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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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Aprobación del Director del Trabajo de Titulación

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DOCENTE DE LA TITULACIÓN

De mi consideración:

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DEDICATION

To my beloved children, light of my life. For all the moments that I should had spent with you, but instead of that I focused on this thesis or on work. For the moments that I was neither too accessible nor too patient to give you all the attention and care you deserved. For the love and support you constantly give me and for being my inspiration. To you my dear ones, who are the most precious reason to live and to try to be better each day.

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To God for His unquestionable love. My dear God who has always been my strength to face challenges in life and whose love makes me feel happiness as a state of mind no matter what each day brings. For Him, who has surrounded me with nothing but great human beings - my parents, the best of all.

With all my love

Liz

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ABSTRACT

The present study aims to investigate students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. With this goal, considering Guayaquil students as population, a sample of one hundred English students from five classrooms in two different high schools were chosen. A survey was applied to students who were asked to complete a seven items questionnaire that explored motivation in class, proficiency level, personality and teaching speaking strategies. Direct observation and note taking were carried on in order to see students' interaction in the classroom as well as their reaction upon teachers' strategies.

While gathering data and analyzing it qualitatively and quantitatively, it was observed that the results from students' questionnaires and some of the results in direct observation in the class periods differed. In the end, it was found that even though factors such as motivation, type of personality and level of proficiency influence the willingness to orally communicate, strategies used by the teacher to create opportunities to do language in an engaging environment was the one that provoke the most interaction.

Keywords: EFL classroom, willingness to communicate, motivation, proficiency level, personality.

RESUMEN

El presente estudio tiene por objeto investigar la percepción que los estudiantes de inglés de colegios secundarios de Ecuador tienen sobre los factores que influyen su deseo de comunicarse verbalmente utilizando el idioma en el aula. Con éste propósito, considerando la ciudad de Guayaquil como población, una muestra de cien estudiantes de inglés de cinco aulas de dos colegios fueron elegidos. Se aplicó la encuesta a los estudiantes quienes debían completar un cuestionario de siete preguntas que exploraban la motivación en clases, el nivel de fluidez, la personalidad y las estrategias de enseñanza del inglés. La observación directa y las notas tomadas en clases permitieron evidenciar la interacción de los estudiantes y su respuesta a las estrategias utilizadas por los docentes.

Mientras se recogían datos y en el proceso del análisis cualitativo y cuantitativo salió a relucir que las respuestas de los estudiantes en algunas preguntas de la encuesta no coincidían con lo observado en clase. Al finalizar el análisis se concluye que a pesar de que la motivación, el tipo de personalidad y el nivel de fluidez influyen en el deseo de comunicarse de manera verbal en inglés, las estrategias que usa el maestro para crear oportunidades atractivas para el uso del lenguaje es lo que más provocó la interacción.

Palabras claves: EFL classroom, willingness to communicate, motivation, proficiency level, personality.

Introduction

English has been chosen as the language for international communication for the importance it has in a global society like ours, then it is only obvious that EFL teachers should be ready to fulfill the challenge of providing fluent speakers to our country.

The educational policies in the Ecuadorian government focus on reinforcing the acquisition of English in all schools. With the Updating of the Educational Reform, the Ecuadorian government has mentioned the need to include the learning of English as part of their official educational program. For this purpose, the amount of English class periods in Ecuadorian high schools was raised trying to give access to all students to a good level of English as a Foreign Language. The idea is that at the end of high school, all Ecuadorian students should have acquired a B1 level of English that will allow them not only to communicate fluently on informal situations in life, but to improve their students' profile and in an even more ambitiously purpose to access to international benefits through scholarships on well known universities with the government's sponsorship.

In addition to the amendments in the National Curricula, English teachers have been required not only to have an Education degree but also to have at least a B2 level of English according to the CEFR in order to teach. And that is good. Good for the country, good for the teachers, good for the students. However, these fair requirements not necessarily guarantee that Ecuadorian students will be willing to use the language in class or that they will become fluent communicators which might deal teachers as well as governmental authorities to disappointment.

The above mentioned reasons for the purpose of this study which is to know the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom will provide good material for teachers and authorities to analyze and take into consideration. The study has been designed with the following questions in mind: How

does motivation influence student's willingness to orally communicate?, How does proficiency level influence student's willingness to orally communicate? and How does personality influence student's willingness to orally communicate?

Getting students to use the language to communicate their ideas is what EFL teachers aim to have in their classrooms. We all know that when learning English as a Foreign Language, the school and more specifically the English classroom is the only opportunity a student may have to interact with the language. However, not all students seem to understand this or at least they do not take advantages of this space avoiding using the language which might be connected to different factors. For that reason, many authors have written about ways to motivate students to oral communicate in the classroom while others have carried on research projects to confirm how these aspects influence students willingness to participate or if they do not influence them at all.

One study that focuses on the influence of motivation for students to communicate was carried out by Tiu (2011) in Philipines which purpose was to identify, describe and analyze the opportunities that foster willingness to communicate in students of high school education and if these opportunities provoked desire to communicate in the language. He also analyzed the manner in which students reacted and responded to the opportunities. Another study carried out in high school in Indonesia by Juhanna (2012), tried to find out the influence that personality might have in students to orally communicate. The purpose of this study was to find out which psychological factors hinder students from speaking and the causes of the factors and the possible solutions to overcome the factors. Concerning proficiency levels, there is a study from O'Neal (2009) that intended to find out the willingness to oral communicate students have depending on these levels. The sample was take from urban and rural schools in Japan and the researcher aimed to find out students' views about EFL

pedagogy and if the views about pedagogy differed according to the English proficiency level they had.

The present research study will be of great benefit to some important actors of the EFL community. First of all, it will benefit the teachers because regarding the facts drawn from this study they will be able to self-evaluate themselves and make changes to do their best to provoke students' willingness to speak the language. Secondly, it will benefit the school administrators who by analyzing this document may have a clearer idea of what to look for in an English teacher and may understand the importance of observing classes before hiring teachers. Third, it will benefit the government in the educational objective that has been set because they will be aware that the English Teacher Degree and the B2 TOEFL level are not enough to guarantee a good teacher's profile. They will understand that in some cases university programs will need to be revised and improved to provide teachers with all the strategies they need to get students engaged and take advantages of the curricula. Of course at the end, the best benefit will be for students who deserve to enjoy the learning of this language in order to invite them to communicate.

Although this research was conciously prepared, there are some limitations that should be considered. The first one has to do with the fact that in one of the schools students were reviewing partial contents while the class observation was being carried, so they were not being challenged as in an introductory class which may have a different impact in the interaction. Another limitation was the number of times the classes were observed, perhaps if students were observed over a longer period of time, the observer's justifications to questions 6 and 7 would be more reliable and not somehow inferred.

Literature Review

There has been a wide number of researchers who have written about teaching and learning a foreign/second language and have argued about strategies and methodology that best gets students to use the language meaningfully. The literature that has been reviewed for this reaserch focuses on aspects that seem to be observed and repetedly influence the use of the language in a classroom. This literature has been of great guidance and support at the moment of carrying on this study and has contributed to a better understanding of the relationship between English Language Teaching and English Language Learners within the classroom.

Motivation

Teachers have always regarded finding ways to successfully motivate students as one of the most important aspects in the classroom. Brainbridge (2014), a gifted children expert states that if motivation comes from within an individual it is considered or called intrinsic motivation. She says that when a child feels pleased, with a sense of satistaction while working or completing a task is because he is intrinsically motivated. On the other hand, she claims that extrinsically motivated students will work hard only for the reward not necessarily because they are interested in the topic which is not exactly what a teacher looks forward.

