is planning in his mind what to say and how to say it. At this point the student uses the language with more coherence, connecting in better way words and phrases.

In independent User B2, the student has an acceptable range of language; he is able to describe things, to give opinions, and to use more complicated sentences than before; the student makes less grammatical mistakes and can correct them if they happen. The student coherence and fluency benefits the interaction; he is able to produce a coherent discourse, linking sentences and phrases correctly, which leads him to be able to manage a better conversation, where he can discuss about several topics.

Student in the Proficient User C1 has a wide range of language; he can now choose the best grammatical structures to express himself, using the adequate vocabulary and styles depending on the topic he will be discussing about (academic, entertainment, professional, etc.). He accurately manages the grammatical structures, it is very rare that errors occur at this

level, and if so they will be immediately corrected. In this level the student can also communicate fluently because now he is capable to produce a clear and coherent speech.

The Proficient User C2 is the higher level that students can achieve; here the student is able to express better his ideas and he also has already a wide range of language, which facilitates him conveying meaning. The proficient user also masters several “idiomatic expressions”. The C2 student can express himself flawlessly, spontaneously and fluently, he now is able to interact easily with another interlocutor, due to the large amount of vocabulary, grammatical structures, and connectors that he controls, which makes his discourse and oral speech coherent, cohesive, and understandable.

## **Personality**

Tieger and Barron (2007) classify personality into 16 different types. To do so, they named each one of them using a code formed by four letters, each letter representing something, to serve as a guide for better understanding each classification. For example, they use the letter E to refer to the *extraverts*; the vowel I to talk about *introverts*; S for the *sensors*, N for the *intuitive*; the letter T for *thinkers* and F for *feelers*, they describe *judgers* with a J and *perceivers* with a P. In the next paragraphs each personality type will be described in order to appreciate and to understand better each of them.

Extrovert, intuitive, feeling, judging type (ENFJ) refers to people who are sociable, friendly, and enjoy talking. Sometimes, they prefer to do not express what they really think or want to say because they prefer to avoid problems. People with this type of personality can easily get hurt; they are very sensible so accepting critics will be very difficult for them. These people are creative, enjoy learning, and like to entertain others. Organization and productivity is a quality of these people, so they enjoy being in charge of projects, they are good leaders (Tieger & Barron, 2007).



Another type of personality is Introvert, intuitive, feeling, judging type (INFJ), which explains that people with this personality tend to be very sensitive, and empathetic they are always trying to make happy those around them. INFJ people can be perfectionist trying to do always the best in order to achieve what they have proposed; they are also very responsible and organized, they need to plan everything, and when plans do not work out well they might get upset. They are very respectful people and tend to be good at listening; so others usually trust in them.

People who belong to Extravert, intuitive, feeling, perceiving (ENFP) personality type tend to be energetic, curious, sociable and spontaneous. They are also creative people, who can overcome obstacles very easily because they are good at finding different solutions in order to resolve a problem. The ENFP people can get distracted because of their curiosity and the amount of energy that they have; for them, it is difficult to make decisions or to follow a routine.

Introvert, intuitive, feeling perceiving (INFP) is another personality type. People with this type of personality are independent; they do things the way they want without taking other people in consideration. These kinds of people tend to be quiet and private, to them sharing their thoughts or feelings with others are really difficult, it could take a while until they feel comfortable and consider doing it. The INFP people usually express themselves through arts because they are very imaginative people, to them following a conventional system is hard because they prefer to act free and spontaneously, without obeying rules, reason for what being organized to them result complicated.

People that have the Extrovert, intuitive, thinking, judging (ENTJ) type of personality are positive, fearless; they have great confidence in themselves, and express honestly what they feel or think. These people are achievers, which mean that they accomplish every single

objective that they have raised, and they are determinate people. These people enjoy learning, but they need challenging activities, which keep them interested, they cannot stand repetitive and boring activities. To these organized people pushing themselves to become the best in everything they do is very important; they like to show the rest of the people what they are capable to do, and they are also organized so being in charge or being the leader is what they enjoy the most.

Introvert, intuitive, thinking, judging (INTJ) is another type of personality; these people are intellectual and logical they need to understand every single thing and know that all has a logical answer; they can only think different or be persuaded if they are given with a logical argument that actually convince them. These independent people choose their friends in a selective way; they don't make friends easily; they enjoy spending time alone, reading or studying.

According to Extrovert, intuitive, thinking, perceiving (ENTP) type of personality, people can adapt to any situation. They like to learn new things all the time, so when they face with something that they already know they get bored because they don't find the activity interesting or challenging for them. They are spontaneous and enthusiastic people; reasons for what people enjoy being around them and often see in them a leader. This kind of people struggle taking decisions and for them it is really difficult to stay doing the same activity during a long period of time, because of their curiosity.

Introvert, intuitive, thinking, perceiving (INTP) is another type of personality. These people are independent, they need a lot of time alone and they enjoy it, when they are alone they use their time to think about the things that they really care about. They don't like crowds; they also don't like that someone else pushes them to do something, specially to participate in activities performed in front of other people; to them to express their ideas to

others can be a difficult task. They always want to learn a new thing; that is why they get bored easily with repetitive activities.

Another type of personality is Extrovert, sensing, thinking, judging (ESTJ). People with this type of personality are innate leaders, they are very sociable and organized people, who can easily manage groups of people and be in charge of different situations. They are realistic, reasonable and practical people; they prefer useful and practical activities than just theoretical activities that they think that will never happen. These people are hard workers, they like to get things done, sometimes this can make them controllers and some people can feel them as inflexible people. They don't like to disappoint people, so they are always doing everything to please those who are around them.

Introvert, sensing, thinking, judging (ISTJ) are people that tend to be very quiet and serious; they have a great memory especially for details. These people enjoy participating in physical activities. These organized people can maintain the calm in hard situations. To them everything has to have a logical explanation; they don't change their mind easily that is why some people can found them obstinate.

People who have the Extrovert, sensing, feeling, judging (ESFJ) personality type are friendly and outgoing; they use to be very loving and caring with their family and friends; they are always helping people. These people are very concerned about how they should behave to be a good person; sometimes they would try to impose their thoughts to the rest of the people. They tend to be very responsible. These people adore the routine, everything should remain as they are used to, and if something suddenly changes they feel anxious, they are not good at improvising.

Introvert, sensing, and feeling, judging (ISFJ) is another type of personality. These kind and careful people will try to avoid conflicts because they don't feel comfortable with

discussions or problems. They also have strong beliefs between what is wrong from what is right and expects that the rest of the people think and feel the same way. An ISFJ person is always trying to treat others with kindness and politeness as a good person should do, for that reason, these people can be easily hurt by the insensitive of other people who don't think and act as the way they do.

These people don't like changes, they are very comfortable following a routine, to them taking decisions is a complicated task; they prefer a normal and calmed life instead of risking themselves.

