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

TRABAJO DE TITULACIÓN

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DEDICATION

There is a small group of important people whom I am greatly indebted.

I would like to dedicate my work to Jehovah, God, who gave me the opportunity of living with a wonderful family.

To my family, especially to my wife and to my mother, who were constantly supporting my studies.

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Through this work, I want to thank Universidad Técnica Particular de Loja, place where I found the chance to become a professional, together with all the teachers' support along this career.

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ABSTRACT

This research addresses the students' perception on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. The aim is to find out the facts how motivation, proficiency level and personality influence students' willingness to orally communicate.

This research came true in a State school located in Guayaquil, Ecuador, whose participants were 20 students from 9th to 10th grade in General Basic Education, and from 1st to 3rd grades in the Senior High School.

The methods used to carry out this research were the qualitative and quantitative. The first one gives the details of students' motivation to speak English in several activities, how teachers can motivate students to speak English, description of different levels of English proficiency focused on speaking, personality types and how to teach speaking. The latter method gives details of results obtained through questionnaires taken to participants based on the objective mentioned above.

The results obtained suggest that motivation plays an important role to speak English in class. The more speaking activities teachers offer, the more motivated the students feel.

KEYWORDS: motivation, speaking skills, speaking influence, speaking willingness

Resumen

Esta investigación aborda como tema la percepción de los estudiantes sobre los factores que influyen en su voluntad de comunicarse oralmente en el aula de idioma inglés como lengua extranjera en las escuelas secundarias del Ecuador. El objetivo es averiguar los hechos de cómo la motivación, el nivel de competencia y personalidad influyen en la voluntad de los estudiantes para comunicarse oralmente.

Esta investigación se realizó en un colegio estatal en Guayaquil, Ecuador. Los participantes fueron 20 estudiantes del 9 al 10º grado en Educación General Básica, y de 1º a 3er grado en el Bachillerato General Unificado.

Los métodos utilizados para llevar a cabo esta investigación fueron el método cualitativo y cuantitativo. El primero da los detalles de la motivación de los estudiantes al hablar Inglés en varias actividades, cómo los profesores pueden motivar a los estudiantes a hablar Inglés, descripción de los diferentes niveles de dominio del Inglés se centró en hablar, tipos de personalidad y cómo enseñar a hablar. El último método da detalles de los resultados obtenidos a través de cuestionarios adoptados para los participantes basados en los objetivos mencionados anteriormente.

Los resultados obtenidos sugieren que la motivación juega un papel importante para hablar inglés en clase. Mientras más actividades interactivas enfocadas en hablar preparen los profesores, más motivados se siente los estudiantes.

PALABRAS CLAVE: motivación, habilidades para hablar, influencia para hablar, voluntad para hablar

INTRODUCTION

English Language Teaching (ELT) has been considered essential in Ecuadorian high schools for many years not only for elementary, but also secondary students. Even though ELT has been supported with English textbooks and teachers with an appropriate proficiency English level, it is noticed that students have not achieved a high English level, which does not allow them to communicate orally successfully.

It is clearly noticed that most students no matter what high school come from are not able to speak English as they should be, especially after having studies for 13 years, taken into account the primary years. Hence, a research has been carried out titled "Students´ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools". This research explains why students have problems to communicate orally, and these factors are explained through a comprehensive theoretical analysis that includes topics such as motivation, proficiency level, personality, and teaching speaking.

Furthermore, it was necessary to carry out a careful analysis on previous studies in order to compare, support and add rich information for this research.

The first study related to this topic was elaborated by Juhana (2012) aimed at explaining the psychological factors that hinder students from practicing their speaking in English class and the causes of the factors as well as the possible solution to overcome the factors. The study reveals that psychological factors such as fear of making mistakes, shyness, anxiety, the lack of confidence and motivation make students not to speak English during a class. The possible solution to overcome these psychological factors most students believe that motivating them to be more confident to speak English is worth considering.

The second study connected to this research was done by Alemi, Tajeddin and Mesbah (2013), which investigated the effects of individual differences on Iranian EFL learners' willingness to communicate. The results indicated no significant difference among the participants in terms of gender, major, age, and personality types; however, significant difference was found with respect to other variables such as proficiency level, length of studying, being abroad, and communicating with foreigners.

The third study related to this research was made by Alam and Udddin (2013) which is focused on the improvement of Oral Communication Skills (OCSs) of Pakistan's school's Grade-6 students who have a lack of opportunities and are not common exposed to the English language generally and OCSs particularly. This paper revealed that children's OCSs had shown marked improvement by giving opportunities to practice oral languages, providing conductive learning environment and using new teaching strategies.

Obviously, the results obtained in this research will benefit not only teachers, but also any person interested in getting information that helps students to succeed in communicate orally in EFL classroom.

While this research process was being carried out, it was noted that there were any methodological limitations due to the fact that there was the necessary research material available.

METHOD

Setting and participants

This research was conducted in the south of the city of Guayaquil in Ecuador. The participants involved in this research were students, aged 15 and up, from 9th to 10th grade in General Basic Education, and from 1rst to 3rd grades in the Senior High School.

Procedures

As soon as the assignment for this research was handed out, a compilation of ELT books was done in order to gather information about the content outline for the literature review. When the appropriate information was found, it was filled out in the charts provided. Previous studies related to this research were necessary, and were also selected to rich the content.

The methodological procedures to accomplish this research were done thanks to the qualitative and quantitative method, which together with the bibliographic method, gathered rich information through academic books, and journals related to this topic made this research complete.

Immediately, a high school was selected, located in the south of the city. Then, a formal letter requesting permission was sent to the principal to have access to the participants and teachers, who were necessary to this research.

Once the permission was accepted, the date for the questionnaires and class observations were scheduled together with the teachers. So, important information was gathered and tabulated in the corresponding charts and graphs.

After that, the researcher got started with the description, analysis, and interpretation of results by using the qualitative and quantitative method. The information was organized

appropriately in this section. The obtained results were taken as references so that the researcher can express his opinion based on reliable and scientific information, as giving appropriate comments and coherent arguments about this research, by following the goals marked in this research.

Regarding the qualitative analysis, the information researched in the literature review was used to verify if approaches, methods and teaching techniques have been used. Besides, the quantitative analysis was elaborated question by question aiming at percentages of different criteria. The researcher also includes his point of view by comparing results.

At the final point, conclusions, recommendations, introduction, and all the steps necessary to organize this information was set in the correct order.

DISCUSSION

Literature Review

Encouraging students to speak another language in class has been an issue that teachers find it as the key to improve or learn this skill. For this reason, motivation plays an important role in the speech learning process of another idiom which demands that teachers have not only professional training in teaching English as a foreign language (TEFL), but also be either a native speaker or non-native speaker having a high level of proficiency in English in order to be able to engage students in activities that are authentic and real which will be useful to improve their abilities of communication. However, despite that teachers have willingness, training and the ability to encourage students for participation and interaction in the classroom; there is a lack of willingness from students who do not have the desire to speak English for communication in class.

According to Riasati (2012), teachers believe that students' willingness to use a foreign language is a decisive factor that will help them to interact and perform speaking activities that will be useful to develop the conversation skills. Research has shown that encouraging students the desire to use the foreign language is the main objective in teaching, since it helps the language learning process goes on successfully.

