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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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Febrero, del 2016

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Magister,

Paul Fernando González Torres.

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De mi consideración:

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Loja, Febrero de 2016

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“Yo González Sánchez Juan Pablo declaro ser autor del presente trabajo de titulación: Students’ perceptions on the factors that affect their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Paul Fernando González director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Dedication

In the course of our lives we constantly have to face challenges and difficulties. I want to dedicate this paper to my parents for bringing me all their trust and support in my university career. I cannot also forget my sisters and relatives who have been a fundamental pillar for the attainment of my objectives. For all of them who have been a source of inspiration and support. Thank you for teaching me to never surrender and give up in the achievement of my goals.

Acknowledgment

My eternal gratitude is for our father God for having blessed and guided my life, as well as protecting my family. Not less grateful I am to my teachers who have been sources of inspiration to keep learning day after day. A special recognition to the unconditional support of my family and the sacrifices they have done for my welfare and personal growth. Deep thanks to my thesis director Paul Gonzalez for always giving his support and advice.

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Abstract

The English language is far widespread around the world nowadays. It is taught in hundreds of nations as an EFL or second language. Research on Student's perceptions on the factors that affect their willingness to orally communicate in the EFL classroom in Ecuadorian high schools is strongly embodied to an academic and socio-cultural context. This research project is oriented to reveal different points of view and attitudes of students towards speaking English in the classroom.

The participants were high school students from the city of Azogues who share certain characteristics such as age and educational level. The educational context was relevant because in our country English speaking activities are still given little importance. The data was shown in seven graphics which were described and analyzed.

The use of quantitative and qualitative methods of research allowed accurate forms of analyzing the information and obtaining detailed descriptions for the research questions.

Thus, most of the students want to acquire English communicative skills but the learning context influences negatively on the achievement of this goal.

KEYWORDS: Motivation, Perceptions, EFL, Willingness.

Resumen

El idioma Inglés esta ampliamente difundido en el mundo actualmente. Este se enseña en cientos de países como segundo idioma o idioma extranjero. La investigación acerca de las percepciones de los estudiantes sobre los factores que afectan su intención de hablar Inglés en la clase esta relacionada con el contexto educativo. La investigación refleja diferentes opiniones y actitudes de los estudiantes sobre el tema.

Los participantes fueron estudiantes de la ciudad de Azogues, quienes tienen edades similares y el mismo nivel educativo en general. El contexto educativo fue importante ya que en nuestro país hablar Inglés en la clase no se considera una prioridad. Los datos se mostraron en siete gráficos para ser descritos y analizados.

El uso de los métodos cuantitativo y cualitativo en la investigación permite la obtención de datos certeros así como el análisis de los mismos.

De esta forma, la mayoría de los estudiantes desean adquirir habilidades comunicativas usando como medio el idioma Inglés, pero el contexto de aprendizaje afecta negativamente el logro de su objetivo.

Palabras Clave: Motivación, Percepción, Voluntad, Inglés como lengua extranjera.

Introduction

The acquisition of communicative skills and the corresponding oral fluency is an objective sought by English teachers and education authorities. However, this has not been as successful as expected due to many factors that have been affecting the teaching-learning process. These factors are strongly related with the culture and idiosyncrasy of Ecuadorian people, who generally believe that it is important to learn a foreign language like English, but apparently they are not really interested in speaking it. Therefore, it is important to determine how personality, motivation and learning context influence on the students' willingness to speak English in the classroom.

The achievement of this objective demands a drastic change of mind of English teachers and students, who should consider the English language as the main source of knowledge that changes the world (Canale & Swain, 2003).

The study proposed by these authors departs from the premise of giving behind traditional methods of teaching English based on structural rules and lists of isolated words as vocabulary. Instead, they strongly demand the integration to the language curriculum of the four competences of communication: grammatical, sociolinguistic, discourse and strategic competences, from which, the latter holds a decisive role. It deals with the factors that cause lack of fluency and conversation skills that have been the main obstacle for the acquisition of communicative skills, which must be developed through the use of some linguistic tools, such as paraphrasing, among others.

Obviously, the target point of this research is to help Ecuadorian students become aware of the importance, usefulness and scope of the English language, which will give them opportunities for further studies, as well as well-paid and hierarchical jobs. Thereby, the Common European Framework of Reference for Learning, Teaching and Evaluation of Languages defines learning a language as the development of competences on the part of the

learner. This means that a person's knowledge includes not only knowledge but also the ability to use that knowledge through the development of the four basic language skills, plus a fifth, context-supplier skill that is culture, which opens the path towards interaction in a foreign language.

In addition, some researchers have conducted similar studies in the field of motivation to learn English in the EFL classroom. Juhana (2012) developed a study that focused on the psychological factors that hinder students from speaking English in the classroom. The results showed that in fact, the students manifested many psychological factors that retract them from participating in speaking activities. These factors are shyness, low motivation and a lack of interest for learning English. However, the author did not mention limitations for the study.

Sakai and Kikuchi (2009) investigated the influence of demotivators in the EFL classroom with the purpose of determining the most common demotivating factors for EFL learners. The results were lack of intrinsic motivation, low interest in the subject and inadequate teaching methods. In addition, the authors mentioned that the limited number of schools in which they applied the questionnaires were important obstacles in order to obtain a wide perspective of the problem.

Another study by two investigators Padial and Tapia (2007) identified the factors that cause rejection in the students at the moment of performing speaking activities in the classroom. The results showed that a lack of interest and motivation are factors that have to be considered. The teaching methodology is also an important aspect that can contribute to foster or refrain the development of communicative learning environments. Finally, the researchers suggested that it is necessary to obtain further information on these factors not only in high schools, but also at different educational levels.

My interest is that this research project can contribute to the awareness of the situation related to teaching English in our country. This research can help both teachers and students to understand the importance of developing speaking skills in the classroom.

The research can certainly contribute to obtain a close point of view from Ecuadorian classrooms about the students' perceptions on learning English, especially their opinions on speaking in the classroom. Therefore, the research can be a useful point of reference for English teachers and curriculum designers who want to dedicate appropriate resources to the strengthening of speaking activities in our educational context.

The limited time of class periods and excessive number of students were factors that limited the observation of students' interactions with more detail. Consequently, researchers have to conduct further studies that will surely contribute to expand the knowledge in the field of linguistics in EFL countries.

Literature Review

Through the last decades, the influence of English in the world has grown exponentially. English is now the language of the information and communications; therefore it is really important for our daily lives. The English language acquisition process involves many factors and skills that have to be considered and developed with everyday practice. Precisely one of those skills is speaking, which is very important and constitutes a fundamental base for the EFL context. According to Harmer (2007), the practice of speaking in the classroom is really important to build confidence in the students. However, in the EFL context speaking is still given little importance. Therefore, teachers must design engaging tasks not only in order to attract students' interest, but also to convert them in active communicators in the target language (Talley & Hui-ling, 2014). Consequently, it is necessary to get involved in the study and consider the opinions and points of view of investigators about the development of speaking skills in the EFL classroom.

Motivation

Motivation and personality are two factors that teachers cannot obviate in the language acquisition process. However it is difficult for teachers to achieve that the students get involved in class, especially in our educational context. Investigators found that students who have strong motivation have also more desire to speak in class and consequently participate in oral lessons (Meihua, 2009). Therefore, it seems that the teacher labor is to encourage students and provide motivational talks and wait for excellent results in class. Things are not so easy, because the same investigator found that the more motivated students can have interests that are not even related with the practice of spoken English. In the same way, there are external factors such as, limited time, different school subjects and son on, which influence directly over students. For example students can be motivated to learn English and to speak in front of the class, but they do not know enough vocabulary yet. Consequently, that

produces anxiety and generates bad memories in the students minds, therefore, the next time they will reject to participate again (Sun, 2008).