People who have an Extravert, sensing, thinking, perceiving (ESTP) type of personality are outgoing, friendly and practical; to them everything must have a reason that makes sense to them so they can believe in it. They are great observers they don't miss a detail. They don't take life so seriously, the opinion from other people don't affect them, or influence in their mood. They can easily adapt to any change and situations, they are also good at improvising and solving problems. They sometimes tend to delay old projects because they prefer to start new ones, to them it is difficult to commit and finish a project.

Introvert, sensing, thinking, perceiving (ISTP) is another type of personality. These people can be very quiet and reserved, they tend to avoid people reunions they prefer to be alone or spend time with a friend; because of being reserved people, they use to keep their thoughts and opinions to themselves they don't express them. These independent people enjoy their freedom they don't like to follow rules, or to act according to what other people expect from them or following the conventional standards.

Another type of personality is Extrovert, sensing, feeling, perceiving (ESFP). People with this type of personality tend to be very happy and outgoing, they like to talk and they don't have any inhibition, they like to have fun. They are good friends; they love and take

good care of their family and friends. They are free people, who don't like to obey rules. They can apologize and forgive easily. Although they are easy going and unstructured, when they have to defend their personal values they will do it strongly.

Introvert, sensing, feeling, perceiving type (ISFP): people of this kind of personality are very sensitive kind and considerate. They always try to take care of their family and friends. They enjoy participating in social activities, to share time with other people, but at the same time they like to spend some relaxing time alone. To them dealing with problems can be very difficult; they don't like to put themselves in these situations, especially if they know that this will hurt someone else. To these people organization can be a problem they can get very anxious with large projects in particular because to them taking decisions is not simple.

### **Teaching Speaking**

For the teaching of speaking to become effective, the classroom requires a space where students will be constantly encouraged to communicate in the second language, which for Harmer (2007) refers to as a "talking classroom". To him the class should be that place where students feel confident enough to produce spoken language using the new language that students are acquiring. In order to do this, he says that the teacher should propose different activities where students will have to produce oral language almost all the time.

He provides some examples of activities, such as "information gaps", where the students share different chunks of information in order to complete a picture. In other activities like role-play, students will develop a dialogue between each other representing an imaginary character, for example. Surveys can also be a good speaking activity; students will have to ask and answers questions in order to get information. Or the teacher can propose a discussion or debate where a student will defend his or her own opinions and maintain communication with their peers.

Referring to this last activity examples (discussions or debates), Harmer (2007) states that this kind of activity can be somewhat difficult for the students, if they are asked to carry it out without any previous preparation. He claims that this activity is even more difficult when doing it using the native language; thus, performing it in a different language can be even more complicated. For that reason, he suggests that teachers should give students an extra time to prepare the discussion, to plan what they will say, and to organize their ideas. For Nation and Newton (2009), this is one of the most important aspects that should be taken into account when applying speaking activities in a classroom. They concur with Harmer (2007) in the idea that the students need a certain amount of time to prepare for the activity. They also state that a well-planned activity can improve the quality of the oral production, and that the performance of the student by doing it will be improved.

Nation and Newton (2009) also point to other important factors. They claim that the teacher should choose the topic carefully because the vocabulary that will be used by the students will depend on it. The wider range of topics, the greater the amount of vocabulary that the student will use and need to know. They also suggest that the teacher should be supportive with their student trying to help them when they are having problems, remembering phrases, or struggle to keep talking by providing them with some words that can help them to continue.

At the beginning, it will be difficult to include these activities in the classroom, but after practicing them for some time the students will become used to and ultimately adopt them, obtaining a great benefit which is the improvement of their speaking ability.

After having reviewed and understood the topics of motivation, proficiency, personality, and teaching speaking; it is important to move to the revision of the previous studies that have been carried out referring to the subject of student's willingness to orally

communicate. In the following paragraphs, five studies that have been investigated in different countries will be reviewed in order to have a better understanding and knowledge of what already have been done there, the methods they used and the results that these studies showed.

Yashima, Nishide and Shimizu (2004) carried out a study whose purpose was to see if the results of the Japanese students' willingness to communicate gave as a result a second language communicative behavior in intercultural situations, both inside and outside the classroom. Another objective of this investigation was to identify the factors that affect willingness to communicate in the second language.

For this study, two investigations took place. The first investigation was carried out in Japan, to two groups of Japanese students of English. In the first group, 82 students were enrolled in the year 1999. On second group, 84 students enrolled in the year 2000. For this investigation the method that they used was the following: the teacher gave the students the questionnaires, which contained attitudinal and motivational measures and also willingness to communicate scales. The teacher asked the students to answer to the questionnaires at their homes, and after completing them; they had to give it back to the teacher.

The second investigation of this study took place in the United States with 57 participating students who were studying on a one-year student exchange program. The students stay with host families during three weeks while they were attending to an intensive language course. After that period of time they were sent to different cities and they had to assist to local high schools. A first questionnaire was given at the beginning of the three weeks, and at the end of the three weeks the students had to answer a second questionnaire. The questionnaires had the same attitudinal and motivational measures and WTC scales of the questionnaire used in the first investigation.

The first investigation concluded that students communicate more when asked questions

outside the classroom than volunteering to answer questions inside the class. It was also found that self-confidence can lower the level of the students' anxiety and improve their willingness to communicate. The study also showed that those students who are more interested in getting involved in international programs or activities, to study or work abroad seem to have a higher WTC than those who weren't interested.

The following study was made by Barjesteh, Vaseghi, & Neissi (2012). This research was conducted in Iran. The purpose of this study was to investigate if the learners willingness to communicate varies depending on the context in which the communication occurs or because of the different types of receivers or people who the students talk to.

In this investigation 25 Iranian students of the English language participated. The study took place in a "panel discussion" format, where the teacher gave the students self assessment questionnaires so that the students will answer them in a more reflexive way. The questionnaire contained 20 different situations in which the student could decide whether to engage or not in a conversation. The students had to numerically rate the times that they will initiate a communication according to each situation, being 0 never and 100 always. To determine the receiver factor, the researchers introduced three subcategories: stranger, acquaintance and friend. All the scores were measured from 0 to 100.

The researchers of this study found that Iranian - English students are more willing to communicate in English while they are participating in group discussions and meetings and when they talk to friends. This happens because they feel more comfortable to speak in this situation and with this type of receiver due to the fact that they are used to doing it all the time during the English class. Iranian - English students avoid talking in other situation or context or to other people because they don't know how to or they are not used to it. They can have that contact with English speaking people outside the classroom.



The next study also took place in Iran. The researchers of this study were Tabatabaei and Jamshidifar (2013). The objectives of this study were to determine if there is a connection between the EFL student emotional intelligence and his willingness to communicate, and also to establish if gender affects the relationship between WTC and the student's emotional intelligence.

In this research, 60 Iranian EFL students participated. Half of them were women and the other half were men. There were used two questionnaires that the students had to answer by themselves. They were asked to also indicate their age and gender. The questionnaires were translated to Persian so that the students could understand them and answer them without any problems. The first questionnaire was version of a WTC test designed by MacIntyre, Baker, Clement, and Conrod (2001); and the second questionnaire was the test of Emotional Intelligence Inventory from Bar-On (1980).