Gaining willingness to be able to communicate is a problem that many teachers from all over the world are facing. In Ecuador, despite that teachers try to have students participate in speaking activities, it is easily noted that students do not want to use the language in that way. Thus majority of Ecuadorian students are not able to develop speaking skills. On the other hand, this lack of willingness to communicate orally is blocking the normal English language learning process in our students.

The willingness of students to communicate has been analyzed in previous research. Another study by Riasati (2012) was in charge of this issue and it was found that a number of

factors contribute the students' willingness to speak. These factors are the type of assignment, discussion topic, the teacher, the class atmosphere, personality, and the ability to speak. Another study focused on this issue was in charge of Yousef, Jamil and Razak (2013), and it was found that the communication strategies of language learning affect directly students' motivation, the competence to communicate, and willingness to communicate in English.

As educators, teachers are really interested in researching why students are not willing to use the language in class; thus, this research proposal intends is to provide a deep analysis of students' willingness. To achieve this purpose a brief study of the following topics is introduced in the next pages: Motivation, proficiency level, personality, and teaching speaking.

Motivation

Encouraging students to speak motivates them to succeed in this language skill. When students are motivated, they feel confident and speaking just comes up. Therefore, teachers must focus on motivation, so students' willingness to speak can come spontaneously.

According to Harmer (2007), when students start speaking during a class, which is very rare if there is no motivation, the results bring up some benefits to the class. Most teachers would like to organize debates and discussions, but not all this planning has success as they had hoped.

The above author also reports that preparing debates and discussions are not as simple as it looks like. After all, it is hard to have immediate opinions, even in students' native language; thus, it is very essential to give students a pre-discussion before getting started with any discussion or speaking class. Students can be put in groups or pair, and given short section of the speaking class, or topic such as vocabulary, questions, etc., so they can discuss

first and get into the topic. Then, a representative of each group share his/her own opinions, so only then, teachers can start asking questions and getting answers to the whole class.

On the other hand, Scrivener (2012) states that teachers must know their students first, and identify who tend not to speak, so teachers can pay more attention to them and support their speaking needs. Six techniques are suggested by the author, as follows:

First, making question not only to the quitter ones but also louder ones. Second, using speaking exercises where everyone can participate such as choral-answer question is good to increase their willingness to speak. Third, asking questions to everyone is a good idea, but teachers must use open questions with strong students and closed questions to weaker ones, this also encourages students to speak in every class, and not being afraid when teachers start making questions to them. Fourth, students don't like speaking in front of the class, so teachers must allow private turns in order that they can build confidence and encourage them later to speak in front of others. Fifth, plan your class come assignments that require student talk to you and see you for some tutorial discussion, and use the time to find out why they are afraid to talk. Finally, have your quitter student take the chance to talk to you, so you get information about how they are feeling in class and why they are afraid or weak to talk. If the previous one is not possible find them after class and talk to them.

Another important issue to take into consideration is proficiency level.

Proficiency level

The Council of Europe (2003) has a global scale for the different proficiency levels as follows: Proficient user (C2), who is at the highest level, can express him/herself fluently, spontaneously and precisely in more complex situations. Almost similarly, proficiency user (C1) can express himself/herself fluently and spontaneously with much obvious searching for expressions. On the other hand, independent user (B2), who is at the upper-intermediate level

qualification can interact with a degree of fluency and spontaneity that makes regular interactions with native speakers. However, independent user (B1) can deal with most situations likely to arise whilst traveling in an area where the language is spoken.

On the contrary, basic user (A2) can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Finally, basic user (A1) can introduce him/herself to others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

The next important issue to take into account in this topic is personality.

Personality

All our personality and emotions are totally involved in the English language learning process. The students' personality, that is, the way to control the feelings that come up during the learning process, the type of emotion students bring to the class, as well as personal values, beliefs and attitudes related to learning, the preference to work alone or in groups, and the kind of relationship students want to have with the teacher and classmates, can influence the language learning process.

Regarding personality, Berens and Nardi (1999) report 16 types of personalities. Promoter Executors: if people cannot respect each other, there is no relation between them. Relationships are about mutual respect. They like excitement and stimulation, and they are almost never in conflict. They admire the other person, especially if that person has a unique talent or skill.

Motivator Presenter: they like stimulating actions. This kind of student has a talent to present things in a useful way, respect for freedom, take risks, and love learning. Sometimes, this kind of students misperceives others' intentions.

Implementor supervisor**:** they have **t**alent for bringing order to chaotic situations, and like educating themselves. They are Industrious, and have work-hard attitude. They balance work with play, have a philosophy of life, the steps to success. They keep up traditions. They are well balanced. They connect their wealth of life experiences. They get often disappointed when perfectionistic standards for economy and equality are not met.

Facilitator caretaker: they accept and help others, manage people, and hearing people out. Voicing concerns and accommodating needs. They admire the success of others, remember what's important. They are also talented at providing others with what they need. They also keep things pleasant; maintain a sense of continuity, often disappointed by entrepreneurial projects.

Analyzer operator: they actively solve problems, observe how things work, have talent for using tools for the best approach, have need to be independent, act on their hunches or intuitions, understand a situation, talk things apart, make discoveries, share those discoveries, and unsettled by powerful emotional experiences.

Protector supporter: they notice what's needed and what valuable, talent for careful and supportive organization is. They know the ins and outs, enjoy traditions, work to protect the future, listen and remember. They are nice and agreeable, unselfish willingness to volunteer. They feel a sense of accomplishment, and are exasperated when people ignore rules and don't get along.

Conceptualizer director: they maximize achievements, drive for self-mastery, build a vision, and have very long range. They strategize, realize progress towards goals, have systems thinking, and talent for seeing the reason behind things. They are on the leading edge, maintain independence and find it difficult to let go in interacting with others.

Planner inspector: they draw up plans and are prepared. They take responsibility, and get work done first. They are active in the community, and loyal to their roles. They cultivate good qualities, do the right things, bear life's burdens and overcome adversity. They have talent at planning, sequencing, and noticing what's missing, and has to learn so much in hindsight is painful at times.

Explorer inventor: they are inventive, have talent at building prototypes and get projects launched, and lifelong learning. They enjoy the creative process, and share their insights about life's possibilities. Strategically they formulate success, try to be diplomatic. And they are surprising when their strategizing of relationships becomes problematic.

Envisioner mentor: they communicate and share values. They succeed at relationship; they realize dreams-their own and others. They seek opportunities to grow together. They heed the call to a life work or mission, enjoy the creative process, intuitive intellect, reconcile the past and the future, have talent for seeing potential in others, and they often find living in the present difficult.

Foreseer developer: they have personal growth, sustain the vision, honor the gifts of others, take a creative approach to life, have talent for foreseeing, and explore issues. They bridge differences and connect people. They are practical for problem solving, live with a sense of purpose. And they have a living and idealistic life often presents them with a great deal of stress and a need to withdraw.

Designer theorizer: they become an expert, see new patters and elegant connections. They have talent for design and redesign, cross the artificial boundaries of thought. They activate the imagination. They clarify, make discoveries, reflect on the process of thinking itself play a role too. They detach to analyze and struggle with attending to the physical world. They have talent for seeing what's not being said and voicing unspoken meaning. They

seek to have ideal relationship, recognize happiness, and live out stories. They want to authentically live with themselves, respond to insights in the creative process, and find the magical situation. They restless hunger for discovering their directions.

Harmonizer clarifier: they go with the flow, know what is behind what is said, uncover mysteries, and explore moral questions. They have talent for facilitative listening, relate through stories and metaphors, balance opposites, get reacquainted with themselves, have a way of knowing what is believable, and struggle with structure and get their lives in order.