In addition to what Brainbridge stated, Maslow (as cited by Brown 2007) affirmed that there should be no doubt that intrinsic motivation is much more effective than extrinsic motivation because the need of self-reward and fulfillment that is given by getting self actualization is present in each individual. However, it cannot be expected that only by being intrinsically motivated a student would be willing to interact in the classroom. There are factors that will influence and help the students keep themselves highly intrinsically motivated and those factors may also come from the outside.

Psychologists, educators and investigators agree on the importance of intrinsic motivation and state that it is true that if there is no intrinsic motivation a student will probably avoid communicating in the language. But to what extent external factors could influence the level of interest or joy a student may have while learning the language?

In the “Autonomy of self-reward”, Bruner (as cited by Brown 2007) stated that using rewards and punishments have not been proved to provoke a lasting effect but it rather makes students addictive to them; however, he recognizes that the positive feedback students get is a source of extrinsic motivation that is acceptable. Likewise, Harmer (2012) refers to the importance of motivation when he mentions how the reasons a student has to use the language either to integrate a culture which is called Integrative Motivation or to learn it for a specific purpose called Instrumental Motivation makes a difference, having found that the most highly motivated ones are the ones who use it to integrate the culture. The fact is that at the end he also comes to the conclusion that giving students the opportunity to experience with the language for their own interest will have a more lasting result than giving them rewards.

In addition to what has been said, Brown (2007) suggests that the teacher is the most effective tool for helping students evolve from an indifferent student to a participative and active one, and to get these results the teacher should be aware of interest students have in order to get them engaged. A teacher’s attitude and enthusiasm he states, may provoke in students’ interest in the language, the culture and communicating about it.

In a similar way, Harmer (2012) agrees when he says that besides attitude and enthusiasm, a teacher’s choice of strategies, procedures in the class period and even the sense of humor may engage a student in such a way that he will start willing to interact. Lightbrown and Spada (1999) add that students need to feel confident and comfortable in the classroom environment in order to fall in the need to communicate ideas because the sense of fulfillment

and believing they are capable of communicating is the sole factor that will make them to wish to share their thoughts.

Besides considering the environment, Lightbown and Spada (2006) mention resources teachers use as another factor that has a strong influence in students' motivation. They state that teachers should be very keen when selecting the resources students will work with if they want them to be involved, so varying the activities and resources can increase students' interest. They also recommend teachers to be updated in the latest themes, those themes that attract student's attention including technological resources in the classroom which are full of images that provoke communication. They suggest that selecting good resources and using them creatively means that the teacher selects a level of difficulty that is challenging enough to avoid anxiety or boredom because he or she knows his students very well. This connects with Vygotsky's constructivism theory of a Zone of Proximal Development as stated by Van der Veer and Valsiner (1991) that mentions that teachers should always be aware of considering the difference between what the student can do by his own without help and what he can not do without help in order to give them the tasks that will encourage them to advance in their learning. In this case, that would get students encouraged to speak using the language they know and practicing the one they are learning and also being curious and willing to learn more to achieve better results.

The next aspect to be considered when talking about motivation to communicate is the teacher's approach. When Brown (2007) refers to teacher-centered classroom he explains that this approach mostly comes from an administrative point of view and will limit the opportunities students have to communicate. He suggests that if students have to center in what the teacher says or in following directions, this will neither provide opportunities nor motivate them to communicate. When a classroom is not teacher-centered because the teacher is more a facilitator of learning, then the student will be encouraged and be taught to

assume responsibility for his own behavior and learning and to face challenges and solve them and this provokes interaction. Nowadays terms such as Cooperative or Collaborative learning and Active Learning are the new paradigm which emphasizes in the fact that learners take responsibility, they must be engaged in tasks such as analyze, synthesize and evaluate which require higher-order thinking skills.

Proficiency Level

EFL programs Teacher's guides, usually suggest a test to be given to students before starting a course or scholastic year. On Houghton Mifflin Harcourt English Language Learner's Teacher's Manual (2014), it is stated that all English Language Learners should be tested in order to know the language proficiency level they have and to give teachers time to become familiar with the characteristics of these levels in order to get ideas of what are the strategies to use to help students do the language. It is obvious that the main point here is to reflect if all strategies are suitable to get students into communication and if proficiency levels are connected anyway to students' participation. Therefore, knowing the level of proficiency of students is important.

A guideline to know how to work with students and to be aware of their level of proficiency is found in the Common European Framework of Reference for Languages (CEFR). Trim and North in the Electronic Versión of the CEFR mention that this document is an international standard or framework for educators all over the world with reference to the level of proficiency in foreign languages students have in the four macro skills which are Listening, Speaking, Reading and Writing. It is important to mention that the CEFR is very much interested and aims to the multilingualism and plurilingualism approach which tries learners not only to encourage them to learn more than a language, but also to experience the cultural context of languages to develop a communicative competence.

Focusing on the EFL context as teachers and learners, the CEFR provides detailed descriptors of these four language skills in six levels of proficiency which are Breakthrough (A1), Waystage (A2), Threshold (B1), Vantage (B2), Effective Operational Proficiency (C1) and Mastery (C2). At the same time these levels are grouped and named as Basic User (A1 and A2), Independent User (B1 and B2) and Proficient User (C1 and C2). This document does not make any reference to the willingness to communicate students may have at each level; however, the descriptors in the Speaking skill provide information about learners vocabulary, communicative competences and the way they use these resources while communicating which helps educators to be more aware of the reasons why some learners may orally communicate more than others and therefore design strategies to promote participation. Descriptors in Speaking consider Range, Accuracy, Fluency, Interaction and Coherence.

Speaking abilities in A1 level students is very basic because they are acquiring the language, for that reason descriptors in range, accuracy, fluency, interactions and coherence are simple. This limits the communicative skills to words or phrases that refer to basic and everyday or familiar situations, but still with fluency and accuracy difficulties due to their level. B1 or B2 levels describe students who acquired enough language to communicate ideas. Intereaction flows and it is expected to see learners who speak spontaneously because they feel more confident. As they move from B1 to B2 they will be able to communicate more effectively on a wide range of situations. Fluency and accuracy may have some lapses depending on how complex or demanding the situation is. Once in C1 or C2 levels, learners go from being fluent and accurate in most situations to have a native speaker level. In both levels, we would expect learners to be in constant need of oral interaction due to their level of fluency.

Personality

Psychologists have researched over the years to find not only descriptors of human personalities, but also to provide a framework to be a reference for human personality traits. However, establishing a relationship between learners' oral communication and these frameworks of personality types is something that is yet to be found. By all means, a guidance about the types of personalities students may have will give teachers a hint in order to learn how to take advantages of their personality traits in the classroom.

With this in mind, we focus on what Keirsey and Bates (1984) stated about the great amount of differences between people and the importance of respecting these differences. They claim that no one should try to change another person because this change might not be right or necessary, and even if it was it will not be produced just due to another person's will. In the book *Please Understand Me*, Kersey and Bates (1984) try to simplify the sixteen personality traits created by Isabel Briggs Myers which were based on Jung's theory of *Psychological Types* by categorizing the sixteen personalities into the Phlegmaticx which he calls Rationals, the Melancholics which he calls Idealists, the Sanguinex refered to as Artisans and Cholericx which for him would be the Guardians.

The document created by Myers-Briggs (1962) was a psychometric questionnaire to determine the preferences individuals have in order to make Jung's theory understandable in people's life. The questionnaire does not measure abilities, traits or characters but preferences. The sixteen personality types created by them presented a combination of four letters that are based on eight basic letters each one of them meaning something. E (extroversión), I (introversión), S (sensing), N (intuition), T (thinking), F (feeling), J (judgement), P (perception). The descriptions given to each type of personality is wide; however, we can focus on characteristics that could guide teachers to identify learners' personalities in order to help them when applying strategies to promote students' motivatation. Here are brief

descriptions of each type of personality, some of them will give teachers a hint of who would be the students most willing to orally communicate.