As a conclusion of this study the researchers found that the Emotional intelligence can be a factor that influences the student willingness to communicate. According to the research, it was demonstrated that gender does affect the relationship between a student's emotional intelligence and his WTC. The results of the investigation showed that female students with higher emotional intelligence are more willing to communicate.

This next investigation was conducted by Ghonsooly, Hosseini Fatemi, and Khajavy (2013). It also took place in Iran, and it counted with the participation of 243 undergraduate students. The objectives of this study were to determine the level of proficiency of L2, their confidence and willingness to communicate, and the impression that they have of their classroom environment. During this research the authors also wanted to identify the relationship between the items mentioned above. (WTC, confidence to communicate and classroom environment).

To conduct the investigation, the researcher used four different questionnaires. To measure students' WTC they used "Ten items from Peng & Woodrow (2010), adapted from Weaver (2005)" The students had to answer questions, which were measure according to a seven-point scale being 1 equal to "definitely not willing" to seven equal to "definitely willing".

In order to measure communication confidence, they used six items from Peng & Woodrow (2010), adapted from Weaver, (2005). The scale that they used was based on 11 points the same which had a range from 0% up to 100%. In this questionnaire the students had to indicate the percentage of the times that they felt that they could communicate in English confidently without any problems.

Communication anxiety was measured according to the ten items took from Horwitz (1986); they used a seven points scale in which students had to identify the situation where they feel more anxious, being 1 equal to completely disagree and 7 equal to completely agree. The perceptions of the students of the classroom environment was measured by a scale of seven points, the researchers used thirteen items from Peng & Woodrow (2010), adapted from Fraser, Fisher, & McRobbie (1996).

At the end of this study the researchers found that Iranian English students were highly willing to communicate in the classroom, especially when the adequate environment was created by the teacher. When the students felt safe in the classroom they were more confident to initiate a conversation or to participate in the class. It was also shown in this study that the teacher should reduce student's anxiety by providing them an encouraging classroom environment. By doing this, the students WTC will increase considerably.

The last study to be discussed in this literature review took place in Saudi Arabia. The research was conducted by Hamouda (2013). A total of 159 students participated in this

research. The purpose of this study was to have a better understanding of two factors. First, this study intends to better understand the causes of students' lack of enthusiasm to participate during the English classroom discussions or speaking activities; and secondly this study also intends to identify the strategies used by the students when they participate in the classroom.

Hamouda (2013) applied a questionnaire in order to investigate the causes or motives that produce the EFL students' unwillingness to participate in the class. This questionnaire was divided into two sections: A, B. Section A contained 58 questions asking the students the reasons why they don't participate in class. Section B, on the other hand, tried to investigate the strategies used by the participants when participating.

The researcher gave the questionnaires to the students and then he read each item to see if there were any doubts about them or if an item was unclear for some students. The students answer according to a two point scale being 1=disagree and 2=agree. The Statistics Package for Social Sciences (SPSS) software analyzed the collected data.

In this study the researcher found that many students wanted to learn English, but that the most of the times they avoided to participate in the English class because of many factor such as: the low proficiency level that they have, the feeling that they will not express themselves fluent and accurately, and the poor practice that they have in using a second language because they are not able to use the language outside the classroom. The students' unwillingness to talk or to participate in class can be also caused by anxiety. When a student has a high level of anxiety he will refrain from participating. This anxiety can be caused at the same time by other factors, for example, being afraid or making mistakes, being afraid to say something wrong and to be mocked by the classmates. The researchers found that the personality also has an effect on the students WTC. He says that those who are more extroverts tend to get involved in more activities and to be more active during the class,

against those who can have low self-confidence or that are more introvert.

## **Method**

### **Settings and Participants**

This research was conducted in a public and a private high school in the city of Cuenca, Ecuador.

The sample consisted of 100 students whose ages were in a range from 15 to 18 years old. Students belonged to the 10<sup>th</sup>, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of senior high school.

### **Procedures**

The first step in this research was to look for information that may support the following topics: motivation, proficiency level, personality and teaching speaking. It was also necessary to find previous studies that have been conducted in other countries, regarding to the researched topic in order to determine what had been discussed so far.

To carry out the field research, it was necessary to ask for permission to the High School Principal and teachers in order that the surveys and observations in the classrooms could take place.

Two methods were applied in order to obtain the necessary results. A qualitative method, through observations carried out in five EFL classrooms of Ecuadorian high schools and a quantitative method, applied through the surveys given to students. The data was later tabulated, making it possible to obtain percentages that were described and consequently analyzed. The surveys also contained a qualitative characteristic, due to the fact that most of the questions asked the students for the reasons behind their answers.

The information was divided according to the questions established in the objectives of the present study.

Therefore, in order to respond the first objective, questions number 1, 2, 3, and 4 were asked in the surveys and then analyzed.

Question number 5 of the students' questionnaire was asked in order to determine the second objective of this research.

Finally, to respond the third objective questions number 6 and 7 were asked.

The results were presented in percentages, and then described. It was also possible to support the data with the answers provided by the students and with the information obtained from the observations that were conducted in the classrooms. In addition, the information from the Literature Review was used in order to support the analysis. This process was the same for all the questions in the students' questionnaire. Thanks to this process, at the end of this analysis it was possible to propose conclusions and recommendations on the topic.

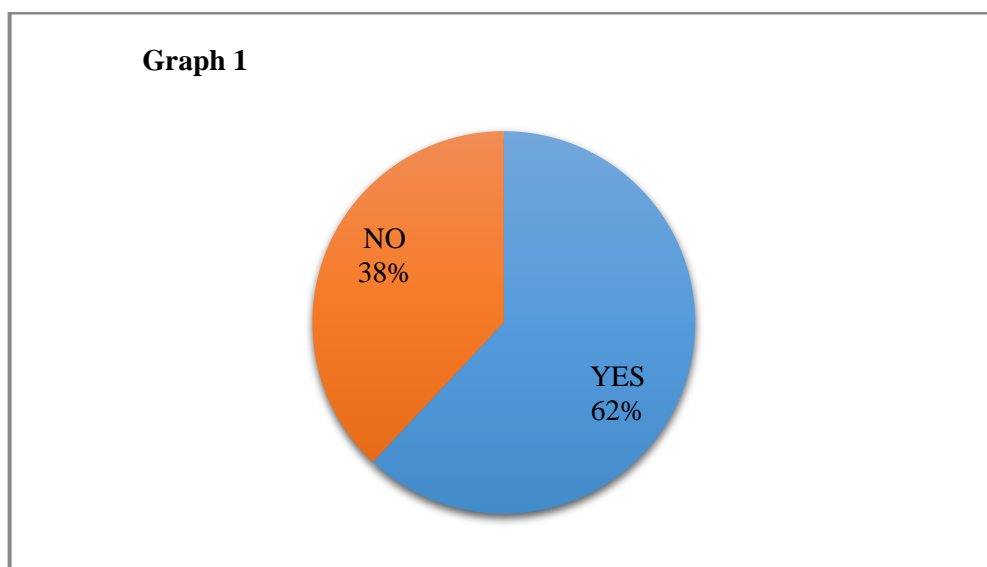
## Discussion

### Description, Analysis and Interpretation of Results

In the following paragraphs, the information obtained throughout the surveys and the observations that took part in the Ecuadorian EFL classrooms is described and analyzed.