Teaching speaking

According to Harmer (2007), many teachers have found in class that students do not want to talk, especially in front of others. Regarding this issue, the mentioned author states that this is just because students just do not like to be spotlighted in class because most of them do not like to make mistakes or be intimidated by their classmates, or simply they are not used to doing so. No matter what the reason is, teachers are just wasting time if trying to force them to speak; this just will make them not speak in class.

The above author also suggests that working in pairs or groups can help students to feel more confidence when speaking. Students can have support from their classmates if there is something they cannot understand, so they can share information and at least they have something to say, especially when students do not want to talk is because they feel afraid of making mistakes.

As it was stated above, students will not respond to difficult questions or answers that demand a lot from them. Teachers must prepare activities that have students prepare their answer by writing before speaking. Harmer (2007) states "Psychologically, they are more likely to be able to respond (page. 182)."

Acting out might be a good speaking activity for low English level students, especially when they do not have willingness to speak according to the Harmer (2007). It makes students be in a real world where they have to not only speak aloud, but also imitate sounds and behaviors.

On the contrary, Gower, Philips, and Walters (2005) suggest that encouraging students is a great way to teach speaking, and state 5 ways to do so. The first one the author mentions is about the atmosphere which must be fulfill with student speaking in class, that is, creating a comfortable atmosphere where everybody speaks. This can give confidence to those who are not willing to speak or afraid for any reason. A second way is by giving plenty of controlled and guided practice. That is, giving the chance to use the language learned before using it for real. The third one is by making activities communicative. The main reason for speaking activities is to have students speak without any forcing, so this kind of activities must be planned carefully so that students can have a reason to do so, that is, by asking their opinions or information to fill in the activity. Finally, as it was stated above, student need a reason to talk about, so share pictures, do role plays or any purpose so that freer activities can be attempted for them.

The English language learning process can have different results, depending on where teaching is being done. Factors that make students change or develop their willingness to orally communicate in the EFL classroom might vary. For example: lesson planning, culture, and others situations.

However, in order to have a better analysis about the factors that influence oral communication on the teaching-learning process, an analysis and comparison among five studies were necessary. These studies will help teachers to see what is happening on other schools and have different points of view to understand it better.

The selected studies are connected to the researched topic such as Improving English oral communication skills of Pakistani public school's students, Improving communicative competence with 'clickers': acceptance/attitudes among Nigerian primary school teachers, Psychological factors that hinder students from speaking in English class, Willingness to Communicate in L2 English, and Willingness to Communicate and Japanese High School English Learners..

These previous studies will permit to add subjects such as how to improve students' oral communication skills in lower secondary public school by integrating lessons with the national curriculum for English language, the teachers' attitude towards the use of personal response system (PRS) in ESL classrooms, teachers' attitude towards integrating PRS in ESL classroom by gender, combined and relative contributions of perceived usefulness (PU), perceived ease of use (PEU), behavioral intention (BI) and computer experience (CE) to teachers' attitude towards the use of PRS in ESL classroom, psychological factors that hinder students from practicing their speaking in English class and the causes of the factors as well as the possible solution to overcome the factor, willingness gender affection to communicate, willingness affection for being abroad to communicate, willingness affection to communicate with foreigners, willingness affection by proficiency level to Communicate, willingness affection major to Communicate, age affect Willingness to Communicate, length of studying English affect Willingness to Communicate, and personality type affect Willingness to Communicate among EFL learners.

One of the studies related to the topic is the one elaborated by Alam and Uddin (2013) focused on improving English oral communication skills (OCSs) of Pakistan's Public school's grade. The participants of this study were: (1) five Japanese English teachers of 8th and 9th grades in an ordinary public lower secondary school in Kyoto, Japan; and (2) their students

(190 in total) in the nine classes. The first author participated as one of the teachers. All the teachers were non-native speakers of English. Four of them were female, and one was male.

The study was conducted in urban context in Karachi, Pakistan. A variety of tools were used to collect data throughout the three phases. The methods which used were observations, interviews, and audio recordings of the teaching sessions, reflections and document analysis. Broadly stated, this article suggests that in the context of second language learning the practice of teaching English language needs to be changed. The teacher centered classrooms are to be changed with student centered classes and the traditional methods of language teaching and using grammar translation methods have to be replaced with modern methods such as communicative approach and task based teaching approaches.

Another study related to the topic was carried by Agbatogun (2014), who analyzed improving communicative competence with 'clickers': acceptance/attitudes among Nigerian primary school teachers. This study examined the predictive power of teachers' perceived usefulness (PU), perceived ease of use (PEU), behavioral intention (BI) to use personal response system (PRS) and computer experience (CE) on teachers' acceptance and attitude towards using PRS in improving communicative competence in the classroom where English is taught as a second language (ESL). Seventeen teachers constituted the sample for the study.

A self-report questionnaire and a semi-structured interview guide were used for data collection. Results indicated that teachers were generally positively disposed to integrating PRS in ESL classroom. Moreover, teachers' disposition was not significantly dictated by gender. Except for CE, constructs like PU, PEU and BI showed significant positive correlation with attitude to PRS. The results of regression analysis indicated that the set of variables combined to predict teachers' acceptance and attitude towards using PRS. Relatively, PU was the potent predictor of the dependent variable.

Another study regarding the topic was done by Juhana (2012), who analyzed psychological factors that hinder students from speaking in English class. The aim of the study is to explain the research questions: what psychological factors that hinder students from practicing their speaking in English class and the causes of the factors as well as the possible solution to overcome the factors.

The participants consisted of 62 second grade students to find out their perspective related to the psychological factors that hinder them from speaking. This study was undertaken at a senior high school in South Tangerang, Banten province. The study aims to find out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. The data were obtained through classroom observations, questionnaires and interviews. In terms of findings, the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class.

Next study related to the topic was done by Alemi, Mesbah and Tajeddin (2013), who analyzed willingness to communicate in L2 English. Due to the growing emphasis of modern language pedagogy on meaningful communication, L2 willingness to communicate (WTC) has recently become an important concept in second language learning and communication. The present study investigated the effects of individual differences on Iranian EFL learners' willingness to communicate.

As many as 431 students who were learning English as a foreign language in language centers served as the participants of the study. McCroskey's (1992) questionnaire was utilized to measure students' willingness to communicate. A series of independent-samples t-tests and one-way ANOVAs were run to provide answers to the research questions.

The results indicated no significant difference among the participants in terms of gender, major, age, and personality types; however, significant difference was found with respect to other variables such as proficiency level, length of studying, being abroad, and communicating with foreigners. Therefore, the effects of Iranian EFL individual differences on their L2 WTC were partially confirmed. The importance of the present study lies in its theoretical contributions to the WTC research and the pedagogical implications for both second language teaching and learning.

The findings of the present study can theoretically help enrich the literature on the construct of willingness to communicate in an EFL context. Furthermore, the findings of the present study can practically help teachers develop their knowledge of the factors that affect learners' willingness to communicate. With such knowledge, teachers can take measures to develop those factors that contribute and encourage communication, while obliterating those factors which impede students' willingness to initiate communication. For the study to yield more conclusive and comprehensive results, it is necessary that future research utilize some qualitative approaches such as observation or interview besides the questionnaire survey.