On the other hand, if teachers want an active participation of students in speaking activities the first step to take is creating a relaxed atmosphere of work, where students would enjoy staying. In fact, Gebhard (2006) states that teachers first have to create friendly work atmospheres where students can feel safety to interact not only with each other, but also with the teacher. Similarly, teachers can talk with the students and negotiate why it is important to speak English in the classroom because many students only participate when they are selected by the teacher. In other words, students need to notice that speaking in the classroom is not only a necessity, but also a way to communicate and socialize (Erwin, 2004). Therefore, it is always important for students to notice that teachers are friendly persons who are always giving support in class. Erwin (2004) states that phrases such as “it’s okay to make mistakes, that’s how we learn” are powerful motivators for students.

Proficiency levels

First of all, proficiency refers to a degree of competence or skill. Therefore, proficiency level refers to a scale of standard skills that serves to determine learners’ speaking level of competence. The Common European Framework of Reference is a text which contains information about the different proficiency levels, which was elaborated by investigators and now is accepted as a standard reference. The guide classifies the levels with the letters A, B and C. Letter A means basic user, B independent user and C proficient user. There are also subcategories A1, A2, B1 and so on. Each subcategory represents a level and contains specific abilities and descriptors of language abilities.

Levels:

A1. Learners can produce very simple sentences about themselves, other people and places. Therefore, it is considered the most basic level of language use. In this level a learner can

answer simple questions, initiate simple conversations about personal information or about very simple daily situations (Council of Europe, 2001).

A2. Speakers at this level are still considered beginners, because they are able to communicate only simple ideas and talk about daily routines. They can also describe basic aspects about people and things, talk about hobbies and work. Additionally, authors also mention that speakers are able to interact only in short dialogues, due to the limited knowledge of vocabulary and expressions (Council of Europe, 2001).

B1. At this level speakers can maintain short dialogues with reasonable fluency. They can talk about everyday situations and some familiar topics like work, travels, events and sports (Council of Europe, 2001).

B2. The B2 level reflects high competence in the use of English. At this level learners acquire a new perspective about how language works (Council of Europe, 2001). Learners are able to do a number of things with language, for example, they can easily communicate and support ideas, interact with native speakers without much complications.

C1. Speakers can maintain fluent spontaneous speech, they can also express ideas freely, because they possess a range of vocabulary and expressions. Speakers can also maintain long dialogues with native speakers. However, they can still find difficult when the topic of conversation is highly specialized (Council of Europe, 2001).

C2. The level C2 represents the highest level in the scale. Learners who have reached this level practically master vocabulary, language structures and fluency. They also know rules of both formal and informal speech. Speakers have also a good knowledge of idiomatic expressions and colloquialism which they can apply in conversations. However, there are still differences when comparing speakers of C2 level with native speakers (Council of Europe, 2001).

In conclusion, the levels of proficiency, also known as Common Reference Levels, contain

detailed descriptions of capacities and skills that teachers and students can use as reliable registers of language spoken production.

Personality

People often talk about personality as the behavior or way of thinking and acting that each person has. Therefore, our personality determines who we are and how we are perceived by another people. However, personality can change through time due to several factors such as friends, ideology, motivation or self-confidence. Investigators have identified sixteen different personality types. Therefore, each personality is unique, although there are groups of personalities that share some characteristics. On the other hand, different authors have worked on this topic and each one gives a name or denomination for every type of personality. But all the authors conveyed in the use of four capital letters to describe the specific characteristics of a type of personality. Therefore, each letter has significance. We have: E= extroverted or expressive; I=introverted or reserved; S=sensory or observant; N=intuitive or introspected; T=thinking or tough minded; F= feeling or friendly; J= judging or scheduling; P=perceiving or probing (Kersey, 1998). Below is the description of each type of personality.

Promoters (ESTP) like to live new experiences and enjoy the moment. They also love to face challenges and use strategies to overcome them. Their talents are negotiating, making deals and convincing people (Berens & Nardi, 1999). Similarly, Kersey (1998) states that promoters are sociable by nature. They know many people and feel comfortable in social interactions. They are innovative, energetic, optimistic and cynical. Promoters are exceptional at manipulating people and obtaining what they want.

Crafters or Analyzer Operators (ISTP) are excellent at operating tools and instruments. They can solve problems using their ingenious and capacity. Analyzers are objective people who prefer to be practical when communicating (Berens & Nardi, 1999). Similarly, they are

impulsive by nature and prefer to do things by their own. In addition, they love to take risks and are always searching new experiences (Kersey, 1998).

Performers or Motivator Presenters (ESFP) according to Kersey (1998), performers are people who love to interact in social events and meetings. They love to be in company of other people. Therefore, they are the most sociable of all the types of personalities; they want to enjoy the moment and frequently do not reflect about the consequences of their acts. Similarly, Berens and Nardi (1999) stated that performers are friendly people who love to bring their help and support.

Composers or Composer Producers (ISFP) are sensitive people who combine abilities to solve problems. Frequently associated with arts, they enjoy designing and executing projects (Berens & Nardi, 1999). In the same way, Kersey (1998) argues that composers are especially sensible with fine arts. They are very dedicated to work. On the other hand, composers can be seen as lonely people because they spend many hours working. Therefore, they do not develop close relations with people.

Supervisors or Implementor Supervisors (ESTJ) are hard workers who appreciate the fulfillment of moral values and traditions. They are also good at organizing people and bringing order at work (Berens & Nardi, 1999). Similarly, Kersey (1998) argues that people with this type of personality are serious and see discipline as a fundamental base for life. Supervisors want to be seen as leaders of their community. In the same way, they are authoritative by nature and do not consider opposite points of view. They cannot stand individualism and laziness.

Inspectors or Planner Inspectors (ISTJ) according to Berens and Nardi (1999), they are people who always want to anticipate problems and therefore design strategies to avoid them. They are sensitive to the problems of other people. Furthermore, as Kersey (1998) suggested,

Inspectors are silent workers who practice discipline, appreciate team work and they tend to be gently people. They are always practical and objective at work.

Providers or Facilitator Caretakers (ESFJ) love to support others and ensure their security. Facilitators are sociable people who love social contact (Berens & Nardi, 1999). These definitions are also similar to Kersey (1998) who stated that providers are happy when they can help people. They generally spend their time and energy doing social work or volunteering.

The authors Berens and Nardi (1999) stated that protectors or protector supporters (ISFJ) are supportive people who want the welfare of relatives and friends. Moreover, they are always aware of the necessities of friends and relatives; in fact, they sometimes forget their own necessities and problems (Kersey, 1998).

Teachers or Envisioner Mentors (ENFJ) are friendly people who are generally concerned with the accomplishment of objectives and tasks (Berens & Nardi, 1999). Similarly, Kersey (1998) stated that, teachers have a special ability to work with people, but foremost to influence them. Teachers are practical persons that feel comfortable in leadership positions; indeed they are natural leaders and know how to encourage people to give the best of themselves.

Counselors or Foreseer Developers (INFJ), as Berens and Nardi (1999) stated, are good at planning and designing strategies in order to avoid problems, they can also create cooperative atmospheres of work. Generally, they are reserved and prefer to work behind the scene. A remarkable characteristic is that they are extremely mystical and spiritual people, which lead them to be seclusive with their thoughts (Kersey, 1998).

Champions or Discoverer Advocates (ENFP) are idealistic individuals who have talent for social relations and exploring perceptions (Berens & Nardi, 1999). Similarly, Kersey (1998) defines champions as people who are always trying to influence people around them.

They want also to be seen as authentic and independent people who are always eager to live new experiences.