Myers-Briggs first personality type is referred to as the INFP. They are shy and do not like to speak, but they can work well either if they are alone or with others. They have a remarkable facility for languages and are very interested in scholarly activities. The next Myers-Briggs type is the INFJ, this type of students would be good at verbal and written communication which they manage with a very complex and elegant level. Teachers would need to know these type of students respond to praise and need to be constantly motivated by being given approval. If they find their environment to be hostile, they lose confidence. Contrary to the previous type, the INTJ is the most self-confident of all students, but only one percent of people are part of this group. Students with this type of personality consider challenges that require creativity very stimulating. They like to face difficulties, to work long and hard and to accomplish their goals at such a point that their attitude is contagious to the ones who work with them.

The next Myers-Briggs' types are the INTP and the ISFJ. The INTP are usually considered by others as arrogant because they are intellectual snobs. They are not that patient with others who are not at their level which by the way is very difficult to find. Their precision in language and thought is the greatest of all types and that has given them the name of *architects*. On the contrary, the ISFJ is the least hedonist of all and is considered the protector because of their constant need to help people in need. They are really responsible, always willing to work long hours because they believe work is good and play is something you earn. They need a stable environment in order to feel happy because they do not like changing rules and they do not feel comfortable being the leader.

The next types presented by these authors are the ISFP and the ISTJ. The ISFP is not interested in speaking, writing or having conversations at all because they do not like to

express themselves directly, but through actions. They consider that speech is abstract and their artisan concretization, which is the type of intelligence they have, make their senses seem more keenly tuned than the ones other types have. On the other hand, the ISTJ is a dependable one type. They are quiet and serious and work with such dedication that may not be noticed or appreciated. They are people to whom honor and reliability are good descriptors.

The last one of Myers-Briggs introverters' types is the ISTP also known as the craftsman because they are good at doing things. They have a need for action because they communicate that way and if they do not find it they will get bored faster than any other type. Sometimes educators may think they have "dislexia" or a "learning disability", the truth is that this type of personality has none of these problems, but the lack of interest in developing verbal skills and the hunger of doing things at school that allow them to test their intelligence.

The next eight Myers-Briggs types of personalities are all extroverted. Starting with the ENFJ who are outstanding leaders of groups and engaging members in the roles they assign. They are very good in speech and enjoy communicating face-to-face, but do not enjoy communicating in writing. The next type is ENFP who are sometimes called the champions. Their enthusiasm is contagious and makes others find in them inspiration, courage, wisdom, leadership and so many other expectations that can result on a great load for them specially considering that they are hypersensitive and hyperalert. They are problem-solvers and tend to take projects as their own ideas for all the interest and energy they put into them, unless they become routines. The commander is what the ENTJ is sometimes called. Since very young they take over groups to become leaders. They have clear goals and even though they are tolerant of established procedures, if they think they do not serve to their goal they may abandon them because there must be a reason for doing things. They have a highly developed thinking process in which classification, generalization, summarization, adduction of evidence

and demonstration is done very easily. But if the ENTJ needs things to be done for a reason, the next type which is the ENTP is called the visionary. These visionaries need projects to be challenging due to the tolerance and enjoyment they find in complex things. They are interested in everything and are also a source of inspiration for others due to their enthusiasm.

Carrying on with Myers-Briggs extroverted groups, the next type is ESFJ who are also referred to as the providers because they promote harmony wherever they go and they are giving people. They represent those who love interaction with people because they are the most social of all. Besides being service-oriented, they are respectful with rules and regulations and enjoy being aware and discussing lives of the ones surrounding them without getting philosophical. They are sensitive and may get depressed and even commit suicide if they feel guilty for things that did not go right, and for that reason they are in constant need of love and appreciation. On the contrary, ESFP people try to avoid anxiety and ignore negative sides of situations. They are identified as the performers because they are amazing in public relations and love working and entertaining people. They are a lot of fun to be around and considering their profile, they should not be given solitary assignments.

ESTJ Myers-Briggs type of personality love being in touch with the environment. They are very much aware of their community and are good at organizing procedures and setting rules and regulations, tending to be impatient with the ones who do not do things with responsibility that is why they are known as the supervisors. They are routine followers, organized and at times quick to draw conclusions without being too responsive to others feelings. Last, but not least important, we find the ESTP also known as the dynamo. This type of people are people of action who can sell an idea like no one else without administrative details. They are real entrepreneurs, but their poor interest in details and the need of constant supervision they require causes them to be unappreciated.

Teaching Speaking

Referring to the definition that Chaney (1998) gives to speaking, we are reminded that it is the process in which students build and share meaning in different contexts by using symbols that are verbal and non-verbal. If we think about the meaning of the words build and share, we could conclude that students need to get involved in order to construct knowledge and then share it; therefore, the teaching of speaking would be related to the opportunities teachers give to learners to make up and share. Part of the opportunities refer to some aspects, being one of them the classroom environment. Gower, Phillips and Walters (2005) state that when there is a comfortable atmosphere in the classroom, when plenty of controlled and guided practice is given and when activities are connected to real-life situations students are encouraged to speak. Activities should vary from guided/controlled in which students have something to refer to such as pictures, role plays or stories to gradually adventure into freer activities. This way, students will become confident and will start feeling the need to experience with the new language.

An equally important factor is transferring of learning as stated by Hammer (2012). He adds that when students get a chance to rehearse and have free discussions in class, they get the feeling of what is it like outside the classroom which gets them intrinsically motivated. For that reason, considering time for rehearsal, applying skills in different situations, feedback and engagement in the classroom will give as a result students who are willing to communicate.

Besides the literature that has been written, oral communication has also been of great interest for researchers, so there have been a great amount of studies about these topics that allow us to understand better how students and teachers perceive this theme.

The first study case to be mentioned was done by Madrid and Alcalde (1989) which was carried out in ten schools in Granada city to find out quantitatively the motivational

degree in which some factors influence students' attitudes within the classroom towards speaking English. A sample of 439 EFL high school students were given two questionnaires; the first questionnaire had eight questions about teacher's strategies and attitudes and the second focused on students' beliefs and experiences. According to the results, one of the most influential aspects was learning English at early ages or what we call Initial or Basic Education if it was done with the right teachers and methodology. This was found to get students highly motivated for acquiring and communicating in the language. Another aspect that was stated as very influential was the level of difficulty of the tasks connected with the themes that interested the students. When students felt that classroom tasks were connected to real life situations that seemed interesting for them and they felt comfortable and confident, they were more likely to be motivated to communicate. Surprisingly, an instrumental reason happened to get the highest attitude towards the language among students and that was wanting to please their parents because they were constantly motivating them.

The last instrumental reason students were found to have in the previous study, somehow matches with the perception teachers have about their role which was a result of another study. This second case study was done by Nadeem (2013) with teachers at secondary schools in the province of Punjab to explore if teachers were well aware about motivation and its role in the teaching/learning of English at secondary level as motivators. The study was conducted in one hundred male and female secondary teachers who were giving a questionnaire to be analyzed quantitatively and qualitatively over four major factors which were classroom methodology, teachers' qualities to motivate students, the importance of English as a subject and as part of the society. The results showed that teachers felt they needed to be updated to engage students and to leave the dominating role in the class. They expressed understanding the role of English in the global village that generates a sense of belonging among English Language Learners which will motivate them to communicate in

the language. They also concluded that curriculum designers should include less content and more language activities that teachers should work in a collaborative environment.