#### **How does motivation influence student's willingness to communicate?**

*Do you feel motivated to speak in English in the classroom?*



Author: Diana Amoroso

Source: Students' questionnaire

Graph one shows that 62% of the students answered YES, which means that they do feel motivated to speak English in the classroom.

These students claim that they feel motivated to speak in English because they think that it is important to be proficient English speakers. They want to improve their level, by practicing their pronunciation and also by learning new vocabulary.

Also, students believe that English is one of the most important spoken languages in the world; through it, they are able to travel, study abroad, communicate with foreigners, and it would also bring them better job opportunities in the future. This is what Gardner (1979) in

Ellis (1986, p.117 ) calls instrumental motivation; he says that it “occurs when the learner’s goals for learning the L2 are functional”, this means that the students feel motivated to learn and to use the second language because they consider it useful. Speaking English, therefore, is seen as a useful tool that would help them to succeed.

On the other hand, 38% of the students who answered that they do not feel motivated to speak in English in the classroom said that it is mainly because of their teacher since the activities proposed by him/her are not interesting enough.

In the questionnaire provided to students, they said that most of the time they avoid speaking in English because they do not understand to the teacher, especially when she/he uses complicated vocabulary, or when they find the activities boring and not challenging at all. Harmer (2007) says that teachers need to choose the activities and the content that they propose in the classroom wisely; those activities should be adequate and in accordance with the students level. In the same way, Lightbown and Spada (2006) state that teachers can keep students motivated as long as they provide them with interesting content suitable for their age and their level of English.

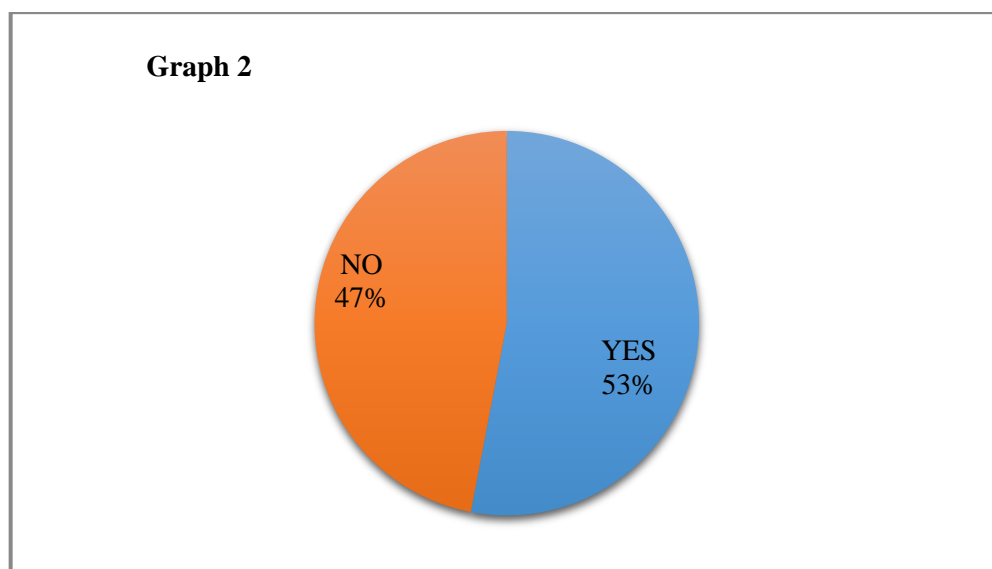
In addition, students in this survey also agreed that their lack of motivation to speak English in the classroom is because they feel afraid of making mistakes and that their classmates mock at them; their shyness prevents them of participating in speaking activities because they highly believe that they will fail; for this reason, they avoid getting involved in speaking tasks.

Through the observations, it was determined that the majority of students were engaged and motivated to speak in English, although this communication is mainly produced with the teacher because it is he/she the one who is constantly asking questions and encouraging the learners to take part in class. Therefore, active participation was observed, but it was not



always voluntary. The teacher had to be constantly motivating them to speak, and if he/she did not, or there were not activities in which the students had to produce oral language, they would just remain silent.

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



Author: Diana Amoroso

Source: Students' Questionnaire

The graph above shows that 53% of the students said that they felt motivated to speak in English (L2) with their classmates; while the remaining 47% said that they don't feel comfortable speaking the L2 with their classmates.

Thornburry (2005) in Harmer (2007) says that classrooms should become a place where students feel confident and comfortable speaking in the target language. The more the teachers propose speaking activities, the more the students will get used to them, which will lead students to improve their communication using the L2 in the classroom; and will perceive speaking activities as something natural that they enjoy being part of.

When students are used to speak in class and when this is an activity performed on a daily basis, they tend to feel more comfortable and they also get better in speaking tasks

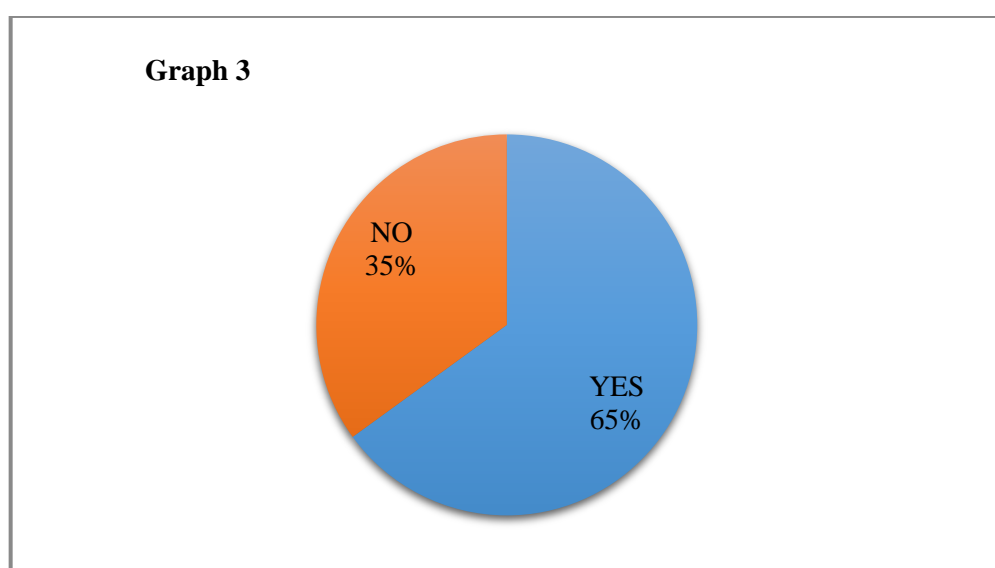
because it becomes something natural; so it becomes a habit. They lose that feeling of embarrassment and are willing to communicate with their classmates using the L2.