Healers or Harmonizer Clarifiers (INFP) are extremely concerned about morality, values and traditions. Healers are people who make extraordinary sacrifices for other people. In addition, they prefer to solve conflicts alone (Kersey, 1998). Similarly, Berens and Nardi (1999) state that harmonizers are people who want peace and are concerned with moral values.

Fieldmarshalls or Strategist Mobilizers (ENTJ), as Kersey (1998) states, fieldmarshalls are efficient workers who design and execute operations with high effectiveness. People can see them as ingenious and creative. Moreover, they are natural leaders, who are good at organizing, planning and developing strategies. On the other hand, they are extremely objective people (Berens & Nardi, 1999).

Masterminds or Conceptualizer Directors (INTJ) are people who love to face problems and solve them using their intellectual capacity. Frequently, they are excellent students who achieve the highest grades of all the personality types (Kersey, 1998). Similarly, Berens and Nardi (1999) define them as very intelligent people who love design plans and solve problems. On the other hand, they are reserved people who dedicate long hours to work.

Inventors or Explorer Inventors (ENTP) are always exploring and trying to improve procedures at work. They are also constantly challenging themselves in their searching of alternative ways of doing things (Kersey, 1998). Similarly, Berens and Nardi (1999) define them as creative people who are constantly seeking for new ways of doing things. Generally they are extroverted people who love social interactions.

Architects or Designer Theorizers (INTP), according to Berens and Nardi (1999), designers are people that are devoted to work and family. Generally introverted and respectful, they enjoy designing projects. They have also an incredible capacity to focus only

in what is important for them, giving them a high capacity of concentration. They first like to analyze situations, then work hard to obtain a completely understanding of the situation and then find possible solutions (Kersey, 1998).

Teaching Speaking

First of all, it is necessary to mention that there are big differences between spoken and written communication. For example, in order to write a sentence, we have to know that it requires at least a subject, one verb and a complement (Harmer, 2001). In contrast, in speech there are many elements that affect communication, elements such as omission of words, pauses, hesitations, corrections and so on (Thornbury, 2005). All these elements make speech different from writing. Therefore, there are many strategies to practice speaking in EFL classrooms.

According to Harmer (2001), the practice of drilling in the classroom is fundamental, because as he states, students' first need to practice isolated words in order to get familiarized with the pronunciation of them; therefore, the best way to do it is by repetition. Students can start with words and then advance to phrases and sentences; they can also try to memorize useful phrases. Similarly, another author suggests the use of prepared talks, which consists of the preparation of an oral presentation about an interesting topic for students. Therefore, the students develop a short essay with information, memorize it and then expose it to the classroom (Harmer, 2001). On the other hand, the same author Harmer (2012), stated that it is always useful to give a prudential time before starting an oral presentation, because as he states people need time to clarify their minds and organize what they are going to say because it is quite difficult to organize an oral presentation in a language that has different characteristics in relation to the students' first language. In addition, teachers can also apply what is known as simulations or role-plays (Harmer, 2001). In role plays, the students have to simulate real life situations. For example, retiring money from the bank, buying in a

supermarket and so on. On the other hand, a variation of role-play can be acting from a script in which students have to simulate dialogues of characters from stories or fairy tales (Harmer, 2001).

The information that will be described about previous studies in different countries will also provide interesting and useful information to expand the overview of the topic.

The first previous study was realized by two investigators Mohammed and Jamal (2014). In their study, these authors wanted to determine if the desire to start a conversation of a group of Iranian EFL students was influenced firstly, by the learning environment, which is also known as context and second by the type of people to whom they wanted to speak. The study was implemented in Iran at a particular English Institute, the investigators applied a kind of questionnaire that contained twenty items of real life cases, and the students had to decide if they wanted to start a conversation or not, considering the situation (Mohammad & Jamal, 2014). Similarly, the students had to establish a percentage of willingness to communicate for each situation (from 0% to 100%). Consequently, Mohammad and Jamal (2014) concluded that “learners were highly willing to communicate in two context types (Group Discussion and Meetings) and one receiver-type (Friends)”. Therefore, it is clear that students feel comfortable enough to start conversations when they are in friendly atmospheres and with friends or classmates. The authors also stated that it is difficult for Iranian EFL learners to use English outside the classroom because; in that country, there are scarce opportunities to use English outside the classroom. Consequently, Mohammad and Jamal (2014) suggested that teachers have to encourage students to speak English in the classroom by creating supportive classroom environments.

The next study was realized by Padial and Tapia (2007). The investigators wanted to determine if motivation is truly a determinant factor at the time of speaking English in the classroom. Therefore, in order to collect information, the researchers applied surveys to

both teachers and students. The study was developed in Spain, to 170 High school students aged from 14 to 18 years old (Padial & Tapia, 2007). In order to collect data, the investigators designed questionnaires of 18 questions for the students and 10 for the teachers; in addition there was a scale of 5 points in order to qualify the responses. The scale standards were: 1: never, 2: something, a few; 3: normal, acceptable; 4: good, satisfactory; 5: always, excellent (Padial & Tapia, 2007).

Then, the investigators analyzed and scored the questionnaires of teachers and students. After that, they selected the important data such as, role of the teacher, the value that students gave to the subject, the type of feedback, teachers' attitude and so on. When, the results of the investigation were obtained the same provided valuable information for example; intrinsic motivation is an important factor, because students who are more motivated tend to participate more often. In the same way, the study revealed that the type of personality is a determinant factor. On the other hand, the role of the teacher is also important to increase or decrease students willingness to speak (Padial & Tapia, 2007). Based on the results, the authors concluded that, in fact, the students generally give high importance to English in school because they consider it is important for their future. The students also consider that the role of the teacher is important in order to develop communicative activities in class. Nevertheless, the students express that one of the reasons why they do not participate in speaking activities is that they consider they have bad pronunciation and are afraid to make mistakes. Finally, the researchers suggested that teachers must provide a period of time in which the students can prepare speaking activities adequately and therefore, develop better presentations in front of the class.

Until now we have noticed that the different previous studies have focused on different aspects that affect the quality and quantity of spoken production in the classrooms.

Similarly, the third study focuses on the role and influences that negative stimulus have on the classroom. The study was conducted by two Japanese investigators Sakai and Kikuchi (2009). The researchers agree with the hypothesis which states that motivation to learn is a determinant factor in the EFL classroom. In fact, Lightbown and Spada (2006) stated that motivation can be seen as a stable characteristic that people maintain for long periods of time. On the other hand, there are certain factors that affect motivation to learn English and refrain students from participating. Therefore, the researchers' aim was to establish the relation between the learners' motivation to speak English and the factors that discourage them at the same time (Sakai & Kikuchi, 2009). In consequence, the authors established that the objectives of the study were first, to identify the demotivating factors in the classroom and second, to establish the difference between the high motivated students and the less motivated ones. The study was developed in Tokyo, Japan and the participants were six hundred and fifty six High School students. In addition, the method that was applied by the researchers consisted in answering one questionnaire about demotivating factors. The questionnaire contained thirty five questions divided in six blocks, they were, teachers, characteristics of classes, experiences of failure, classroom environment, materials and lack of interest (Sakai & Kikuchi, 2009).

The questionnaire included questions such as "How much is the following statement true for you as a demotivating factor"? or "How motivated are you to learn English"? The questionnaire also contained a scale with pre-established answers, therefore, the students had to select the alternative they considered true for them. For example; 1: no motivation at all, 4: good motivation (Sakai & Kikuchi, 2009). The following aspects are those that the authors considered as demotivators: Learning Contents and Materials, Teacher's Competence and Teaching Styles, Inadequate School facilities and Test Scores (Sakai & Kikuchi, 2009). Lack of intrinsic motivation was considered as an independent factor, because it affected in high

degree to those students who admitted to have low motivation for learning English, and it did not affect to students which declared to have high motivation and positive attitudes towards the subject.