The influence proficiency levels have to determine willingness to communicate in English is not easy to be found, and the CEFR certainly cannot measure that. However, there is a case study carried out by Alemi, Tajeddin and Mesbah (2013) that analyzes the relationship between WTC and proficiency levels. The case study was done in private language centers of English as a Foreign Language in Iran to 431 students ages 15 and up who were given a questionnaire developed by McCroskey in 1992 to assess the WTC with different types of receivers and in different settings. Additionally, the participants gave personal information such as gender, proficiency level, previous experience using the language as well as personality type. The data was processed using the Statistical Package for Social Sciences versión 16.0 to analyze the descriptive statistics of the questionnaires. The results revealed that advanced students as well as students who had experienced with the language because they had the opportunity of going abroad were more willing to initiate communication in the foreign language and had a more positive attitude towards oral communication than those of intermediate proficiency level who felt more anxiety.

These results go along with the ones in the study carried out in China by Liu and Jackson (2009) to 547 students of different proficiency levels in Beijing who were given a 124 items questionnaire with 20 items reticence and a group of them who were also observe to focs in oral participation in the classroom. The purpose of the study was to find factors affecting reticence and participation in oral English language lessons. The data was collected for 14 weeks and besides the questionnaires and direct observations, there were video tape observations, interviews and reflexive journals. The results revealed that the more proficient students were more positive about communicating in the language and they were more willing to engate in interaction. It also revealed that no matter the proficiency level, students were

more open to communicate when doing it with their peers than with the teacher and when they were most of the time in an English-learning environment.

On a study that was conducted by Khany and Ghoreyshi (2013) in several provinces of Iran to 227 EFL learners from different language institutes in Mazandaran and Ilam provinces were surveyed in order to find the nexus between Iranian EFL students' big five personality traits and Foreign Language Speaking Confidence. Participants were given two questionnaires. The first one was a Foreign Language Confidence Scale designed by Apple (2001). The second questionnaire was a Big Five Inventory Scale that was designed to measure learners' personality traits. This last scale measured agreeableness, conscientiousness, extroversion, neuroticism and openness by asking participants to choose in 44 items a scale with labels from 1 which meant strongly agree to 5 for strongly disagree. The results showed that there was a direct relationship between agreeableness, extroversion, openness and conscientiousness and the willingness to orally communicate, while anxiousness and nervousness that were related to Neuroticism were negative factors. The researchers consider that teachers should be aware of the great influence the personality traits have in speaking confidence not only in EFL but any educational setting. It is suggested to engage students in different types of activities that will give opportunities to all types of personalities and create a supportive atmosphere in the classroom to get them motivated to speak.

Students feel intrinsically motivated when they know that what they do in the classroom is used outside or transferred as observed in a study that was conducted by Tiu (2011) in Philippines. The purpose of this study was to find out one side if the opportunities provided by the institution in order to provoke students' interest in communicating were successful and on the other hand, to analyze how students respond to them. For this study, 320 high school students from Chiang Kai Shek College, Philippines were observed, interviewed and given a 12 items checklist/questionnaire with open ended

questions about themselves and with yes/no questions about opportunities provided in the classroom.

Researchers found out that the desire for students to communicate in the language was motivated by the use of practical speaking or what they called a normal conversation which is done at all moments at school and connected to meaningful situations. They added that eventhough the student himself is the one who owns his success or failure in oral communication, providing vivid situations to produce language enhanced the motivation in all participating students. They noticed that even though there were many opportunities that were being provided to students to invite them to speak, not all of them were successful in the tasks which once more reveals the importance to select the right strategies. Some of the activities in which students engaged best in oral production were Reading the newspaper and making comments about articles of updated themes, reporting results of interviews or researches students made and the one which inspired them the most was teachers speaking English to them at all times inside and outside the classroom. So it is obvious to conclude that if the student feels that what he is learning is important and useful, he will feel it is worth it to improve. In the same study they recommended teachers to be more patient in encouraging the students to use the target language remembering that acquiring the language takes time and that students need to be provided with sufficient tasks in class for them to feel confident and then transfer what they know to their lives.

In a study held by Madrid and Alcalde (1989) that we mentioned previously in this document, one of the conclusions also focus on how leveling the difficulty of the class to real communicative possibilities of students makes learning the language easier for students and makes them feel they are capable of using it.

Among other strategies to be considered, ICT (Information and Communication Technology) are nowadays one that teachers should take into consideration as revealed in the

case study that was carried out by O'Neil (2009) to 632 EFL Japanese students from 10 high school and 47 of their teachers. The objective of the research was to focus on students' views about EFL pedagogy and investigates whether their views differ according to their English language proficiency level as measured by the STEP test and their teachers' pedagogical approach. The results are quite interesting and revealed that higher proficiency level students were more aware of the experiences that would give them the opportunity to communicate and they found the Information and Communication technologies (ITC) a great source of motivation to communicate in the language by contacting Native Speakers. One of the conclusions of the study expresses that teachers need to work with these strategies and resources and to be open to the possibilities of virtual classrooms or social communications such as Skype and Messenger for which there is a need for professional training in ICTs.

Pacing, praising and feedback on the text are major factors to consider when teaching speaking as the study in Granada city (1989) also mentioned before revealed. Pacing is important because students need a time to acquire the language. Teachers should have in mind that after the presentation of the new language students need enough time to practice it in different contexts to use it spontaneously later on. The study also reveals that students with lower level of results found praising encouraging. Many authors point that when praising teachers should focus on effort and not in abilities. On the other hand, the study showed that feedback was found to work better for students with higher achievement. When we talk about feedback we refer to the response a teacher has in regard to the student's performance which allows them to know what they are doing well and what they have to improve without feeling defeated, but thinking they are capable and can do more. Both, praising and feedback are strategies a teacher should use when teaching speaking to encourage participation.

Finally, the results in the same study express that the text to use should be considered by teachers because it should be a guide for including games in the classroom in order to promote attractive ways of practicing the language.

Method

Settings and participants

For the purpose of this study a population sample of 100 EFL students from both genders were selected. Students' ages ranged from 13 to 18 years and belonged to 5 classrooms from 9th and 10th Year of Basic Education as well as Senior Year in two private high schools in Guayaquil. In one of the schools the teaching of English starts in Initial Education while in the other one it starts at Eighth Grade of Basic Education as stated in Official Regulations by the Minister of Education. One school separates students by two levels of proficiency, Beginners and Intermediate, in middle school. Once they get to Junior year levels disappear and they are mixed. On the contrary, the other school works in mixed ability classrooms through high school. In both schools only English classes were considered for this study and teachers from each classroom that participated were observed in a regular class period.

Procedures

The first step taken in order to do this study was to review literature related to the theme Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom. First, a bibliographical research was done and information was recorded in special charts to give a theoretical framework on how motivation, proficiency level, personality and teaching speaking influenced students' willingness to communicate. The first bibliographic research was done on textbooks and the second was done in previous studies about the themes.

Once the literature review was done the investigation started. The instruments for gathering information were a questionnaire and an observation sheet which contributed to the techniques that were chosen for the study which were survey, note taking and observation.

For the survey there was a written questionnaire and for the observation there was an observation sheet to be filled by the observer.

The written questionnaire that was given to students in Spanish had to be answered by them individually. The questionnaire (see Appedix) focused on a range of seven questions regarding the factors and the reasons that affect their willingness to oral communicate in English in the classroom. The aspects that were considered in the survey inquire about what motivates students to speak the language as well as their feelings about influence of their level of proficiency and the type of personality they have in their participation. The first part of the questionnaire consisted of personal data, then participants had to answer yes/no to questions 1, 2, 3, 5 and 7 and justify their answers. For questions 4 and 6 participants were asked to make choices.

Additional to the questionnaire given to students, there was a class observation sheet to be used while observing the classes. The items to be considered in the observation sheet were the same as the ones in the students' interview including justifications for some questions just as in participants' questionnaires. As a support to this sheet, notes were taken while observing the classes in order to have more details on relevant facts for the analysis.