Through the observations, it was possible to see that in the classrooms teachers and students talked in English all the time; also, it was noticed that students were more predisposed to talk with their peers. They were accustomed to use the L2 in the classroom, which led them feel stress-free when talking with their classmates.

It was also possible to observe that classmates helped each other by correcting mistakes, and most of the times before speaking, the students first asked a classmate for advice in order to check if what she/he was going to say was correct or not.

Unfortunately, a good class environment was not observed in all the classrooms. In other classes, it could be seen that students were reluctant to speak in English with their classmates. For instance, when they had to do a dialogue, they did it in Spanish. They barely used English vocabulary, and they did not speak out loud. They performed the speaking activity shyly.

***Is your participation in speaking activities in the classroom voluntary?***



Author: Diana Amoroso  
Source: Students' questionnaire

Graph 3 shows that 65% of the surveyed students confirmed that their participation is voluntary; while 35% considered that their participation in speaking activities is not self-motivated.

The reasons that the students gave, help to see if the percentage is reliable or not.

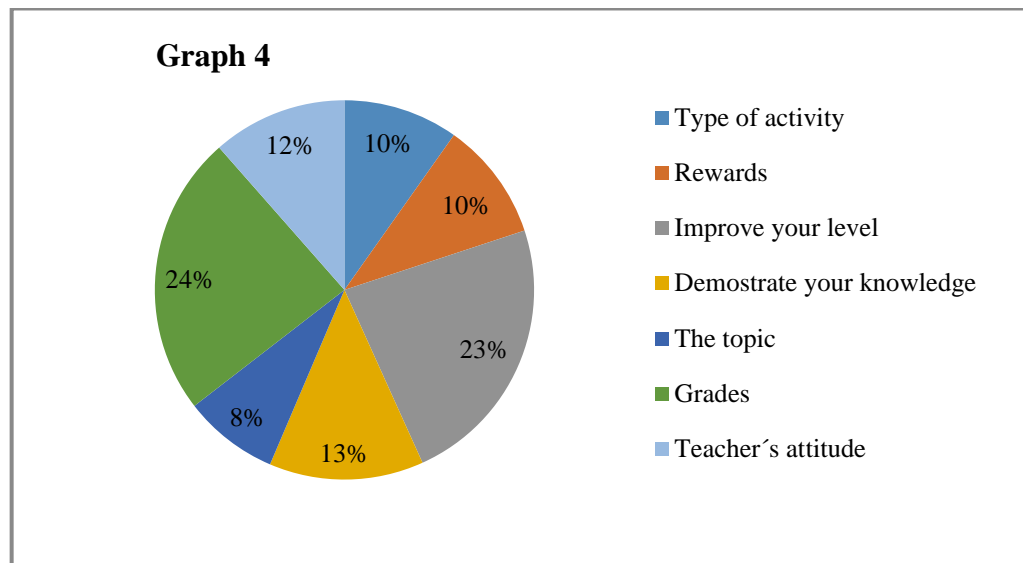
Some of the answers written by the students in the questionnaires showed that they take part in speaking activities because of the extra points. The students said that most of the times they participate in order to get extra points that would help them improve their scores.

Some others state that they don't feel self-motivated to talk in the classroom because most of the times it is the teachers who choose which student would have to participate. Additionally, it can be said that the students' answers were corroborated with the observations carried out; with which it was possible to identify that the students' participation in speaking activities depends most of the time on the teacher who has to be constantly asking the students for participation, one by one, in order to make them speak. They also depend on the extra points that the teacher offers them, rather than on the students' self-motivation.

Meanwhile, other students consider that their English level is not good enough. This thought leads them to feel insecure and as a result they feel afraid to speak because if they commit any mistake their classmates will scoff at them.

In this concern, Hamouda (2013) states that most of the students avoid participating in speaking activities because they feel afraid of making mistakes in front of their classmates and being laughed at.

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



Author: Diana Amoroso  
Source: Students' Questionnaire

The results for this question were the following:

A total of 10% of students said that one of the factors that motivate them to participate in speaking activities in the classroom has to do with the type of activity. In this regard, Riasati (2014) indicates that students, who perform speaking activities in pairs or groups, tend to feel more comfortable because they consider that it is easier to communicate with people who share the same English proficiency level. In addition, these kinds of activities give students the opportunity to share knowledge and learn from each other.

Proposing activities where students can work together is a good option in order to create more dynamic and organized classes, as well as keeping students controlled and motivated.

However, students' motivation does not only rely on the type of activity; it is also important to choose an appropriate topic because the learning process and the activities designed for the class will rely on it.

In the present study, 8% of the students answered that the topic is a factor that

influences their motivation when it comes to participating in speaking activities during the class. Riasati (2014) explains that students' willingness or unwillingness to speak relies on the topic; so, if learners found the topic interesting, and able to talk about it, they will have a more active participation in speaking activities; that is why the topics that will be discussed in class have to be well chosen.

It can be determined that getting to know the students is important in order to identify the topics that they enjoy talking about and that they find interesting in order to plan activities which can catch their attention and promote their willingness to orally communicate in English classrooms.

An additional factor that students mentioned as an influence on their motivation at the time of speaking in class was "rewards". A total of 10 % of students agreed that they often participate just because of the rewards that they receive (extra points). Additionally, it was noticed that their participation wasn't voluntary all the time; their motivation was highly influenced by the rewards offered by the teacher. In fact, teachers offered extra points to attract their students' attention, encouraging them to speak during the class. Nevertheless, not all the students answered to this incentive.

In this regard, Williams and Burden (1997) indicate that the majority of teachers use the rewards and punishment system in order to handle the classroom; they agree in the fact that rewards work better than punishment, but they suggest that rewards shouldn't be always prizes or bonus points. It would be better if teachers use feedback as a reward. By doing that, the students will notice how well they are doing, and will try to fix their mistakes, if there were any.

The students who participated in the survey indicated that they feel motivated to participate in speaking activities because through it they can get extra points, which will help

to improve their grades. In fact, 24% of the surveyed students stated that grades is one of the factors on which their willingness to communicate is based. Williams and Burden (1997) claim that most of the language teaching programs use grades in order to evaluate the students improvement of their second language acquisition.

As well as in other countries, the education system in Ecuador is based on grades, so students most of the times do tasks because it is something they have to do in order to get good grades and pass the course. Some of the students concurred that they feel obligated to do it because, otherwise, their grades will be affected positively if they get extra points or in contrast negatively losing them if they don't take part in the speaking activity proposed by the teacher.