Therefore, the researchers suggested that teachers should try creating classrooms where the students feel comfortable to participate in speaking activities. Classrooms where they can express their fears and talk about aspects that interrupt the development of their speaking skills (Lightbown & Spada, 2006).

The following study focuses on psychological factors that influence in EFL classrooms, especially in speaking activities. It was carried out by Juhana (2012) in Indonesia. First of all, it is necessary to explain that the psychological factors that the investigator mentions are personal attitudes towards something, that is to say they are inherent to each individual.

Mondal (n.d.) suggested that students with positive attitude and thoughts are able to learn fast and tend to participate actively in class. Therefore, the purpose of the study, as Juhana (2012) stated, was to determine possible psychological factors that make students reluctant to participate in speaking activities in the classroom. The researcher wanted to determine possible causes of the problem and to find solutions. Sixty-two high School students participated in the study. In order to develop the study, the investigator used three data collection techniques which were class observations, surveys and interviews. (Juhana, 2012). Thus, the first tool that was used was observation; the researcher studied the students' attitudes and frequency of participation in speaking activities. Then the researcher addressed the questionnaires to the students; the questionnaires consisted on both open-ended and objective responses, which the students had to complete in class. Then, when the students answered the questionnaires, the researcher applied the third investigation tool, the interview, it was personal and helped to obtain opinions from the students about their fears, motivations and expectancies about speaking activities (Juhana, 2012).

Consequently, the results of the study in fact confirmed that most of the students who participated in the study declared to have some problems when speaking English in the classroom. Thus, the researcher ranked the factors that affect speaking in the following way. The first factor that affected students was fear of mistake with approximately thirty-five percent. The second factor was shyness with twenty-six percent. The third factor was anxiety with eighteen percent. Following the list the fourth factor was lack of confidence in their inner capacities with thirteen percent. Finally was low motivation with approximately six percent.

In conclusion, the researcher states that, in fact, Indonesian students are affected by psychological factors and that these factors are impediments for the development of speaking activities. However, there are different techniques that teachers can apply in the classroom when students show reluctance to speak. In addition, the researcher found that motivation levels were low; therefore, teachers must talk about the importance of speaking in the classroom and incentive their students (Juhana, 2012).

There are many factors that influence the desire to learn and speak a foreign language in the classroom, especially in countries where English is taught as a foreign language. One of them is the class size and precisely the last study focuses on the problem of the elevated number of students and its influence on learning. The study was realized by Zeinab and Ahmad (2012), due to the lack of research in the area of teaching English as a foreign language. Therefore, the researchers' objective was to determine the level of influence that classrooms with different number of students had on the students' willingness to speak English. With this purpose in mind, the researcher observed three different classrooms that contained different number of students. The researchers registered the duration of each student intervention in class. Each intervention was calculated and compared with the data of the rest of the classrooms (Zeinab, Ahmad & Saeed, 2012). The results that were obtained

from the study revealed that meanwhile the more the number of students in the classroom, the less will be the desire to participate in speaking activities.

Therefore, it seems that, in fact, an elevated number of students in the classroom arise psychological factors such as fear of speaking, insecurity and anxiety. In addition, the researchers also mention that in the class with fewer students there were more interactions between students in speaking activities (Zeinab, Ahmad & Saeed, 2012).

As a result, the opportunities to speak are duplicated when there are fewer students in the classroom. Consequently, it seems that classrooms with an elevated number of students may cause more restrictions to participate in speaking activities from part of the students (Zeinab, Ahmad & Saeed, 2012). But it is not enough to reduce the number of students in each classroom because as Robinson (1990) states, it has little effectiveness to reduce the number of students in each classroom, if the teacher does not change his teaching methodologies.

Consequently, teachers can contribute to obtain better results in speaking activities applying not only different strategies and techniques, but also encouraging and supporting students. Therefore, in that way students' interest in the subject will be greatly enhanced.

Method

Settings and Participants

The research was developed in high schools of the city of Azogues. The participants of the research shared common characteristics such as age, educational level and social background. The questionnaires were applied to students from eighth year of basic education to third year of bachelor's degree. Therefore, the population can be classified as homogeneous to some extent.

Procedures

The research project relates to four relevant aspects: motivation, proficiency level, personality and teaching speaking, thus the information gathering process and literature review have been directed towards these relevant aspects. The data gathering tools that were applied consisted of questionnaires and observation sheets which served to obtain material for the analysis and interpretation of results. The approaches for this research project have been the quantitative and qualitative methods. The use of both approaches allows the use of surveys and class observations as data gathering tools. The data extracted from questionnaires was represented in graphics that were described and analyzed.

The first step of the research process was to collect information about the research topic and the literature review summary. Then, the data was collected from high schools. The instruments used for that purpose were class observations and questionnaires. The questionnaires were applied in order to obtain information related to the students' perceptions towards classroom speaking activities.

Once the information was collected, it was classified into specific sections that were used to develop the graphics corresponding to each question, as well as their detailed descriptions and complete analysis. Therefore, each research question was analyzed

considering the students' answers, the information from the observation sheets and finally supported with information from the literature review section.

The research project was developed considering the students learning context, the opportunities they had to use the foreign language in class and their cultural background.

Discussion

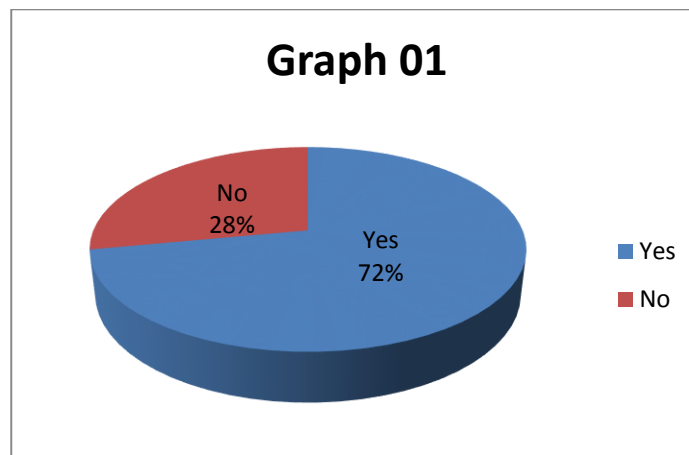
The observation method has been the departing point that provides the statistic support for the data analysis. This method has provided me with some evidence that has permitted me to infer some reasons of the problem through the attitudes displayed by students when speaking activities are set in the language classroom. This method has led me to realize that it is a hard work to change students' attitudes and way of thinking towards English. After my observation, a seven-question questionnaire was applied in order to obtain some information related to oral activities in the English language classroom. Naturally, the questionnaire content was oriented to infer some insights and findings related to the students' perception towards their valuing or disregarding of oral communication in the English classroom. The central focus on which the questions have been addressed, was the students' perceptions on the factors that affect communicative skills.

Due to the heterogeneous character of the data, a graphic has been requested for each of the seven questions. This means that students responded in different ways, each of them representing a significant percentage, characterized with a convergence of answers, but all of them focused on their perception towards their interest or their reluctance to use and produce oral language in the classroom, their motivation and demotivation in acquiring and learning oral skills, as well as the opportunities, or lack of chances they have to use the foreign language and express their personal or grouping experiences in a free and spontaneous way within the language classroom.

Description, analysis and interpretation of results

How does motivation influence students' willingness to orally communicate?

Do you feel motivated to speak English in class?