The questionnaire was handed to students in each one of the classrooms. Before students answered, ach part of the questionnaire was checked with them in their native language in order to clarify any doubts. Finally, they were given the time they required to answer the questions and while doing it they were monitored in case a question arised.

The administration of the questionnaire was conducted before a regular class period in all cases; the class observation was done right after that in two classrooms, and on a different day in the other three. In both cases besides filling in the observation sheets, notes were taken with special observations about aspects such as students' attitudes, interaction, activities and others.

The answers to the questionnaires given to students as well as the observation sheet of each class were tabulated as yes/no results and justifications quantitatively as well as the choices they made. After being tabulated, the results were graphed and then analyzed quantitatively and qualitatively in order to be able to understand all the aspects on perceptions students considered influenced their willingness to communicate. The information from these instruments was transcribed, summarized and analyzed under the heading of each question to make it more understandable. Therefore, there is a conscious analysis of each question which has connected the information in the literature review with students' answers, justification they gave for giving each answer, the observation sheet results and the details that were in the notes taken during the observation of the class period.

Discussion

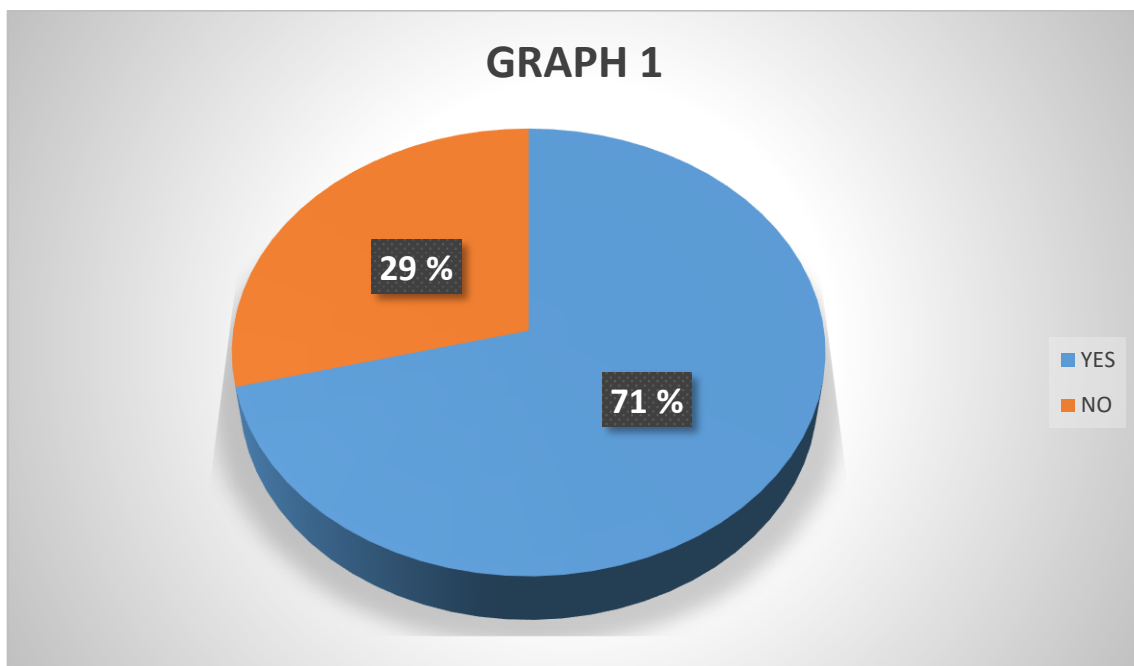
Description, Analysis and Interpretation of Results

Qualitative and Quantitative Analysis

The results of this research are presented in descriptive statistical graphs for each one of the questions given to the students and related to the observations that were made in the class period as well as the findings in the literature review.

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

Do you feel motivated to speak in the classroom?



Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

As the graphic shows, 71% of the participants expressed that they feel motivated to speak English in the classroom while only 29% did not feel like doing it. When being asked for the reasons that motivated them to speak the language in the classroom, twenty five percent of the group answered that participation helps them to improve and practice the language; twenty two percent expressed that participating in oral classroom activities was fun and interesting while 13 % considered that this is a language that helps communicate with

people from other countries and that is good for their future. There is a 4 % that feels motivated because they find it to be easy to use it in the classroom. The rest of the students have different opinions about what motivates them to participate in class such as the desire to show how much they have learned as well as a 2 % who express that it has to do with getting better grades and somehow they were forced to do it.

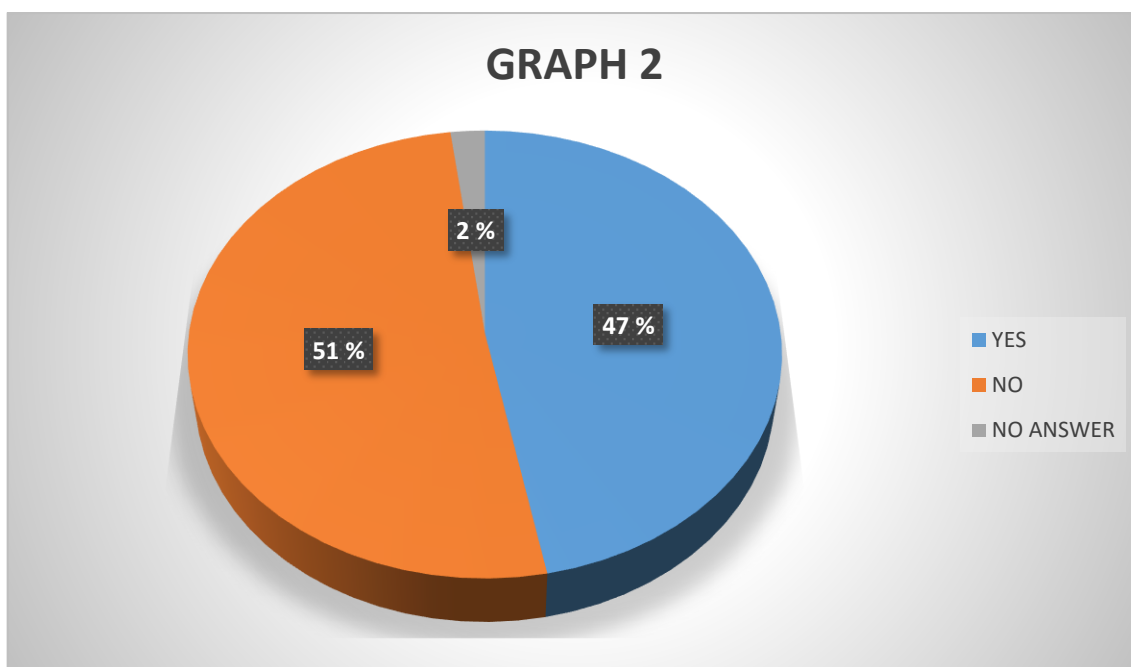
The 29 % who reported not feeling motivated to speak in class mainly support their lack of motivation because they find speaking English is difficult for them (8 %) or that they do not like English because they find it useless (7%). Interestingly, a 5 % of participants indicate that they do not feel motivated because there is no need to speak the language in class since they are not forced by the teacher, so everybody speaks Spanish. As expected, there is a group of 4% who do not feel motivated because they fear to be laughed at by their classmates or to be called the attention by the teacher because they do not know the language well, so they rather not participate. An amount of 3 % consider it is more comfortable to speak Spanish and 1 % simply indicates that he/she does not regularly participates in any class.