Moreover, 23% of respondents said that they get involved in speaking activities because they want to improve their English level. Harmer (2007) states that speaking activities give students the opportunity to practice and use the target language as if they were using it in real-life situations, without leaving the classroom, where they feel more secure.

According to the answers of the students' questionnaire, this statement can be considered valid as a factor that influences student's willingness to communicate. Most of them said that they like to speak in English with their peers because by doing so they can practice their pronunciation, learn more vocabulary, and correct mistakes by learning from their classmates' errors. In other words, they improve their English level.

Harmer (2007) argues that speaking tasks are the perfect feedback for teachers and students; through them, they can see their progress, how much they have achieved, and notice where they are having trouble with the target language and in that way they may know what they have to do in order to solve them.

Also, 13% of students established that being able to demonstrate their knowledge motivates them to speak in the L2. When students speak in the classroom they can prove how

much they had learned. Students looking for their teacher and peers approval can partake in speaking activities, for the purpose of impressing them and be seen as a skilled person. To some students, feeling capable of speaking in English makes them feel more comfortable with themselves. It has a direct relation with their self-esteem. Self-confident students are not afraid to speak in front of their classmates using the L2. In fact, they want to show how much they know.

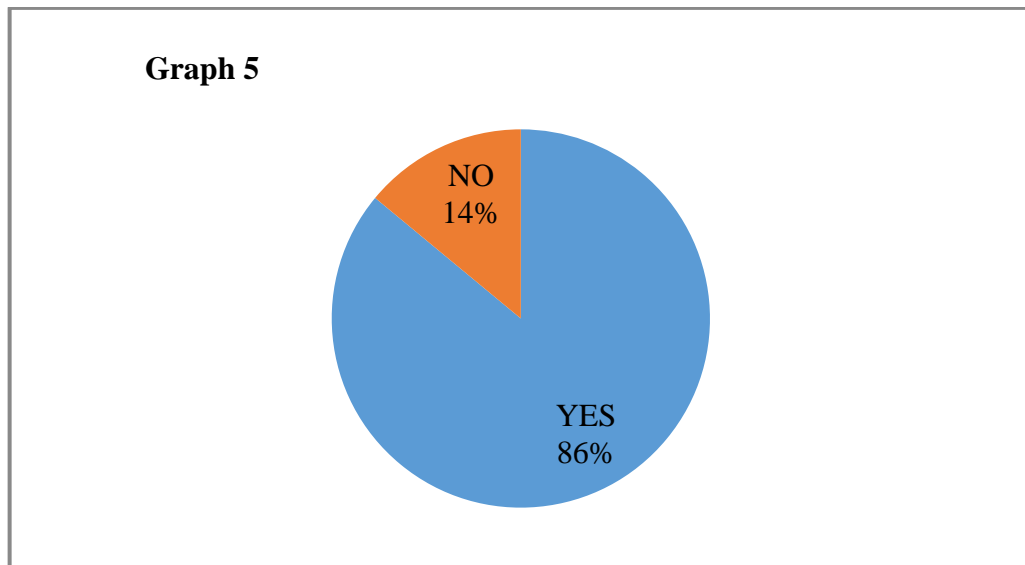
So far, there have been a lot of factors that influence students' willingness to communicate. Teachers play a very important role within students' motivation, not only with their actions but also with their attitudes. In the present study, 12% of students said that their teacher's attitude influences on their motivation to speak in English.

Hamouda (2013) indicates that teachers attitudes has a lot to do with students motivation; students avoid participating into speaking activities when they consider that their teacher has a bad attitude, like being impatient, extremely strict, or when in order to correct a mistake the teacher humiliates the student.

As it could be observed, when students do not feel comfortable with their teacher, they tend to avoid participating in speaking activities. The attitudes that teachers have with their students can promote the students motivation or instead nullify it. So for that reason, it is important that teachers should be supportive with their students and make them feel secure. The relationship between teacher and students should be more as partners working together in order to reach the same goal ; in this concern Harmer (2007, p.21) claims that "Students need to feel that the teacher really cares about them; if students feel supported and valued, they are more likely to be motivated to learn."

**How does the proficiency level influences student's willingness to orally communicate?**

***Does your English proficiency level influences your participation in the speaking activities?***



Author: Diana Amoroso  
Source: Students' Questionnaire

A total of 86% of the students agree that their proficiency level has a big influence when getting involved in speaking activities; while the remaining 14% said that their English proficiency level does not affect on their participation in speaking activities.

Through the conducted observation, it was possible to determine that those students who have a better level of English and that feel confident with their knowledge tend to volunteer more to communicate in the L2. On the other hand, those who remained silent looked shy and afraid that what they were going to say was wrong. Sometimes, they preferred to answer in Spanish, or first to ask a classmate before speaking out loud because they do not know how to say a word or because they do not understand what the teacher asked.

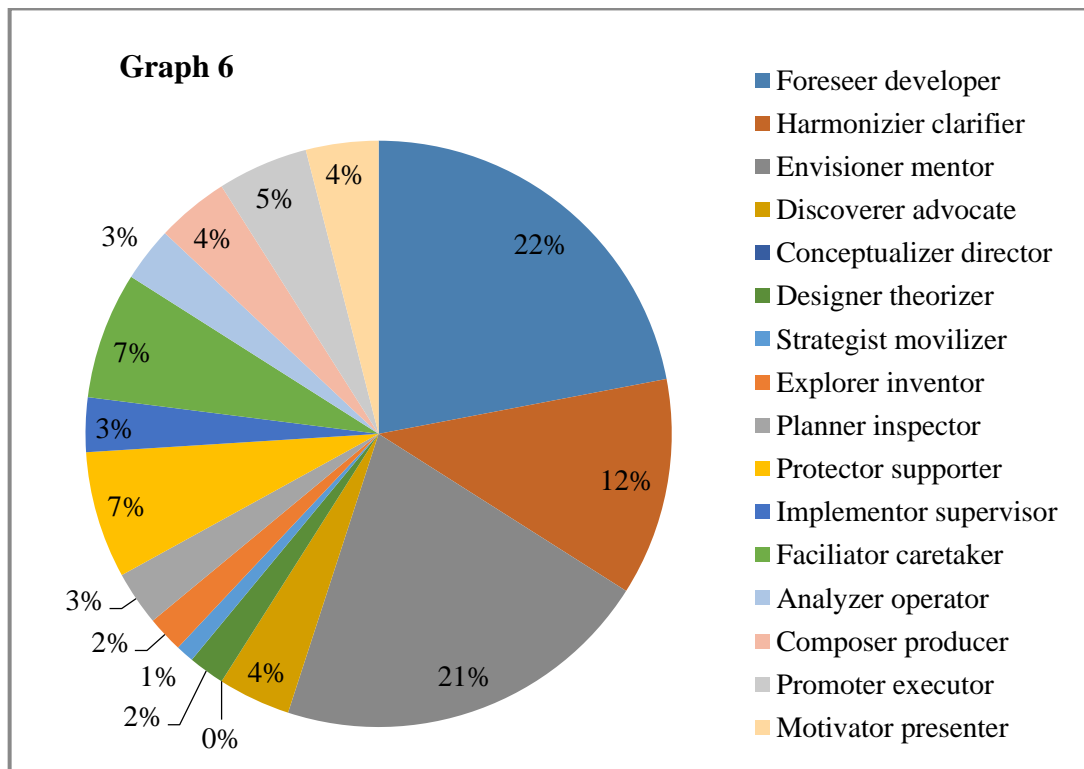
Hamouda (2013) explains that most of students prefer to remain silent because they believe that their English level is not good enough. For most of the students, having a low proficiency level in the second language is one of the main reasons to avoid speaking activities.