Question number 1 shows, through its graphic, the percentages related to the students' active participation in speaking activities in the classroom. The statistics reveal that around three quarters of students, that is, 72%, responded positively that they do participate in speaking activities, presumably because they are interested in learning to speak a foreign language, or on the account of the fact that they enjoy sharing their personal experiences, or taking advantage of the opportunity they are given within the class. All these attitudes sound compatible with the students' intentions to cooperate with the EFL teacher, which means that they feel somewhat motivated.

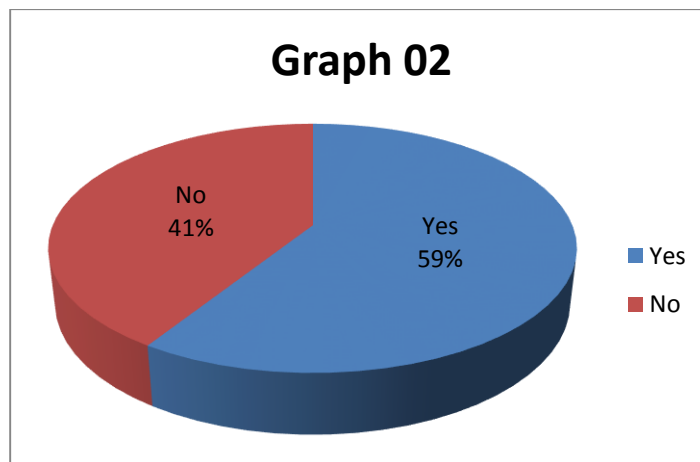
In light of students' responses, it is evident that motivation drives them to participate in these kinds of activities, but this significant level of participation obeys to the fact that oral skills tacitly invite students to move, interact and relax.

On the other hand, within the percentage of negative answers, that is 28%, students have reported through the questionnaires that one of the reasons they do not participate in speaking activities is that the teacher monopolizes the talking sessions, resulting in few or no opportunities for the students to practice their oral skills. Likewise, a low percentage of students manifested that it is scenic fear that prevents them from participating orally in class and if they make pronunciation mistakes, their classmates might laugh at them. In fact, Juhana (2012) states that the first factor that affects students' motivation to speak is fear of making mistakes followed by shyness, which matches with the opinions provided by the students.

The information reported in these questionnaires does not reflect the reality of the language classrooms of Ecuadorian public schools. In fact, they show a significant number of students interested in learning English, but at the same time they are afraid of speaking it in the classroom because they commit many mistakes. Consequently, speaking activities are not performed at an appropriated level. On the other hand, a significant percentage of students do not show motivation to learn the subject or to participate in class.

It is evident that the students' low motivation to speak English is an important factor that interrupts the development of communicative EFL classrooms. Consequently, teachers have to consider establishing a prudential time to practice speaking in the classroom. Because, according to Harmer (2001), it is important to constantly practice speaking in order to build confidence in the students. In addition, teachers can also design attracting learning materials and engaging tasks in order to renovate students' interest in the subject (Talley & Hui-ling, 2014).

Do you feel motivated to speak English with your classmates?



Graphic number two displays the results of the question “Do students like to speak English with their classmates”? The figures are not as distant as in graphic number 1. Positive answers reach 60%, whereas the negative ones go a little further than 40%. From the information obtained from question two, the students who responded positively expressed that they prefer to speak English in the classroom due to several reasons, especially because they feel glad to learn that they are making progress in their foreign language learning commitment. Another reason for speaking English in class is that some students feel proud to show their linguistic abilities to their classmates and their teacher as well. From the students answers to the questionnaire, a third reason is that some of them have ambitious dreams and visualize English as the ideal channel to reach their goals.

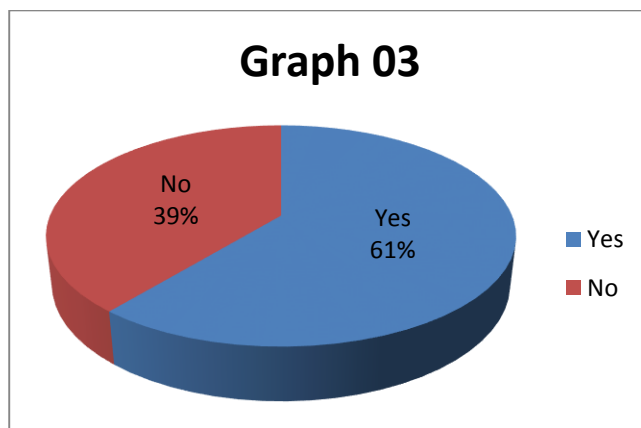
Contrarily, students who are within the negative percentage confessed that they are used to speaking Spanish in class all the time, and it would sound bizarre for them to speak English because it demands them to concentrate on the teacher’s explanation and make a great effort to catch teacher’s pronunciation or the audio sounds. So they would speak Spanish all the

time, which is a common phenomenon that students show reluctance to speak a foreign language which forces teachers to insistently demand students to speak English.

From my perspective, the classroom reality is very different because the students do not use English to share ideas with their classmates. In fact, when I observed the class, I noticed that the students had difficulty performing speaking activities and expressing simple dialogues. The conversations between students were always performed in Spanish and not in English as reported in the questionnaires. From my perspective this situation is strongly correlated with the low proficiency level of Ecuadorian students. Those who generally have a limited lexicon and can produce only very simple sentences.

Therefore, the first aspect to consider in order to develop communicative learning environments is creating friendly work atmospheres where students can feel comfortable interacting and participating actively (Gebhard, 2006). Similarly, the role of the teacher is also very important in order to increase students' interest in the activities. Teachers have to inform students that speaking English in the classroom is not only necessary, but also an innovating way of socialization (Erwin, 2004).

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



The graphic corresponding to question number three “do students feel self-motivated to participate in speaking activities” illustrates the percentages of students who do participate in speaking activities, that is 61%, contrasting with the 39% of learners, who are not used to participating in oral activities. The high percentage standing for affirmative answers assert that they always try to participate because they find a chance to use and practice the language, at the time that they can tell their life experiences because some of them regard English as their school favorite subject. The remaining percentage standing for the reluctant group stated that they do not participate in speaking activities because English is a difficult language.

Some of the students expressed that they don’t like to speak English because they find aspects such as sentence structure word spelling, word meaning and above all pronunciation quite difficult. In fact, Padial and Tapia (2007) found that one of the reasons students do not participate is that they consider their own pronunciation of words deficient.

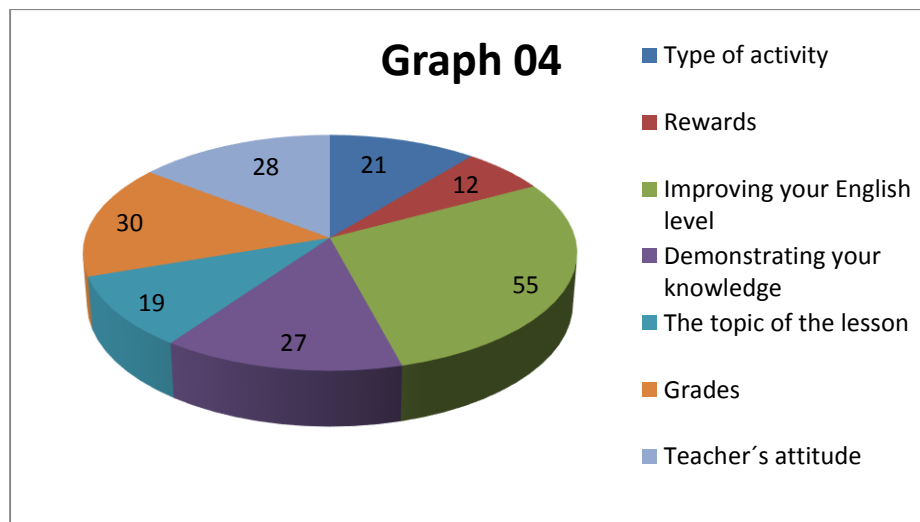
Similarly, another percentage of students who do not like participating in speaking activities willingly asserted that they are forced by the teacher in exchange for approval marks.