Another study regarding this topic was done by Watanabe (2013), willingness to communicate and Japanese high school English learners. In this longitudinal study it was investigated the extent, if any, to which Japanese high school English learners' willingness to communicate changes over the 3 years of high school and then explored the reasons for the changes or stability.

A questionnaire was developed drawing on the WTC scale (McCroskey, 1992) and administered to 190 students three times at yearly intervals. The data were analyzed with the Rasch rating scale model and ANOVAs. Two distinct constructs were identified across the three waves of data: willingness to communicate with friends and acquaintances (WTCFA) and willingness to communicate with strangers (WTCS).

To summarize, the students' WTCFA/WTCS measured by the questionnaire did not increase over the high school years possibly because (a) it was difficult for the students to imagine themselves in the English-speaking contexts described in the questionnaire, (b) the students might be uncomfortable with foreigners, (c) the students may not have had confidence in using English, (d) the students were not in an English-speaking environment, (e) many students perhaps did not realize the importance of communication with native English speakers sufficiently, and (f) as far as WTCS is concerned, a Japanese attitudinal tendency might have played a role irrespective of growth in proficiency.

The results showed that neither WTCFA nor WTCS changed significantly over the high school years, and that WTCS remained low. Follow-up interviews with selected students suggested several possible reasons for the questionnaire results.

Description, Analysis and Interpretation of Results

Oral Communication in EFL classroom has been found as one of the biggest challenge not only for students but also for teachers. But both teachers and students want to succeed in this learning process. The purpose of this study is to analyze students´ perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools which is shown in questionnaires surveyed to students and teachers in order to determine how motivation, proficiency level, and personality influence student's willingness to orally communicate.

The results of the questionnaire obtained were introduced and the information that supports this research was highlighted. To analyze the findings, the following 3 questions were used.

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

Do you feel motivated to speak English in class?
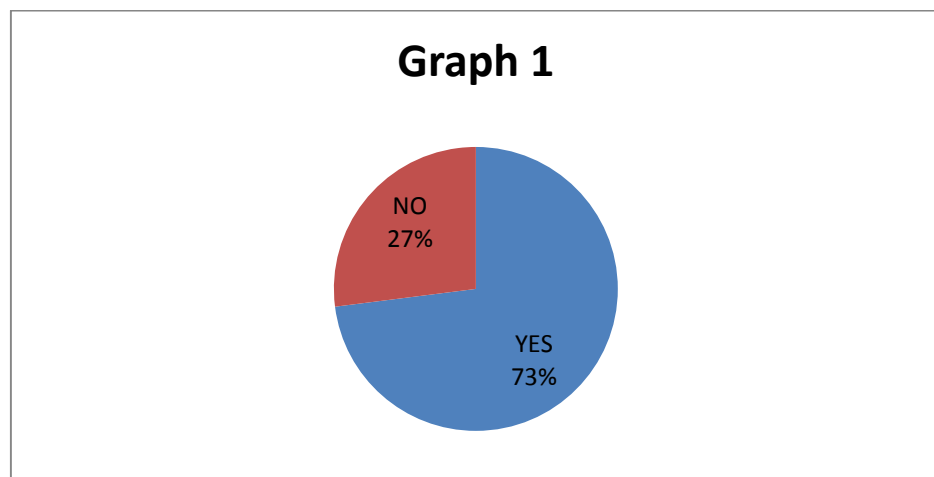
Graph 1

NO 27%

YES 73%

Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

In question 1, it is observed that seventy-three percent of the students surveyed state that they do feel motivated to speak English in the classroom. On the contrary, just twenty-seven percent replied "no" to this question.

Students surveyed have also expressed their opinions on this question replying that they do feel motivated to speak in the classroom because they like the language, and it is interesting and easy for them to learn it. Others replied that they learn the English language the way the teacher trains them. This might indicate that they do feel motivated, but cannot express how they are being motivated. Another group of students replied that their motivation comes from the need of learning something new. On the other hand, students who replied no (27%) express that they do not feel motivated because they are shy, and others say that they sometimes feel frustrated because they cannot understand the language, which might indicate that the teacher is not using the appropriate approach for this kind of students.

It was observed during the class that teachers do motivate students by doing different techniques and approaches such as individual speaking activities, following a conversation model, repetition in chorus, pair work, understandable directions, positive feedback, group work, and role plays. The observation also supports that students participate in the speaking activities voluntarily especially when it comes to individual activities. However, there was one class where most of students did not cooperate with the speaking activities.

Regarding speaking skills, Gower, Philips, and Walters (2005) suggest encouraging student interaction and making speaking activities communicative as techniques to motivate a student, which, according to the results above, this motivation is being done successfully, that's why there are students (73%) that feel motivated to speak English in the classroom. On the other hand, the 27% of students that do not agree can be passive students, which according to the researcher there might be others reasons why they do not feel motivated to speak in

class. Juhana (2012) states that "teachers should actually try to find out the reason why the students did not want to speak in speaking class when they found that the students were passive" (p. 104).

Scrivener (2012) lists some techniques that can be used to have students feel motivated to speak in the classroom. One of these techniques is that whatever students say, teachers must acknowledge positively. Asking questions according to the student's level is also a good technique to keep them motivated, that is, questions with long answer that require more details and short answers such as a word, or phrases. The thing is that teachers must avoid students feel afraid of speaking, just because they do not have a good level of English, or any other reason.

Do you feel motivated to speak English with your classmates?
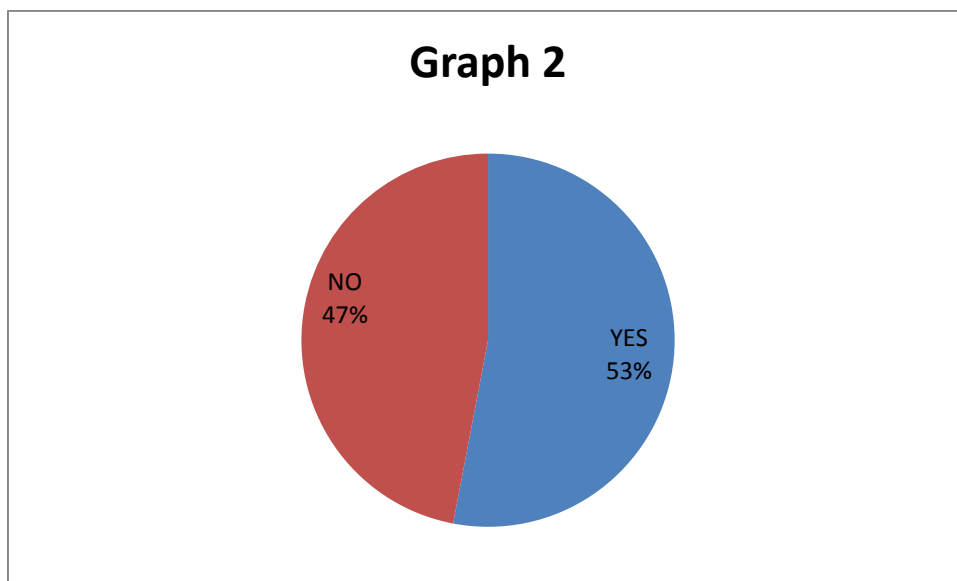
Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

Question 2 allows seeing that fifty-three percent of surveyed students state that they do feel motivated to talk in English with their classmates in the classroom. However, forty-three percent, almost the same amount of students, say no to this question.