Students consider that the better their proficiency level is, the easier it will be to speak in English and vice versa. When their level is low, it is harder for them to be able to communicate because it is difficult for them to understand and be understood.

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

*What type of personality do you have?*



Author: Diana Amoroso

Source: Students' Questionnaire

In the present research, in question number six of the students' questionnaire, students were given a list of personality types from which they had to choose one with which they felt more identified.

The results were the following:

A total of 22% of students felt identified with the Foreseer Developer personality. According to Tieger and Barron (2007), the foreseer developer personality corresponds to people who are good at solving problems and establishing good relationships with people. As

a result these group of students would be more interested to participate in speaking activities, since they feel comfortable talking to others.

It was also found that 21% of the surveyed students identified themselves as Envisioned Mentors. Tieger and Barron (2007) call this type of personality as ENFJ; according to them, people with this kind of personality tend to be friendly, they can be consider good leaders and enjoy working on teams. As it can be seen students who have this type of personality respond better when they work in groups, due to their innate leadership they can encourage those students who are reluctant to participate. This fact should be taken into account when proposing activities.

Another 12% of the respondents said their type of personality is Harmonizer Clarifier, which for Tieger and Barron (2007) is called INFP. This kind of personality affects students' willingness to communicate due to the fact that they tend to be very private and shy, which makes them prefer to work alone and avoid getting involved in speaking activities where they have to be in contact with other people and communicate with them.

Also, 7% of the respondents indicate that they are Protectors Supporters, which is also known as ISFS. People with this type of personality are good listeners, due to that they prefer to remain in silence while listening to their classmates rather than talking and being active during class discussions, debates, or conversations among their peers (Tieger & Barron, 2007).

Another 7% of the surveyed students recognize themselves as Facilitator Caretakers. They are good at helping others. Tieger and Barron (2007) classify this kind of personality as ESFJ, they state that these kinds of people are very friendly and extrovert, that is why the students who feel identified with this kind of personality don't have big troubles when participating in the classroom.

Also, 5% of the respondents said that they are Promoters Executors. They are good at giving advice. These people take a lot of care of their family and friends. They cannot tolerate disrespectful people. According to Tieger and Barron (2007), people with this kind of personality are good adapting to any situation, and their extrovert personality allows them to participate and speak easily.

Also, 4% of the students indicated to be Discoverer Advocate. People with this type of personality tend to be intuitive. They like to explore and find answers in a creative way. They are also good at solving problems and overcoming obstacles. Tieger and Barron (2007) explain that these people are extrovert; this fact, is positive since it indicates that students with this type of personality can have an active participation in speaking activities.

Another 4% of students consider themselves as Composers Producers. Tieger and Barron (2007) mention that people with this type of personality are good at identifying opportunities; in addition, they are creative and enjoy being participative in social activities.

Additionally, 4% of the surveyed students said that they feel identified with the Motivator Presenter type of personality. These people love freedom, and are risk takers. According to the classification made by Tieger and Barron (2007), this personality is called ESFP, they say that people with this personality are outgoing and extrovert. In general terms, extroverts tend to get involve in speaking activities and are more participative in the classroom.

A 3% of the students are Planners Inspectors, which for the classification made by Tieger and Barron (2007) is called ISTJ. People with this personality type are good in making decisions and planning. They are also responsible people, who tend to be quiet and serious. Because of being introverts, students with this kind of personality have troubles when having to speak in public.

Another 3% selected the Implementer Supervisor option. For Tieger and Barron (2007), people with this type of personality are good at keeping calm in chaotic situations. They are also hard workers and enjoy learning by themselves. They also describe this kind of personality as extroverted leaders, for that reason, they would be good at working in groups and being in charge of them.

An additional 3% of the students conceive themselves as Analyzers Operators or what Tieger and Barron (2007) classify as ISTP. According to them, these people are good at solving problems. They are intuitive, independent, and enjoy being alone. Due to their introvert personality, they find very difficult getting involved in speaking tasks.

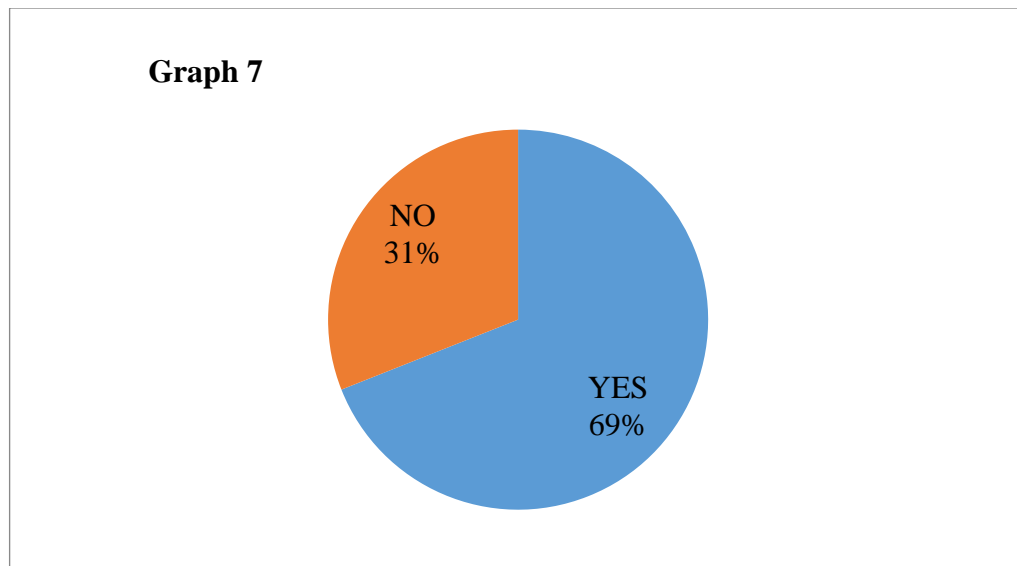
A small 2% of students said they are Designers Theorizers (INTP). According to Tieger and Barron (2007), people with this type of personality are imaginative, reflexive, and have the ability to plan and re-do things. They are also reserved and introverted, in order to do something they need someone else to encourage them to do it; for that reason, it is very hard for them to participate voluntarily in the classroom activities.