In contrast, the volunteering group of students claimed that they participate spontaneously, especially when the class topic is interesting to them. They feel they can relate the topic to their own real life situations, and enjoy telling them because they consider it interesting to share their feelings and thoughts.

From the class observations I noticed that in fact, most of the students participate in class, especially when the topic is interesting to them. Therefore, they consider English as an important subject for their future. On the other hand, in some cases, the students only participated when the teacher asked them to do so, which means that this lower number of students do not consider English as an important school subject.

The predisposition of students to participate actively in speaking activities is highly dependent on their interest in the subject as well as their intrinsic motivation for learning (Sakai & Kikuchi, 2009). Furthermore, the teacher can contribute significantly in order to maintain or even increase students' interest in the subject. For example, teachers can use prepared dialogues or simulate role plays in order to attract students' interest for communicative activities (Harmer, 2001).

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



Graphic number four, providing information resulting from question, “Which of the following aspects motivate students to participate in speaking activities” displays a variety of information, where the data corresponds to the total of students who participated in filling out the questionnaire. Of course, these aspects have been chosen according to the students’ point of view and perceptions, consequently, some of them have been disregarded by students. The seven aspects are: type of activity, rewards, language level improvement, impressionism through knowledge, topic, marking and teacher’s attitude.

From the questionnaire results given by students, fifty five of them marked language level improvement as their priority followed by good marking score, selected by thirty students. Another relevant aspect considered by students is teacher’s attitude which reaches twenty eight; the aspect ranked in the fourth position is impressionism through language knowledge reported by twenty seven students, which goes nearly in line with the teacher’s attitude. The next lower in rank aspect is type of activity with twenty one preferences, followed by topic with nineteen options. Finally, the list is closed by rewards with twelve choices. Unbelievably, this last aspect resulted to be quite unimportant to students, despite the

fact that rewards are tightly linked to motivation. Rewards in the classroom normally mean extra marks, exam exoneration, a project time extension, etc.

Padial and Tapia (2007) stated that the role of the teacher is an important factor in order to increase or decrease willingness to speak. Therefore, teachers can contribute greatly to attract students' interest by creating funny activities that foster communication.

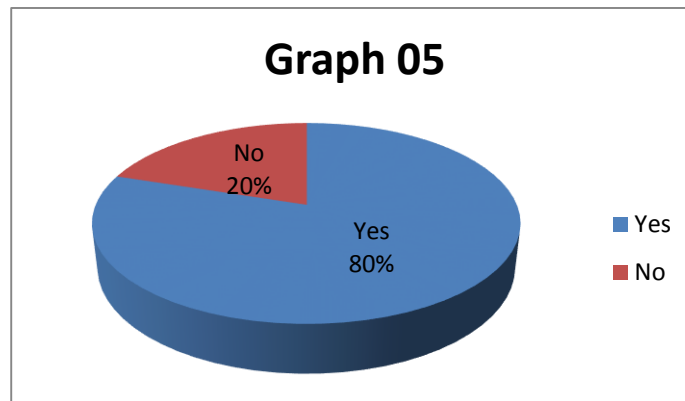
Although students answered that improve their level, teacher's attitude and demonstrating knowledge are the most relevant aspects for them. There are also others that have to be considered such as topic, marking score, and rewards. In fact, the score ranking as second in the list reveals that a significant percentage of students are not interested in language knowledge itself, but just on markings that allow them to pass the class.

From the class observations I noticed that many students participate actively in speaking activities when the topic is interesting to them. From my perspective this reveals that they are truly interested in improving their communicative skills. The type of activity and teacher's attitude are also determinant aspects in order to increase students' interest for communicative activities. Contrarily, there was also a significant percentage of students that remained silent and only participated when the teacher requested their participation. Thus, there are many students that do not consider important to improve their English speaking level.

Consequently, it is important to consider that there are always psychological factors that influence directly on the students motivation to speak English. Juhana (2012) found that most of the students who participated in his research admitted having problems speaking English. These problems are related with fear of mistakes and lack of confidence. In addition, it is also important to consider that the elevated number of students in the classrooms does not allow many opportunities for the students to participate (Zeinab, Ahmad & Saeed, 2012).

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

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



Graphic number five marks a significant difference between the positive and negative answers. The results presented through the questionnaires display an 80% of students who responded affirmatively with reference to the influence of the English language level in the participation of the students in oral activities. This high percentage proves that the language level is a crucial element that definitely determines the students' predisposition to participate or interact in speaking activities. The figure standing for positive answers is an indicator that the language level meets with essential duties such as ice-breaking, spontaneous participation and confidence towards the language teacher.

A good level of English also offers an opportunity to express personal experiences in a foreign language. It is a channel to contact people around the world through the internet, but foremost provides the opportunity to acquire a universal language as a projection to further studies or trips. On the other hand, the lower percentage represented by the 20%, though estimated as the fifth part of the Universe of data, is a concern for language teachers and linguists who are responsible for the change of the low-level students' mind, education policy

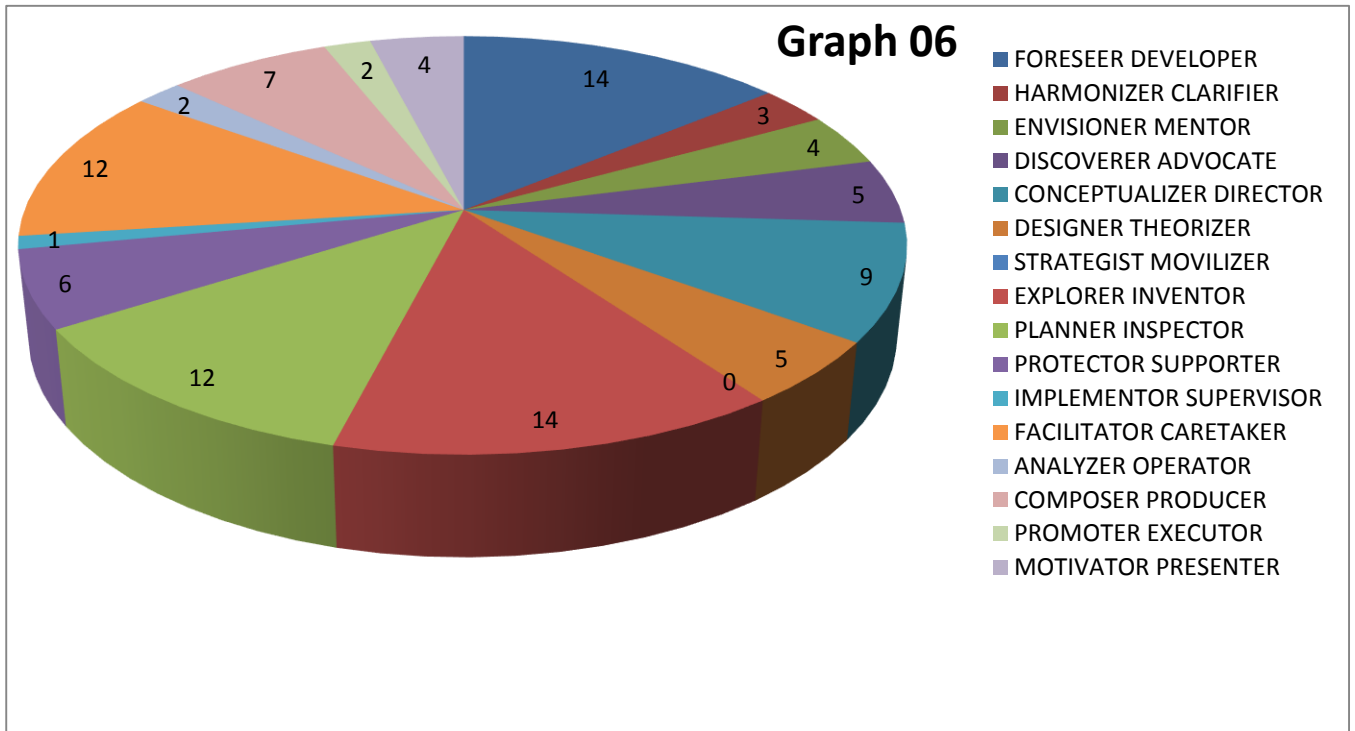
and the attitude towards communicative activities in a foreign language. In this respect, Dornwell and Thurrell (1991) state that the language level has been the common complaint of students who do not use to or like to participate in oral classroom activities. The authors assert that when students refer to poor level of language, they mean lack of fluency and broken accuracy. They suggest the implementation of strategic competences, which might be applied through the use of paraphrasing, literal translation, language switch, gestures and appealing for assistance.