When analyzing these results it was found that the level of difficulty should be seriously considered to avoid lack of motivation to speak the language. In a case study conducted by Madrid and Alcalde (1989) they concluded that choosing the level of difficulty on tasks is very important since students need to feel a challenge, but at the same time they should feel capable of using the language which will lead them to feel motivated to participate. This was observed in some of the classes in which even though their English level was very basic, the interaction was constant due to the level of difficulty in the activity which allowed them to express their ideas. It was easy to observe students trying their best because the level was challenging enough, but they did not look frustrated and they had fun. The opposite occurred in a class in which the teacher had a warm attitude and encouraged students to talk, but the level of difficulty in the resources and activities he chose were too challenging

for the group he was working with so students did not seem to feel comfortable to participate and there was almost no interaction. Just like it was mentioned by Van der Veer and Valsiner (1991) when referring to Vigotsky's theory of a Zone of Proximal Development and pointing that teachers should always be aware of considering the difference between what the student can do by his own and what he cannot do without help in order to give them tasks to encourage them.

Another situation that needs to be analyzed is the correspondence between the results in the questionnaires and what was observed in the classrooms. Only in two of the classrooms that were observed at least 50% of the students participated, in the other three classes interaction was centered in a group of students who were the only ones to participate even though in the questionnaire most of them said they were motivated to do it.

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



Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

The results of the answers to this question reveal that 51% of students did not feel motivated to interact with their classmates in English. Forty five percent of this group

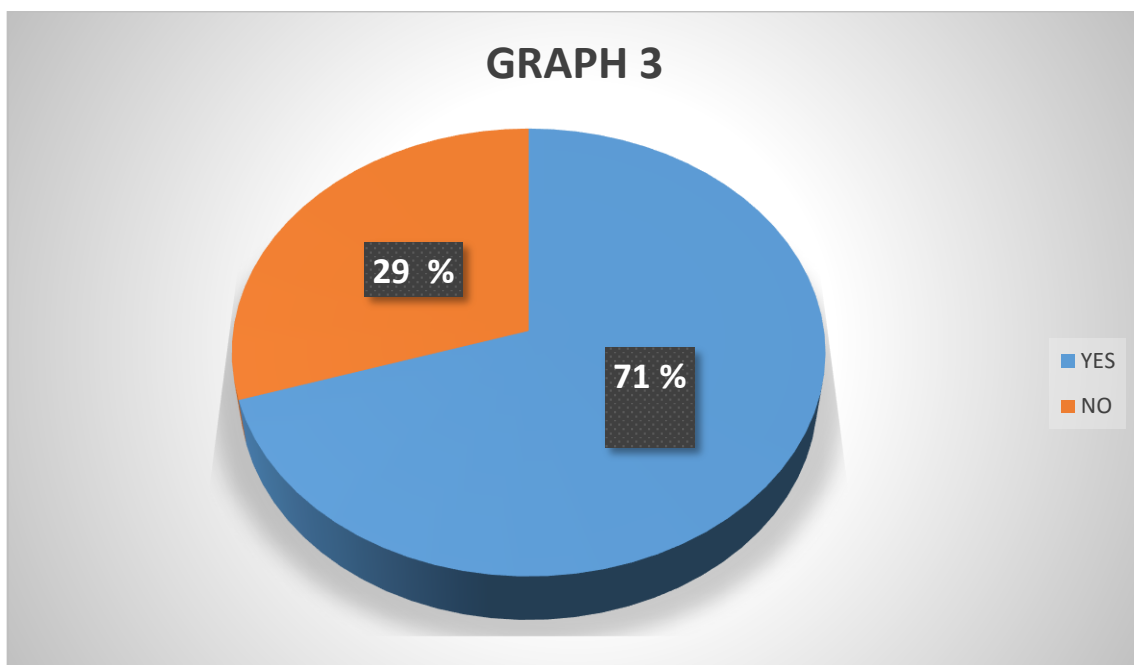
expressed that their native language is Spanish and they are used to talk in this language at all times. An amount of 23 % indicated that they do not like to speak to classmates because they do not understand it while 13 % pointed that they did not feel comfortable doing it. There were individual reasons students gave to these answers such as considering speaking English to classmates too difficult, feeling embarrassed to speak to their peers in the language, or finding unnecessary to do it because they are not forced or do not have too many opportunities to do it. Some students (6%) did not give reasons for not speaking English to their classmates.

As the graphic shows, 47 % of students expressed they feel motivated to speak English to their classmates. This percentage of students gave mainly two reasons for doing it; in the first place, the 41 % of this group feel motivated to speak English to their classmates because it is a great opportunity to practice the language and improve to become more fluent. On the other hand, thirty nine percent found interacting with classmates in English fun and interesting and they feel this is the right environment to do it .The rest of the answers refered to showing others how much English they know or finding it easy to do it, while one says that it is not relevant for him to communicate to peers in the language. There are some who do not give a justification or do not answer. Each of these correspond to a percentage of 2%.

The most surprising fact on these results is that there seems to be a habit of only speaking Spanish to classmates in class which connects with one of the reasons students mentioned in the previous question about not feeling the need to use the language in the classroom. This could be understandable if the sample only considered students who were just starting to learn English, but it actually considered a population from different grades and some groups of participants had been attending English classes over a long period of time. These results should take us to reflect if as teachers we have been providing opportunities for students to interact with each other so that they get used to do it. As Hammer (2012) stated

and later on Gower, Phillips and Walters (2005) added, when there is a comfortable atmosphere in the classroom, when plenty of practice is given and when activities are connected to real-life situations students are encouraged to speak through a variety of strategies in which games and interactive activities will lead to classmate interaction. This was clearly observed in one of the classes in which the teacher provided students an activity that involved student-student interaction. In the rest of the classes peer interaction was not observed at all mainly because teachers did not promote it but rather kept it as teacher-student interaction to control the class just as in the case study conducted by Nadeem (2013) in which the results showed that teachers felt they needed to leave the dominating role in the class to engage students.

Is your participation in “speaking” activities in the English classroom voluntary?



Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

When answering this question, 71 % of the students expressed they participate in speaking activities voluntarily during the English classes while only a 29 % of the sample said they did not. Students who said they participate voluntarily justify their answer with reasons

such as enjoying doing it because they find it fun which corresponds to a 45 % of the group or their willingness to practice the language which corresponds to 32 %. Eleven percent of this group of students considered that participating voluntarily in speaking activities in the classroom was a good way to get better grades.

The reasons the 29% gave for not participating voluntarily are mainly focused on the fact that they consider it is the teacher who always says who should participate (45%) or that they feel nervous or embarrassed to do it (17%). The rest of the students in this group either did not give a justification for not doing it or expressed they do not like to do it, they are not good at English or they get bored having to use it all the time.

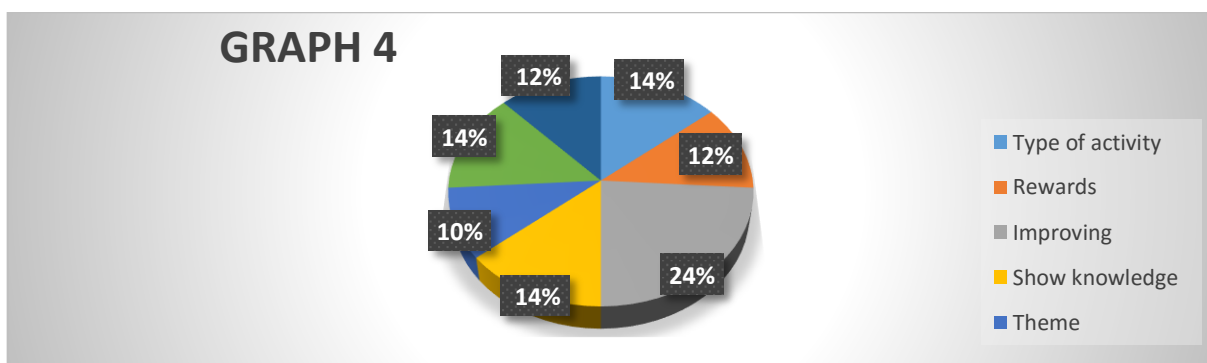
When comparing the results in the questionnaires with the observation that was carried on, there is no connection between the results in one of the classrooms in one of the schools. Eventhough in the questionnaire given to this group 71 % said they do participate voluntarily, when the class was observed students were not participative at all. The interaction was focused on four students which corresponded to the 24 % of the class. The rest either did not participate or participated only because they were asked by the teacher to do it. In another class in the same school the situation was different because there was more participation; however, the percentages do not correspond to what was observed because in the questionnaires 86 % of the group said they participated spontaneously while in the class it was observed that the ones who participated voluntarily ranged from 50 to 60%. The reasons why the voluntary participation may have varied in these classrooms could be found in the type of activity that was given to them.