From the students surveyed' point (53%) of view they do feel motivated to talk in English with their classmates because they want to improve their English, grades, and practice their pronunciation. Others replied that they like English language and it is interesting. In contrast, this group of students who replied "no" (47%) thinks that they do not fell motivated in this speaking activity with their classmate because no one speaks English in class, they are shy and nervous, and others just do not know why.

During the class observation, the researcher could notice some reasons why students do not feel motivated to talk in English with their classmates; for instance, they speak Spanish and do not pay attention to the class; others feel afraid to participate; most of the students do not cooperate in speaking activities, and they feel afraid of making mistakes. However, it was also observed that almost the same amount of students have the right attitude to learn and participate in speaking activities.

With respect to students' motivation in class, Harmer (2007) explains that teachers can put students in small group or pairs when doing the pre-discussion rehearsal. Also, student can be put into apposing groups and give them quite a lot of time for one group to prepare arguments against a proposition. In this way, everyone can practice and speak English during any speaking activity.

On the other hand, Juhana (2012), on her study, explains that there are psychological factors that do not allow student to speak English. One of these factors is shyness, which some students suggests doing more speaking activities in class to reduce their shyness. Doing so will improve their speaking skills for sure. One student commented that one way to

overcome shyness is by looking upon shyness as a thing to overcome it. This author concludes that if students can see shyness as a bad thing, they will be a position to try and overcome it.

Making mistakes was also a reason why students do not feel motivated, found during the class observation. Regarding this, Harmer (2007) states that there are some reasons why students do not want to talk. Sometimes students who dominate the language and intimidate the lower ones, or simply they are not used to talking in class, so they suffer a fear of making mistakes and thus 'losing face' in front of the teacher and their colleagues.

With respect to nervousness, found in students' responses as a reason for not speaking with a classmate, Juhana (2012) also found on her research that students felt anxious to speak because they got nervous and fear what they said was wrong, as note in her study, by responses 6, 38, and 60: Response 6: "I get nervous when people are looking at me". Response 38: "Because I'm afraid that everyone does not understand what I'm really saying. I know what I'm saying but it becomes difficult when I get nervous". Response 60: "Nervous because I'm wrong a lot. So I feel anxious and nervous if I'm doing it wrong". That is why they were nervous when they want to speak English. Regarding this, Juhana (2012) suggests that "teachers should create a supporting learning atmosphere in which students can build their confidence and learn cooperatively each other so that teaches can minimize derision among them" (p. 6).

With regard to make mistakes, Juhana (2012) discovered on her study the solution by students. This solution among others was mentioned by responses 5, 14, 28, and 36. It can be seen from their excerpts below: Response 5: "Have self-confidence to overcome the fear of mistake". Response 14: "Try to build my self-confidence to speak English without thinking that will be wrong or not, what most importance is to have a try". Response 28: "Maybe I

have to be more confident and believing in myself". Response 36: "Yeah, just be confident….. Whether it's wrong or not just speak". This way we will know if we speak correctly or not". According to this author, students need to feel comfort with the teachers and believe that they will help them when making mistakes. Furthermore, teachers should have students ask for help without embarrassing for their mistakes due to the fact that making mistakes is a natural part of the learning process.

Juhana (2012) concludes that "The factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. In addition, in terms of shyness, the students said that their shyness was caused by their nature as shy persons" (p. 8).

Right attitude to participate in class was also found on this research. This might indicate that teachers are using the correct method to teach English. Alam and Uddin (2013) states that "The teacher centered classrooms are to be changed with student centered classes and the traditional methods of language teaching and using grammar translation methods have to be replaced with modern methods such as communicative approach and task based teaching approaches" (p. 31).

Do you voluntarily participate in speaking activities during the English class?
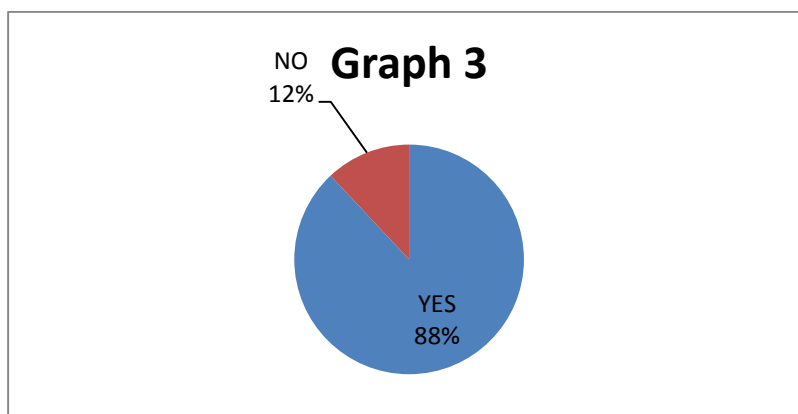
Graph 3
NO 12%
YES 88%

Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

Question 3 revels that eighty-eight percent of the students surveyed affirm that their participation in speaking activities in the classroom is volunteered. At the same time, just twelve percent, a small amount of students, say "no" to this question.

The reasons that this high number of students give are as follows: they volunteer in speaking activities because they need the scores; others replied that they like English not only as subject but also as it is taught, which indicates that they are very motivated during the class with the appropriate methods and speaking activities. Another reason found is that they feel the desire to improve the language, which is also a sign that they are participating voluntarily. Most answers coincide on the point that the class is very well prepared, and that is why they like it. Nevertheless, the small amounts of students replied no to this question which can imply that speaking activities are not being well prepared according to some students. Thus they are not being motivated to participate voluntarily in class. With this regard, Gower, Philips, and Walters (2005) state that "Speaking activities need to be carefully structured at first, especially at lower levels, so that the students have few demands on them" (p. 101).

In accord with class observation, the researcher could notice some positive actions from teachers. One teacher encouraged students to talk by using gestures, which really help students to focus on English language and not waiting for some Spanish clues. Another teacher motivated students by giving confidence, which, according to Juhana (2012), one way to build confidence with students is by providing regular opportunities to practice pronunciation and intonation, and to converse freely. The next observed teacher gave enough instructions and constantly reminded students that their participation was part of their grades. Another teacher explained the activity well before having students work. This motivates students to know what to do and feel confident in what they have to do during the speaking activity. The last observed teacher gave instructions and encouraged students to participate, which was definitely what teachers must do in class.

By the same token, it can be noticed that in order to have students' participation in class they need to be motivated. Without motivation, volunteering is difficult to be a characteristic for any learner. Gower, Philips, and Walters (2005) suggest that in order to have student volunteering in class, teachers must make speaking activities communicative, that is, students should have a reason or a purpose for speaking. This can work by using real information, and giving their opinions about it. This often motivated them to volunteer in activities because it becomes a real-life interaction.

Regarding this topic, Harmer (2007) reports that students' speaking during a lesson sometimes occurs spontaneously, and students like having success when doing so. However, not always teachers can have this kind of spontaneous conversation in class. On the other hand, planned classes are preferred on a more formal basis. But planned discussion does not always succeed as teacher would like to.

The above author also reports that it is difficult to get quick students' participation in discussion classes, especially if the lesson has no appropriate procedure to do so. It is important to give a pre-discussion rehearsal time so that students can get involved into the topic.