From the class observations, I noticed that in general the students' speaking level is deficient, considering that language acquisition is the channel to establish social relations around the world. Most of the students' dialogues are carried out in Spanish mainly because their oral skills are poor even to produce a simple informal message which requires a certain level of lexicon and language structure. This is related to what they wrote on their questionnaires because most of the students were considered to be at a low English level.

Consequently, the students' proficiency level is an important aspect that limits their participation in the classroom. In fact, Harmer (2012) stated that it is quite difficult to speak a language that has different characteristics in relation to the learners' first language. Therefore, the same author states that it is necessary to give a prudential time to the students before starting an oral presentation.

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

What type of personality do you consider you have?



Graphic number six focuses on learners' types of personality, at the time that it displays them according to what the students choose as their type of personality. From the sixteen types of personalities, students made a variety of choices of the personality they presumably argue to have in a hierarchic order. There is a convergence of preference between two groups of fourteen students, who selected foreseer developer and explorer inventor. Similarly, two groups of twelve students overlapped in their choice by selecting facilitator caretaker and planner inspector. Nine students manifested that their personality corresponds to conceptualizer director; seven students identified their personality as the one of composer producer. Six of them expressed that their personality belongs to the group of protector supporter. Two groups of five students marked discoverer advocate and designer theorizer. Again two groups of four students selected envisioner mentor and motivator presenter; three

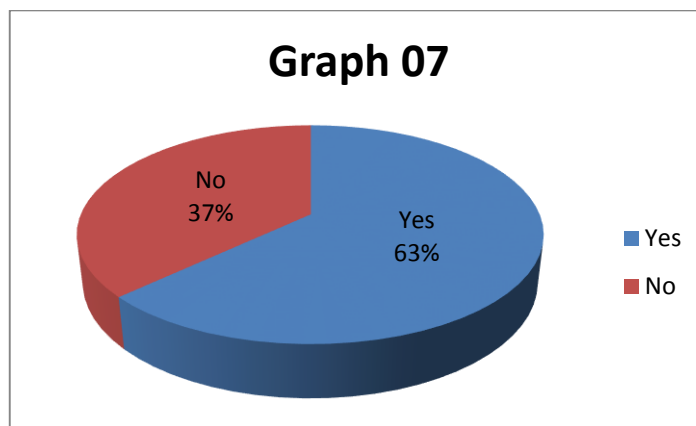
learners marked harmonizer clarifier as their personality. Two pairs of students identified analyzer operator and promoter executor as their types of personality. One student marked that he belongs to the group of implementer supervisor and no students identified their personality as strategist mobilizer.

These choices have been somewhat hazardous because students are not clear on what type of personality they have, due to the fact that each type has its specific characteristics that differentiate from each other, especially when it comes to interacting and participating in oral activities within the language classroom. Meihua (2009), claims that motivation and personality are two elements that must work in parallel. Therefore, the more motivated students feel, the more successful, the results will be. However, there might be a counterposition because highly motivated students may have interests that are not even related to achieve fluency and accuracy in English, but rather interests related to something else.

The same author goes further when asserting that there are external factors that might affect students' personality, such as shortness of time, class schedule, different school subjects, a non-proficient language teacher, etc. Gebhard (2006), states that the key element to achieve successful results in speaking activities is to create a friendly and relaxing atmosphere in the classroom so that students enjoy working and sharing their school time.

It has been said that personality is a direct factor that influences students' performance, but actually it is just partially (Hughes, 2009). Factors influencing personality are multiple and diverse in each person, but the key factor is that in Ecuadorian schools speaking activities have not been given any priority. In their questionnaires the students expressed that personality plays a relevant role in the language teaching-learning process, but actually, in my opinion it influences slightly because it is motivation to learn and gain interest in the activities which are determinant factors.

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



The graphic belonging to question seven shows that the type of personality does influence the students' participation in speaking activities. In fact, a high percentage of 63 % students declared that their personality is a determinant factor when speaking English in the classroom. On the other hand, the students who declared that their type of personality does not influence, about 37 % asserted that speaking English is not related with the type of personality. Harmer (2001) affirms that the type of personality is not the only factor that affects students' performance in communicative activities in the language classroom. In his words, it is rather shyness that prevents them for participating actively in conversations because this factor tends to silence them, and even hides their knowledge and intelligence.

Harmer (2001) thinks that shyness leads students to stay in anonymity due to the fear of feeling embarrassed while speaking English.

Identifying a specific type of personality is hard, due to the fact that most of the personality characteristics are overlapping (Harmer, 2001). Additionally, individual's personality might be influenced by other factors. From this premise, it can be inferred that spontaneous participation may be blocked by shyness, establishing a contrast between the

desire to speak, and the fear of being heard in a foreign language with many lexical, structural or sound mistakes.

It is difficult to determine to what extent a student's type of personality can influence on the desire to learn and speak a foreign language. Harmer (2001) concludes that establishing a conversation in a foreign language demands the mastery of some components of that language and this fact causes nervousness, forgetting the right word, confusing the language sounds or even stammering.

In the questionnaires, the students argued that it is their personality that limits their level of participation in speaking activities in class. Indeed, it is in certain cases, but from my perspective it is not the only and decisive factor directly influencing on the participation, but rather the students' lack of interest in learning the foreign language, as well as the irresponsibility of the students towards meeting with the classroom requirements. This reveals that students feel happy if they pass even with the minimum mark without being able to reply a single greeting.

Berens and Nardi (1999) stated that personality is a stable set of characteristics that each person has. Indeed, the authors claimed that personality does not change over time. Thus, from my perspective, it is not personality itself that determines if students want to participate in communicative activities or not, but rather other factors such as motivation to learn and interest in the subject.

Conclusions

- A significant percentage of students are motivated to learn English and find the subject interesting for their professional careers, but, at the same time, they are afraid of speaking it in the classroom due to the different characteristics of the spoken language such as, pronunciation and word stress.
- Students with extroverted personalities tend to participate more in speaking activities designed by the teacher. That is because they love social interactions and being the centre of attention. On the other hand, students with introverted personalities feel more comfortable remaining silent, but they are likewise capable to learn.
- The low proficiency level of Ecuadorian high school students does not allow them to produce accurate speech. In fact, they have problems reading and pronouncing complete sentences, which interrupts the development of speaking activities in the classroom greatly.
- Students' main reason for participating in speaking activities in the EFL classroom is improving their English level. This reveals that high school students in general are truly interested in learning English and do not consider it as a secondary subject.
- Most of the students' class participation is voluntary because they commented that the class topics and activities are interesting to them. In addition, they mentioned that participating in class is an appropriate occasion to share their experiences and increase their self-confidence.
- Students stated that their personality is a determinant factor when participating in speaking activities. However, from my perspective a student's personality cannot be considered as a restrictive factor for classroom participation because personality is a

stable set of characteristics that does not interfere with learning or speaking a new language. Thus, the determinant factors for participating in class are the interest for the subject as well as the motivation to improve communicative skills.