When analyzing this situation there is a connection with what Brown (2007) said about teacher's attitude being a reason for students' motivation to go from being indifferent to getting involved. Additionally to that Hammer (2012) also pointed that beside the attitude, the good choice of strategies provoke in students' willingness to communicate. This was very

clearly noticed in one of the classes in which the teacher’s attitude was always warm and inviting; however, the activity that was chosen to start the class which would had been expected to engage students since it was done with technology and songs, did not accomplished its purpose. This activity was hardly undertood by students because of the level of difficulty and was not connected to the content of the class. During this time only 23% of the students participated while the rest were only listeners. When the teacher changed the activity and presented a real life situation that was interesting for them and gave them a visual support with phrases that they could use to communicate their ideas, the amount of students who participated voluntarily raised to almost 50%. Still it was noticeable that some were afraid of participating in front of their classmates and would only comment their answers to the student next to them. The teacher did not notice this because he did not monitor that much and centered his attention in the same group or stayed at the front of the class most of the time.

On the other hand, the other class that reported this situation had more students participating voluntarily because the teacher had chosen controlled and semi-controlled activities from the book, so students felt confident to participate. As stated by Gover, Phillips and Walters (2005) when plenty of controlled and guided practice is provided, students are encouraged to speak.

What motivates you to participate in the speaking activities that are performed in the classroom?



Author: Leonor Baquerizo Adum
 Source: Students’ Questionnaire

When answering to this question seems like participants considered many of the factors important and even though they were told to choose only one, most of them marked several factors. Therefore, for the analysis the total amount of participants in the sample was not considered. To make it more reliable, what has been considered is the amount of choices the students made for each aspect and then the percentages each choice got in reference to the rest.

Graph 4 shows the percentages each aspect got. The highest is a 24 % that chose their interest in improving their English level as their motivation to participate in speaking activities in the classroom. This results may find a support in what Maslow (1970) affirmed about intrinsic motivation being much more effective than extrinsic motivation because of the need of self reward and fulfillment that is given by getting self actualization. The next highest choice (14 %) corresponds to those who participate in speaking activities to get good grades. At this point we would need to reflect if getting good grades will connect with intrinsic motivation that as stated before gets the feeling of fulfillment, or it would be considered an extrinsic motivation which then would be connected with the results rewards had which was the 11 %. Whatever type of motivation it is, Harmer (2003) states that highly motivated students do better than the ones without any motivation at all no matter if it is integrative, instrumental, intrinsic or extrinsic motivation. The rest of the factors that were chosen were pretty close in results ranging from 14% that the type of activity have to 12 % that refers to the teacher's attitude. Surprisingly the theme got the lowest average of 10%.

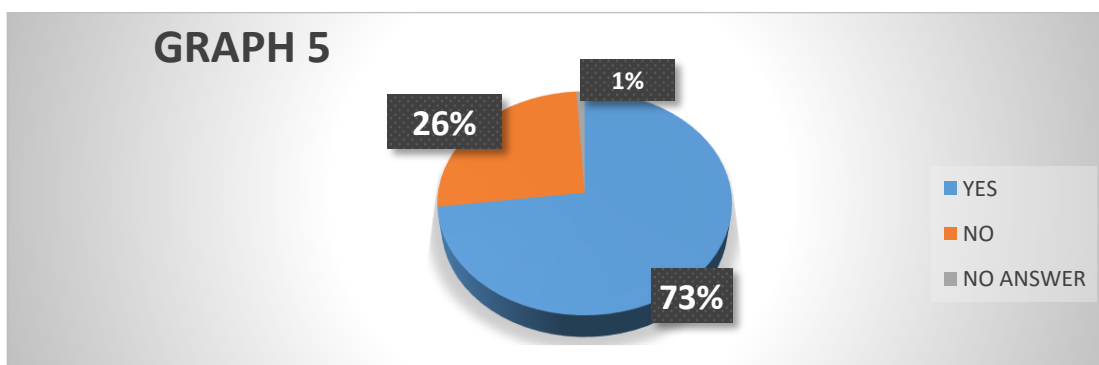
When comparing the results from students' answers to the class observation, once more there are differences. The high percentage of students who claimed that they participated because they wanted to improve the use of the language or because they wanted to practice it was evidenced by a small group of them, since as explained before a great number of students did not participate in the classroom. However, it was noticeable that when the teacher

changed the topic in the classroom to one that was interesting for the students the amount of participation increased immediately. When analyzing each school independently it was noticed that only one of the schools had a high percentage in the aspect theme or topic but not the other ones. This would guide us to think that despite the general results in the questionnaires, topic is a very important factor that influences students' participation for all proficiency levels.

There is an explanation given by Ligthbrown and Spada (2006) who mention that teachers need to be updated in the latest themes, those that catch students' attention and provoque communication including technological resources. In the classes that were observed in both schools there was a totally different approach from teachers. In one of the schools they were much more focused on using interesting resources and themes to promote discussion in class while the other one they were more grammar focused and their activities were connected to the grammar structure in the book basically. Nevertheless, only one of the classes from both schools had a real "speaking" activity with a teacher who was extremely enthusiastic and encouraging. This was the class where willingness to oral communicate was the highest because everybody participated in the task.

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

Do you consider your English proficiency level influences in your participation in Speaking activities in the classroom?



Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

The graph reveals that 73% of the participants considered that the English proficiency level influences their participation. Most of them justify their answer explaining that a good level of proficiency allows them to express themselves fluently, answer questions properly and socialize. On the other hand, 26% of participants considered that the proficiency level allows them to show the language they have acquired giving them the chance to focus on improving their weaknesses. Finally 1% did not give an answer to this question.

On the graph it is shown how 26 % considered that the English proficiency level has nothing to do with their class participation in speaking activities. Analysing the justifications that were given by most of them, there is a 17 % of this group of students who gave a reason that shows that even though they marked NO in the question, they think their English proficiency level does influence in the participation because they mention as a reason that they are not good at English. The rest of the group's reasons were divided; there was a 21% who considered that their participation has nothing to do with their English level but with knowing the correct answer to the question given by the teacher. The same percentage stated that they do not think so because they are students who are to learn the language and that the opportunities for participating are given to all students the same. Interestingly, there is a 13 % of students who answered that sometimes they do not participate not because they do not have the fluency required for the class, but because they are lazy and do not like to participate. Lastly, a 4 % of this group considered shyness the reason for not participating.

Analyzing these results and comparing them with the observations done in class we can say that there is evidence of how the proficiency level influences students participation. When observing classes in one of the schools in which 75 % considered their level of fluency did have an influence, it was noticed that when given the right task they participated freely and confidently and were even capable of interacting with each other. This is understandable because the level of English in this school is higher than in the other school

ranging from A2 in students who are new or have difficulties to B1. It is also to be considered on one side that the students have been in the same school in elementary level in which English is also taught in 15 English class periods each week. On the other side, students have in their curricula 12 English class periods a week and additionally they are exposed to the language more when given subjects in the English. On the contrary, at the other school even though students start learning English in elementary school, they have 5 class periods during the week and they do not have to take any subjects in English. This continues in high school, too.