Another 2% of the surveyed students said that they are Explorers Inventors (ENTP). This kind of people is creative, inventive, and self-confident. Their extroverted personality contributes them to be friendly and outgoing which can benefit the students to be more willing to participate in conversation.

Only 1% of students felt identified with the Strategist Mobilizer personality. They are leaders that are good at managing time and means in order to achieve the set objective. Tieger and Barron (2007) indicate that people with this type of personality have a high confidence in themselves, and their extrovert personality contributes to their willingness to orally communicate.

None of the students felt identified with the Conceptualizer Director. People like this are very analytical and independent. For them, it is really difficult to establish relationships with other people. Tieger and Barron (2007) refer to this personality as ISTJ.

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



Author: Diana Amoroso  
Source: Students' Questionnaire

Graph 7, shows that 69% of the students believe that their personality influences their participation in speaking activities, while 31% of them believe that personality has nothing to do with their willingness to communicate in English.

Most of the students in their answers stated that having an extrovert personality, being talkative, outgoing, and self confident influences them when they have to speak in english during the class. They feel more capable of doing it, and aren't afraid of speaking in front of their classmates. In this regard, Ellis (1986) claims that extroverted students can learn faster than introverted learners because their personality allows them to establish more contact with other people and be more active learners. On the other hand, introverted learners, due to their shyness, most of the times remain silent.

In addition, students who admitted being introverted stated that they don't participate much in speaking activities because they are shy. This could be also seen through the observations performed, where those students who seemed more confident of themselves used to volunteer more than those students who seemed shy. The latter usually avoided looking at the teacher when he/she asked a question, and were always trying to hide behind their classmates in order to avoid being asked of any questions. Speaking in public generates a lot of anxiety in them.

Lightbown and Spada (2006, p.61) suggests that "inhibition discourages risk-taking, which is necessary for progress in language learning". As shown in the results, the more shy a student is, and the less he/she practices the target language, the more difficult it would be to acquire the L2. Language must be practiced in order to obtain fluency, accuracy, and proficiency; knowing how to write in English or being able to read it is not enough. The main objective when learning a language is to be able to speak it; to be capable to communicate using the target language.

## **Conclusions**

This study was successful in determining that students' willingness to communicate verbally in English classrooms often depends on their desire to succeed. Students who perceive English as a useful instrument that will aid them to access better opportunities in the future tend to be more motivated to speak in English.

Students' motivation to speak in English is not always voluntary. In fact, most of the times it is the teacher who forces students to be part of this kind of activities, by asking questions constantly during the class, trying to get responses and making students talk. Therefore most of the students see English as a requirement that has to be approved in order to pass the course.

Teachers are a notorious influence on the students' willingness to speak. Being supportive, showing students that their learning process is important, and demonstrating real interest can heavily influence students' motivation.

Students agree that the better their level of English, the easier it is to express what they think and feel using the L2. So it is stated that the proficiency level influences the students' participation in speaking activities.

Students' motivation to speak in English classrooms, comes from their desire to improve their English level, they agree that it is important to have a wide range of vocabulary, to use correctly the grammar rules, and to have a good pronunciation; abilities that can only be achieved through the constant practice and participation speaking activities using the target language.

Students' personalities influence on their participation in English speaking activities in the classroom. The extroverted, self-confident students tend to participate more, due to the fact that they are less afraid of making mistakes, while shy students prefer to remain silent.

Concerns such as failing and being laugh at, cause anxiety in them, reason for which they prefer to avoid activities where they have to verbally communicate.



## **Recommendations**

Teachers should get more involved with their students by promoting values such as respect and solidarity among peers; it can help to avoid situations where students could feel humiliated and can contribute to have a comfortable environment, where students may improve their self-esteem, making them feel secure, supported, and confident to talk in another language without the fear of being mocked by their classmates.

Some of the students agree that their motivation to participate in the classroom highly depends on their teachers; the activities proposed by them and the methodology that they apply in the classroom, for that reason and taking into account the students opinions, high schools authorities should implement a system for evaluating their teachers based on the opinions and experiences of the students, thereby enabling them to detect possible failures, recognize areas where changes need to be made to improve the methodologies and reinforce knowledge, especially in this case where communication is even more difficult, due to the fact that it happens in another language.

Teachers should receive formation in the socio-humanistic area, in order to handle conflictive situations and treat students with dignity and respect; this will create a comfortable environment in the classroom where students' will feel free to talk and express themselves using the target language, because they will not be afraid of making mistakes or being mocked by their classmates or even the teacher.

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## **Anexes**

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

Estimado estudiante:

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

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

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

**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?**

<b>SI</b>	<b>NO</b>
<b>¿Por qué?</b>	

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

<b>SI</b>	<b>NO</b>

¿Por qué?

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

SI	NO
¿Por qué?	

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

Tipo de actividad	( )
Incentivos	( )
Mejorar tu nivel	( )
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 qué?	

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

1	<b>Foreseer developer:</b> superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	( )
2	<b>Harmonizer clarifier:</b> descubren misterios y tienen una forma de conocer lo que es creíble.	( )

3	<b>Envisioner mentor:</b> comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	( )
4	<b>Discoverer advocate:</b> exploran percepciones y responden a ellas mediante un proceso creativo	( )
5	<b>Conceptualizer director:</b> visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas	( )
6	<b>Designer theorizer:</b> son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexiona sobre el proceso de pensamiento.	( )
7	<b>Strategist mobilizer:</b> son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos	( )
8	<b>Explorer inventor:</b> son creativos e ingeniosos, intentan ser diplomáticos.	( )
9	<b>Planner inspector:</b> idean planes y toman responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas	( )
10	<b>Protectors supporter:</b> notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	( )
11	<b>Implementor supervisor:</b> tienen talento para traer el orden en situaciones caóticas. Se autoeducan y tienen una actitud trabajadora.	( )
12	<b>Facilitator caretaker:</b> aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )
13	<b>Analyzer operator:</b> resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14	<b>Composer producer:</b> toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	( )
15	<b>Promoter executor:</b> tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16	<b>Motivator presenter:</b> tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	( )

7. ¿Consideras que tu tipo de personalidad influye en tu participación en las actividades de “speaking”?

SI	NO
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**¿Por qué?**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

**La Universidad Católica de Loja**

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLES**

**Observation sheet**

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

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

<b>YES</b>	<b>NO</b>
<b>Why?</b>	

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

<b>YES</b>	<b>NO</b>
<b>Why?</b>	

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

<b>YES</b>	<b>NO</b>
<b>Why?</b>	

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

<b>Grades</b>	<b>( )</b>
<b>Rewards</b>	<b>( )</b>
<b>Improve their English</b>	<b>( )</b>
<b>To impress the class with their knowledge</b>	<b>( )</b>
<b>The topic</b>	<b>( )</b>

Type of activity	( )
Teacher's attitude	( )

**Why?**

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

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

<b>YES</b>	<b>NO</b>
<b>Why?</b>	

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

<b>YES</b>	<b>NO</b>
<b>Why?</b>	