Recommendations

- Teachers should frequently monitor their classes to keep most of the students involved and encourage them to participate regardless of their mistakes. They have to continuously bring personal attention and even affection towards the students, which will lead them to increase their motivation and change their negative attitudes towards English.
- Teachers should encourage both introverted and extroverted students to participate in speaking activities in the classroom because they will overcome their scenic fears and renew their self confidence. Therefore, every intervention can be a new opportunity, not only for improving their oral skills, but also for developing confidence in their own capacities.
- The oral presentations have to be prepared in advance in order for students to dispose of time to prepare their speech. In addition, the topics have to be interesting enough to attract the students' interest for the activity and develop communicative classrooms where speaking must be seen as a fundamental component of the English classes.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLES

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos informativos:

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

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

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

SI	NO
¿Porque?	

2. ¿Te sientes motivado a hablar inglés con tus compañeros de clase?

SI	NO
¿Porque?	

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

SI	NO
¿Porque?	

4. ¿Qué te motiva a participar en las actividades de “speaking” que se realizan en el salón de 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
¿Porque?	

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

1.	Foreseer developer: superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	()
2.	Harmonizer clarifier: descubren misterios y tienen una forma de conocer lo que es creíble.	()
3.	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	()
4.	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	()
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 mobilizer: 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 toman responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	()
10.	Protector supporter: 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.	Implementor supervisor: tienen talento para traer 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. ¿Consideras que tu tipo de personalidad influye en tu participación en las actividades de “speaking”?

SI	NO
¿Porque?	



TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

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's attitude	()

¿Why?

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

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

YES	NO
¿Why?	

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

YES	NO
¿Why?	

Resultados de las encuestas

1) Te sientes motivado a hablar Inglés en el salón de clase'

SI = 72 estudiantes		
Me gusta	14 estudiantes	14,95 %
Quiero aprender más Ingles	31 estudiantes	43,05 %
Porque es muy importante saber inglés	7 estudiantes	9,72 %
Es divertido aprender ingles	6 estudiantes	8,33 %
Interactuar	10 estudiantes	13,88 %
Otras respuestas	4 estudiantes	5,55 %

2) Te sientes motivado a hablar Inglés con tus compañeros de clase?

SI =59 estudiantes		
Por compartir con mis compañeros	8 estudiantes	13,56%
Porque es divertido hablar inglés con ellos	6 estudiantes	10,17 %
Porque me gusta mucho el ingles	4 estudiantes	6,77 %

Porque hablando entre compañeros podemos aprender	38 estudiantes	64,40 %
Otras respuestas no coherentes	3 estudiantes	5,08 %

NO = 41 estudiantes		
Porque no tengo motivación para hablar	2 estudiantes	4,88%
No me interesa	3 estudiantes	7,32 %
Porque no me gusta	5 estudiantes	12,19 %
Por temor a las burlas	9 estudiantes	21,95 %
Porque no entiendo y no puedo hablar	21 estudiantes	51,22 %
Otras respuestas	1 estudiante	2,44 %

3) Tu participación en las actividades de speaking en el salón de clases es voluntaria?

SI = 61 estudiantes		
Porque quiero aprender	25 estudiantes	40,983 %
Porque me gusta participar	2 estudiantes	3,278 %
Siempre participo voluntariamente	6 estudiantes	9,836 %
Porque entiendo el idioma	4 estudiantes	6,55 %

Porque me gusta el idioma	21 estudiantes	34,426 %
Otras respuestas	3 estudiantes	4,918 %

NO = 39 estudiantes		
Temor	15 estudiantes	38,46 %
Porque no se	10 estudiantes	25,64 %
Solo participo por la calificación	2 estudiantes	5,128 %
Otras	2 estudiantes	5,128 %
Solo participo a veces depende del tema	3 estudiantes	7,69 %
Por obligación del maestro	7 estudiantes	17,95 %

4) Que te motiva a participar en las actividades de speaking que se realizan en la clase?

Tipo de actividad	21 estudiantes
Incentivos	12 estudiantes
Mejorar tu nivel	55 estudiantes
Demostrar conocimiento	27 estudiantes
El tema	19 estudiantes

Calificación	30 estudiantes
Actitud del profesor	28 estudiantes

- 5) Consideras que tu nivel de inglés influye en tu participación en las actividades de speaking?

SI = 80 estudiantes		
si influye porque debido al nivel de inglés que tengo puedo participar activamente o no participar en absoluto	32 estudiantes	40%
Porque me faltan conocimientos	27 estudiantes	33,75%
Por otras razones no coherentes	6 estudiantes	7,5 %
No contesta	2 estudiantes	2,5 %
Si influye porque no conoce el idioma y no puede participar	13 estudiantes	16,25 %

NO = 20 estudiantes		
No contesta	8 estudiantes	40%
Porque conocen bien el idioma y la pronunciación	10 estudiantes	50%
Por otras razones	2 estudiantes	10

6) Qué tipo de personalidad consideras que tienes

	FORESEER DEVELOPER: superan las diferencias y se relacionan con otras personas. Son prácticos al momento de tomar decisiones	14 estudiantes
	HARMONIZER CLARIFIER: descubren misterios y tienen una forma de conocer lo que es creíble.	3 estudiantes
	ENVISIONER MENTOR: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos	4 estudiantes
	DISCOVERER ADVOCATE: exploran percepciones y responden a ellas mediante un proceso creativo.	5 estudiantes.
	CONCEPTUALIZER DIRECTOR: visualizan las razones tras las cosas que suceden son independientes y encuentran difícil interactuar con otras personas	9 estudiantes
	DESIGNER THEORIZER: Son talentosos para diseñar y rediseñar. Activan su imaginación descubren, reflexionan, sobre el proceso de pensamiento.	5 estudiantes.
	STRATEGIST MOVILIZER: son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles del tiempo y recursos.	0 estudiantes.
	EXPLORER INVENTOR: son creativos e ingeniosos, intentan ser diplomáticos.	14 estudiantes.
	PLANNER INSPECTOR: idean planes y toman responsabilidades. Cultivan buenas	12 estudiantes.

	cualidades y hacen las cosas correctas.	
	PROTECTOR SUPPORTER: notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas.	6 estudiantes.
	IMPLEMENTOR SUPERVISOR: tienen talento para traer el orden en situaciones caóticas. Se auto educan y tienen una actitud trabajadora.	1 estudiante
	FACILITATOR CARETAKER: aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	12 estudiantes
	ANALYZER OPERATOR: resuelven problemas activamente necesitan ser independientes. Actúan de acuerdo a su intuición.	2 estudiantes
	COMPOSER PRODUCER: toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal.	7 estudiantes
	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.	2 estudiantes
	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.	4 estudiantes

- 7) Consideras que tu tipo de personalidad influye en tu participación en las actividades de speaking.

SI = 63 estudiantes		
si influye porque la personalidad ayuda para aprender	18 estudiantes	28,57 %
Depende de mi personalidad	21 estudiantes	33,3%
Si por la inseguridad	11 estudiantes	17,460 %
Otros	13 estudiantes	20,654 %

NO = 27 estudiantes		
No contesta	3 estudiantes	11,11%
No influye porque es debido al conocimiento no a la personalidad	10 estudiantes	37,03%
Es indistinto al idioma	11 estudiantes	17,460 %
Otros	11 estudiantes	40,74 %