The researcher attributes that students' participation definitely will not exist without motivation. The clickers' activity was used in one study elaborated by Agbatogun (2014), who analyzes the acceptance/attitudes to improve communicative competence with clickers. The clicker activity is done electronically and on the overhead so all the learners, eithers partners or individually get the remote control and they answer questions about a particular topic. Clicker is competitive and this is a different known technological element. It can be very engaging. Students get fun, compete, they laugh, they tease each other, for example. The attitude of the teachers towards using Personal Response System (PRS) for improving pupils'

communicative skills in ESL classroom is positive and relatively high. The results indicate that majority of the teachers, in this previous study, had a good perception towards the efficiency of PRS in improving pupils' communicative competence; hence, majority of the teachers were prepared to integrate PRS in ESL classroom. In this previous study, a teachers interview was also performed. The obtained results confirmed that teachers were positively disposed towards integrating PRS in ESL classroom in primary schools. Agbatogun (2014) states that many of the teachers think that the use of PRS would eventually bring lots of improvement to the teaching and learning of English language in schools.

Which of the following aspects do motivate you to participate in speaking activities?
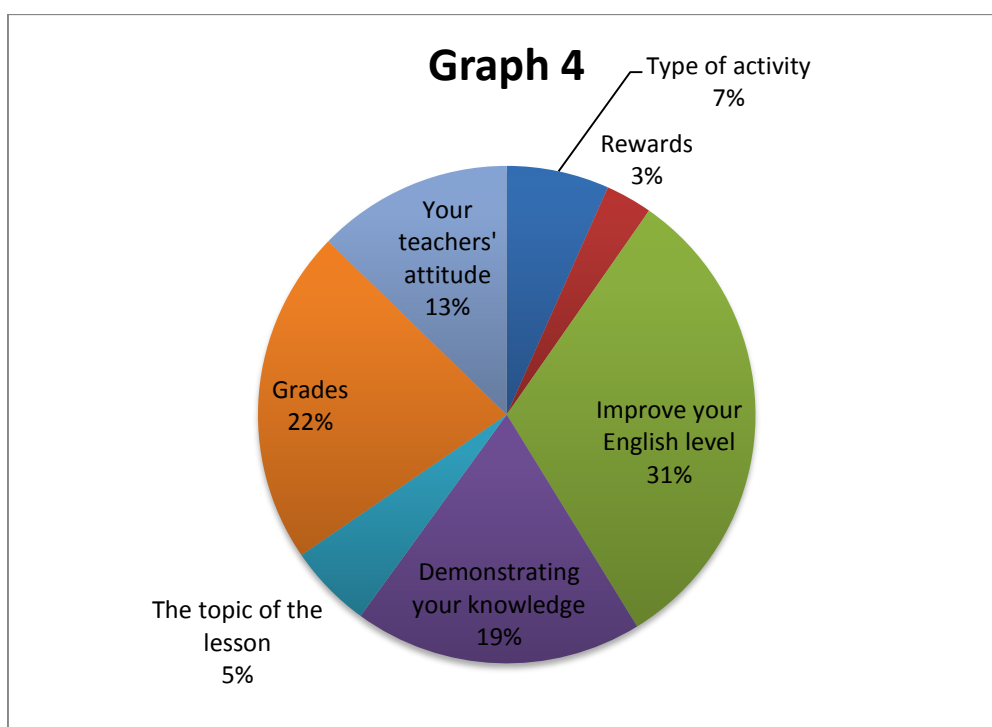
Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

As question 4 shows, thirty-one percent of the students surveyed replied that what motivates them to participate in speaking activities is to improve their English level, 22% of

these learners state that their grades motive them to be part of the speaking activities, 19% of learners replied that what it motivate them to do so is the desire of demonstrate their knowledge, 13% replied that the teacher's aptitude plays an important role on students' motivation, 7% replied that the motivation depends on the type of activity, 5% of learners gave credit to the topic of the lesson, and 3% to the rewards.

According to the results above, improvement of English language knowledge (31%) is the highest reason that motivates students to participate in speaking activities. This might indicate that this group of students is very into the language and they are very motivated to learn it. Now, grading students' participation (22%) shows that this group of student might indicate that teachers focus on student's participation not only for practicing the language but also grading it, which can reflect responsibility from students who are involved in participating and want to get good results in the report card. However, another group of students (19%) expressed that wants to show their knowledge which can reflect that they are motivated to share knowledge and do not show a sign of shyness, which, according to Juhana (2012), "some students mentioned that they should do more practice to speak English" (p. 8).

Additionally, the teacher's aptitude which represents the 13%, might attribute that some techniques that help students fell confidence, are being used with this particular group of students. Scrivener (2012) states "once you have started to get to know your class, you will soon notice which students tend not to speak. It's worth taking some time to support them and boost their confidence" (p. 181). On the other hand, Alam and Uddin (2013) state, "how teachers talk and how teachers talk to learners is key element in organizing and facilitating learning" (p. 14). Additionally, Agbatogun (2014) concludes that the attitude of the teachers towards using a PRS (Personal Response System) for improving pupils' communicative skills in ESL classroom was positive and relatively high. It can be seen that teacher's aptitude plays an important role in motivating students.

Furthermore, the type of activity and the topic of the lesson which represent 7% and 5% of acceptance, which in most cases go together, are also being part of student's motivation. Due to the fact that this result is small, it indicates that teachers must prepare more activities that have students prepare their answer by writing before speaking. Harmer (2007) states that "Psychologically, they are more likely to be able to respond" (p. 182).

Moreover, the researcher attributes rewards and incentive such as stickers, candies, movie, pizza at the end of the course, among others as a way to encourage learners to participate in speaking activities. This can work for secondary students, and it is motivating that have had great results in Ecuadorian students.

While the first class was being performed, the researcher could notice that students felt motivated to participate because they liked the topic and the teacher encouraged students by giving them confidence to participate. In another class, it could be seen that the teacher showed the good aptitude and then students repeat and work in groups. A third class was also observed and it was noted that the teacher reminded students to participate is part of their grades and the teacher created a good relationship among students. Few students that participated in the next class were motivated because the teachers gave students organized group work. In the last class, students were motivated because the teacher worked with them by grouping work.

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

Do you think that your English proficiency level influences your participation in speaking?
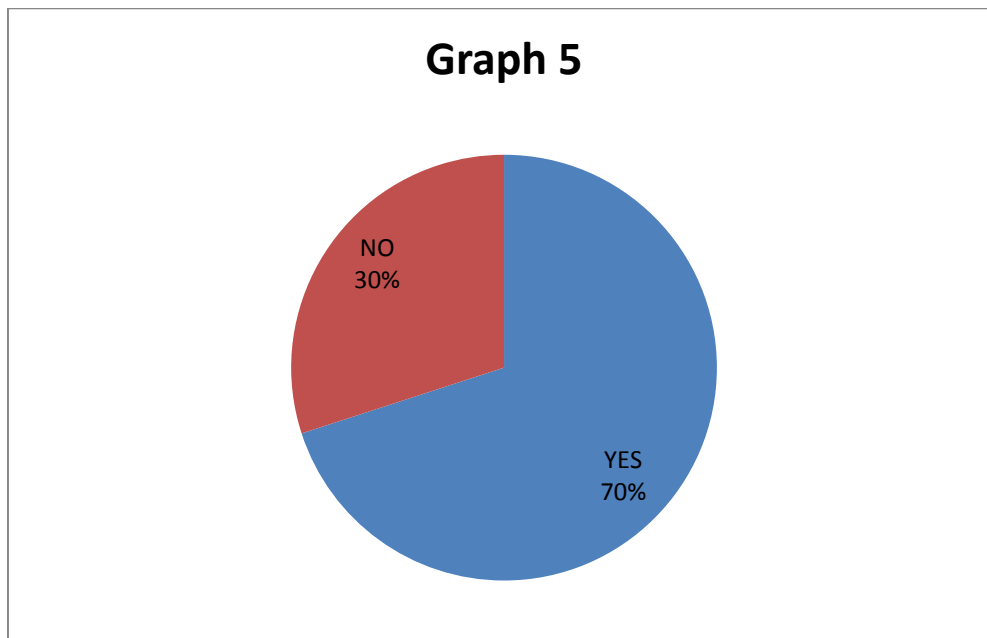
Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

In question 5, it is seen that seventy percent of the students surveyed consider that English proficiency does influence in their participation in the speaking activity. At the same time, 30 % of learners said "no" to this question.

The questionnaire that students answered shows 70% of positive answers to this question and they gave several reasons as follows: some students say that by participating in speaking activities they want to be an example to encourage other classmates, and improve their English. Others say that no matter how low their English proficiency is they do their best when participating in speaking activities. Also, some students state that through participating in this type of activities they can learn more. Students also say that they have to do it in order to get good grades. Another opinion from students is that by participating is the only way to

improve English proficiency level. Also, it was said that thought speaking, teachers can notice if students' learning process is having success. The researcher attributes that this type of answers expresses that most of students have English proficiency level that permits them to participate actively in class.

Nonetheless, 30% of students that say "no" to the question above also have their reasons that support their answers. They do not know English well, they do not understand it, they do not want to participate, difficulty, or they simply do not like the language. Additionally, students think that the teacher is very strict; others say that they do not know English enough, so that's why does not influence in the learning process. Also, students prefer to listen to the teacher's explanation than participating in speaking activities.

It can be seen that students have many reasons to avoid their participation due to their English level. However, during the observation class, the researcher could notice that the English level does influence in students' participation due to the fact that they try to translate into Spanish the speaking activities. And although some students need translation, other do their best by speaking in English, especially those that do have previous knowledge and are able to understand teachers' instructions. Another group of students simply like to participate individually. On the other hand, there is a group of students that have bad behavior and are demotivated.

The Council of Europe (2003) reports that there is a global scale for the English proficiency level. Although C2 the highest level students can have, it implicates that their English level is almost as a native speaker. Students involved in this research do not have this English proficiency level. On the contrary, most students start form a level A1 and finish with a level B2.

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

What type of personality do you have?
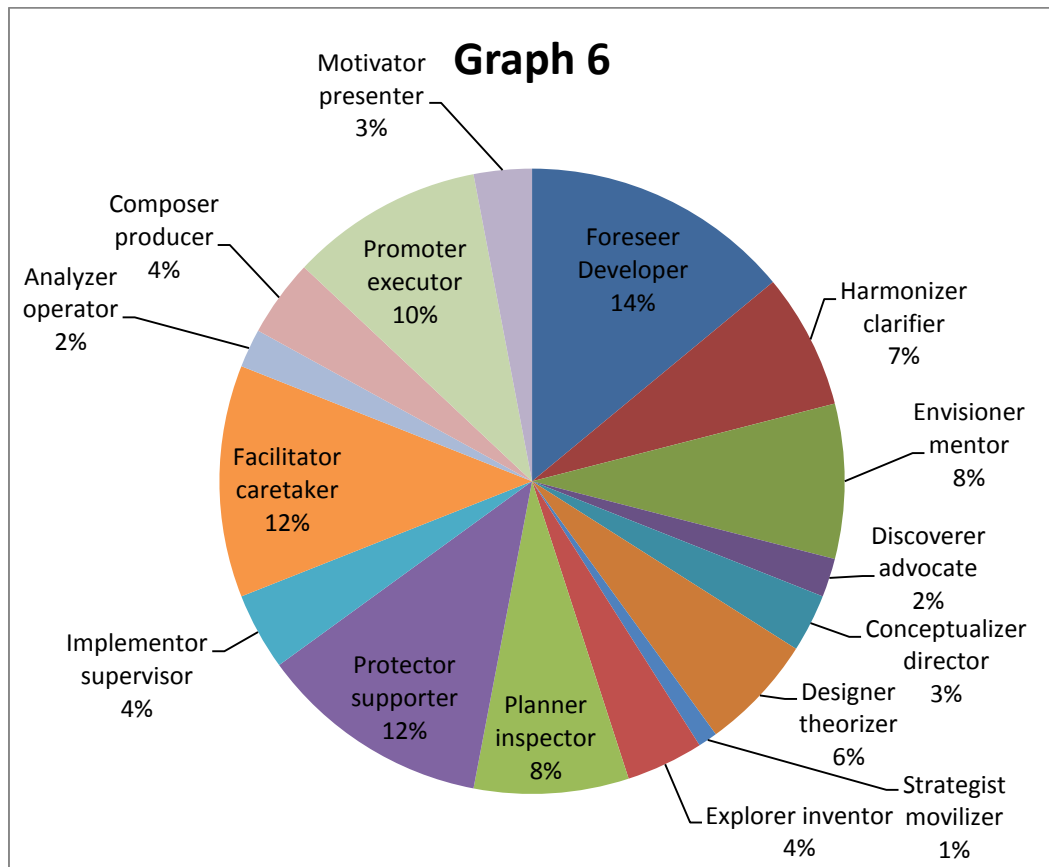
Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

Question 5 revels that fourteen percent of the students surveyed are foreseer developers, that is, they outweigh the differences and relate to others. Foreseer developers are also practical when solving problems. 12 % are facilitator caretaker, that is, they accept and help others. They recognize the success of others and remember what is important. Also, another 12% of students are protector supporter, that is, they notice what is necessary and valuable. They are very good at listening and remembering. They feel anxiety when people ignore the rules or have no good relationship with others. 10% of students are promoter executors, that is, they have talent to negotiate, like to act as directors, care for their family

and friends. They get bothered when others show respect. 8% of students are planner inspectors, which mean that they devise plans and take responsibility, cultivate good qualities and do the right things. The same way, another 8% of students are envisioner mentors. This means that they communicate and share values, they are intuitive and enjoy creative processes, team work and growth.

There are students who show personalities such as harmonizer clarifiers (7%), which means that they are analytical, enthusiastic and looking for more specific explanations. 6% of students are designer theorizers, that is, they are talented to design and redesign, activate their imagination, discover, and reflect on the thought process. 4 % are explorer inventors, that is, are creative and resourceful, trying to be diplomatic. The same 4% is for implementer superiors, who have talent to bring order in chaotic situations. They are self-educated and have a working attitude. Composer producers have also 4% in this survey. They take advantage of opportunities, are creative problem solvers and have their own personal style.

The lowest percent were for conceptualizer directors was 3%, who displayed the reasons behind things that happen are independent and find it difficult to interact with others; motivator presenter who are the 3% of students have talent to present things in a useful way and respect freedom and take risks; discoverer advocates, who are the 2% of students explore perceptions and respond to them by a creative process; analyzer operators, who are the 2% of students actively resolve problems need to be independent; and the 1% of strategist movilizers, who are leaders and organize resources to achieve progress .

Do you think that your personality influence your participation in speaking activities?
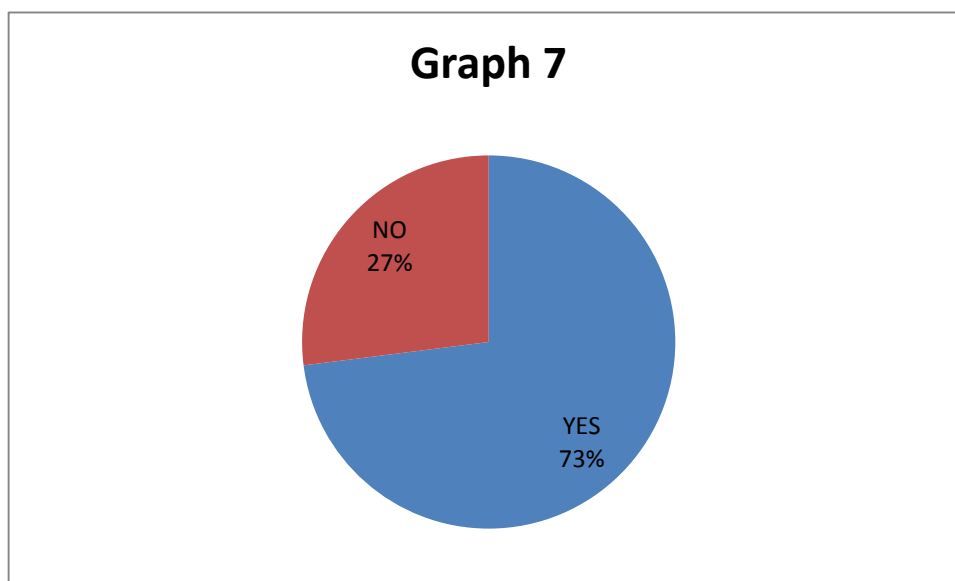
Graph 7

Author: Criollo Granados Angelito Gustavo

Source: Student's questionnaire and class observation sheets

As question7 presents, seventy-three percent of the students surveyed consider that their personality influences their participation in speaking activities. On the other hand, 27% say "no" to this question.

With respect to this, students were asked if the personality influence their participation. They replied positively that their personality helps them to communicate and have a better relationship with their classmates and share knowledge with them. They stated that through their personality, they try to improve their English speaking skills and learn more with their classmates. However, students are aware of having a no proper behavior which does not permit them to develop the speaking skills. On the contrary, others replied that their personality does not influence their participation in speaking activities because they think they, as students, are not selfish and like helping with speaking skills. Others expressed that every student tries to do his/her best during speaking activities.

Through the class observation, it could be noted that in 4 classes, personality does influence students' participation in speaking activities. Students are unwilling to speak because they feel ashamed in front of the class or their classmates. Some of them feel fear to talk but the teacher attitude and the topic helps them to participate. In the next class, students did not speak because they did not pay attention to the teacher's directions. In another class, students enjoyed learning, but they were afraid of making mistakes while speaking. However, in another class, it was noticed that due to the fact that the teacher gave good rapport to the students, their personality does not influence on students' learning.

In relation to personality, Alemi, Tajeddin and Mesbah (2013) on their previous study, analyzed willingness to communicate in L2 English. Three personalities were presented: Group 1: introvert; Group 2: normal, i.e. neither introvert nor extrovert; Group 3: extrovert. The results revealed that personality type does not play a role in willingness to communicate.

A high number of students agree that personality does influence their participation in speaking activities. The researcher attributes that teacher attitude can influence students' willingness no matter the type of personality students have. Alam and Uddin (2013) state that "how teachers talk and how teachers talk to learners is key element in organizing and facilitating learning" (p. 30).

Conclusions

This research demonstrates that motivation plays an important role in students to speak English in class. The more speaking activities teachers offer in class, the more motivated the students feel. Therefore, teachers have to use the correct approach and technique when teaching.

Making mistakes, shyness, and nervousness when speaking are psychological factors that hamper students speaking in class. But, these factors are not come up with them, they most of the time are caused inside classroom by their own classmates.

There is no participation from students in speaking activities because teachers do not give clear direction about how these activities will be performed. This together with the lack of motivation, the students' willingness to communicate orally will not just come up.

Aspects such as rewards, demonstration of students' knowledge, the topic of the lesson and teachers aptitude do influence on students' participation in class, being grades and English improvement the higher ones. This does not mean teachers do not need to focus on the other such as personality and any that can be found during a class development.

English proficiency definitely influences students' participation, and most of students agreed on that regardless their proficiency level.

There are different personality types in EFL classrooms. The analysis of each one is necessary so that teachers can deal with every student when giving special attention to them during the class development.

Recommendations

Under the following circumstances such as making mistakes, shyness, nervousness, and anxiety, teachers must motivate students by creating a positive learning atmosphere by planning interactive activities, applying the correct methods and techniques that help students to feel more confident to speak English in class. All of this will encourage students to participate in speaking activities.

Regarding English proficiency levels, teachers should prepare pair work or group word activities where students with high level can help the lower ones, selecting the students by paying attention to the personality they have.

With respect to personality types, teacher should identify what kind of students they are dealing with, in this way, teachers can put students to work in groups or pairs and to know what to expect from them.

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    of Malaysian pre-service English teachers. *English Language Teaching, 6,* 9, 205-216.

ANNEXES

CHARTS TO GATHER LITERATURE INFORMATION

Theme	Pg. No.	Information	Form No.
Motivation			
Citation in APA format			
Motivation			
Citation in APA format			

CHARTS TO GATHER INFORMATION FROM PREVIOUS STUDIES

Title of the study:		
URL:		
Citation in APA format:		
Item	Information	Form No. __
Research question(s), objectives, or hypothesis:		
Subject or participants:		
Setting or place:		
Methods:		
Results:		
Author's/Author's Conclusion & Recommendations:		
Limitation identified by the author(s)		

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de
Loja

OPEN AND DISTANCE

MODALITY ENGLISH

DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion on how motivation, proficiency level, and personality influence on the use of the English language in speaking activities.*

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

Informative data: Please fill in the information below

Name of institution :			
Type of institution:	Public ( )		Private ( )
Year:	8th	9th	10th
	1st	2nd	3rd
City:			

Instructions: mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you feel motivated to speak English in class?

   YES
   NO Why?

2. Do you feel motivated to speak English with your classmates?

   YES
   NO Why?

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

   YES
   NO Why?

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

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

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

   YES
   NO Why?

6. What type of personality do you have? Mark just one option.

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

9	**Planner inspector:** they make plans and take the responsibility. They cultivate good qualities and do the right things.	( )
10	**Protector supporter:** they realize what is necessary and valuable. They are very good at listening to people and remembering things. They feel anxious when people ignore the rules or do not have good relationships with others.	( )
11	**Implementor supervisor:** they are talented at bringing in chaotic situations. They self-educate and have a working attitude.	( )
12	**Facilitator caretaker:** they accept and help others, recognize the success of others and remember what is important.	( )
13	**Analyzer operator:** they actively solve problems and need to be independent. They act intuitively	( )
14	**Composer producer:** they take advantage of opportunities. They are creative problem solvers and have their own personal style.	( )
15	**Promoter executor:** they are talented at negotiating they like to act as counselors and take care of their family and friends. They feel disappointed in disrespectful people.	( )
16	**Motivator presenter:** they are talented at presenting things in a useful way. They Respect freedom and take risks. Sometimes, they misinterpret the intentions of others.	( )

7. Do you think that your personality influence your participation in speaking activities?

YES
NO Why?

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 the speaking activities.

   YES   NO

   Why?