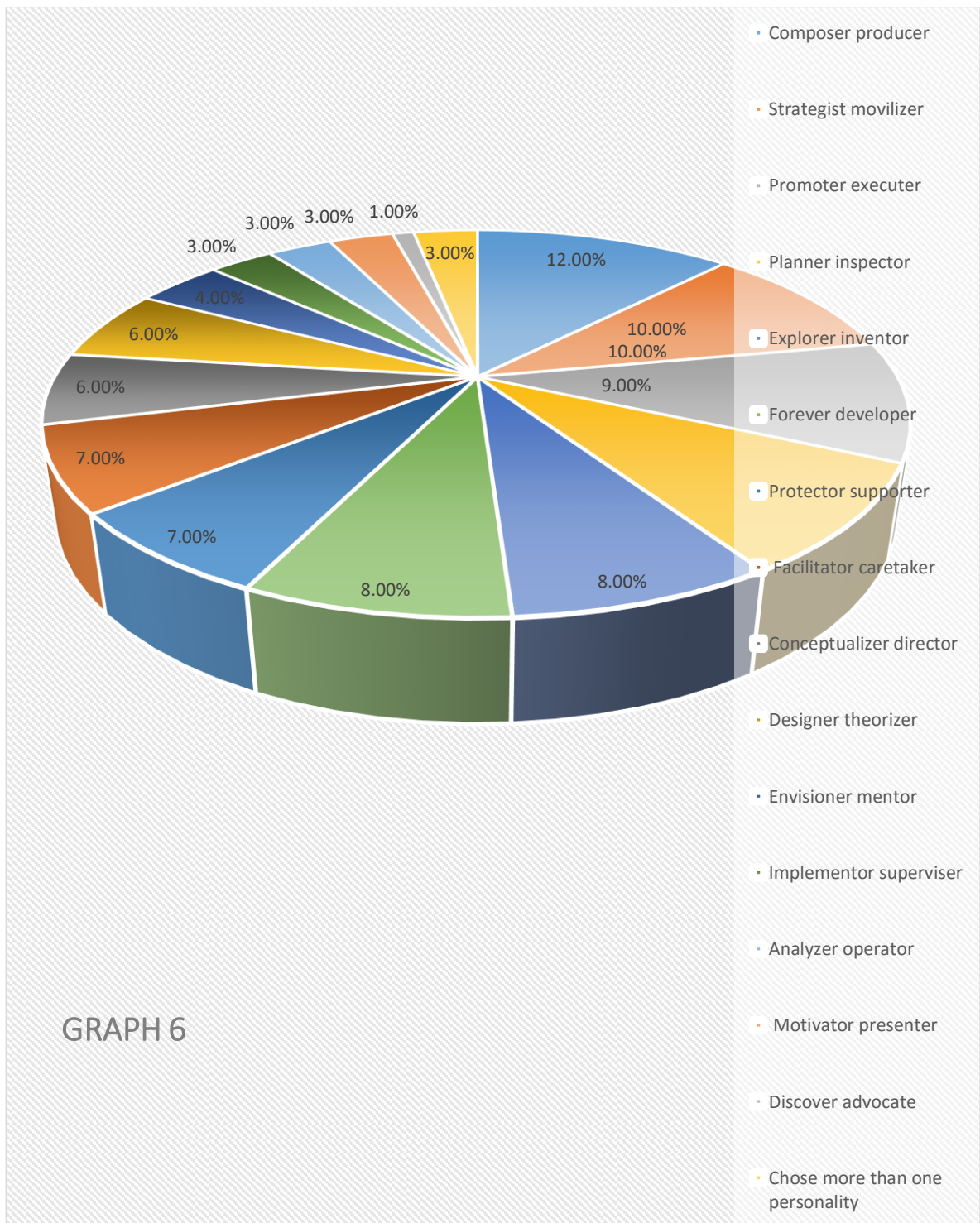
If we refer to Tannenbaum and Wylie (2004) in their electronic version of the CEFR students in school 2 are mostly at the A1 level which is called Basic User or Breakthrough level. These students have very basic skills for oral communicating because they are acquiring the language. Their communicative skills are limited to words or phrases that refer to basic and everyday or familiar situations, but still with fluency and accuracy difficulties.

At schools one, students in the “Standard Level” which for them is considered to be the lowest, range from A2 to B1 CEFR level meaning that some students who belong to A2 can make themselves understood even though they pause a lot and use basic connectors linked to group of words. The rest of students in B1 level have sufficient vocabulary to express themselves with some hesitation in everyday situations and are able to maintain conversations in topics that are familiar to them. In the “Higher Level” at this school, students are capable of expressing points of view on most general topics using complex structures, they can initiate conversations and hold discussions at a good level of fluency which corresponds to B2 in the CEFR. At Senior Year we could say that students range from B2 to C1. With this analysis, the results show that the level of fluency does have an influence on the willingness to communicate because a low level of proficiency will not allow a student to express themselves fluently that is why they do not participate in speaking activities as much as the

ones who are more fluent as stated in the descriptors of the Common European Framework of Reference for Languages.

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

What type of personality do you consider you have?



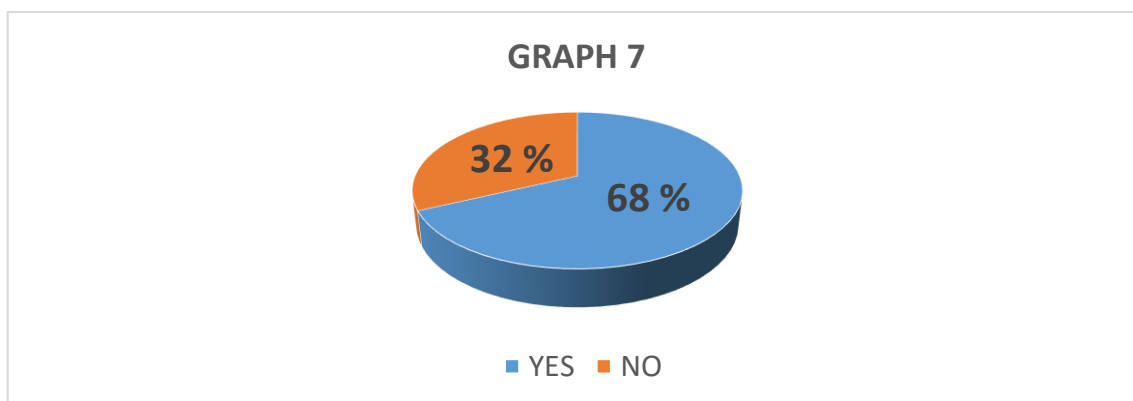
GRAPH 6

Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

As shown in graph 6, all types of personalities have been chosen as expected in a big group like this. However, the ones that most recurrently were chosen by students were composer producer which got the highest percentage of 12 % followed by strategist mobilizer and promoter executer that got 10 % each. Nine percent of participants considered themselves to be the planner inspector one while 8 % chose explorer inventor and forever developer. Protector supporter and facilitator caretaker each one got a 7% while 6 % is what the conceptualizer director and designer theorizer each got. There was an amount of 4 % of students who identified themselves as the envisioner mentor type, implementor supervisor and analyzer operator while the motivator presenter was considered to be their type by 3 %. Finally, 1 % which corresponds to one student chose discover advocate as his type of personality. In this group, there were three participants which correspond to the 3 % that despite the instructions given to them, they marked more than one type of personality. They are considered in the graph with this characteristic.

While doing the survey, it was evident that students were confused at the moment of identifying their own personality. It was necessary to insist that they had to choose only one type since many of them would consider they matched several descriptors and asked if they could mark all of them. As an observer, it was easy to identify in students' traits such as shyness, leadership, responsibility or confidence, but not the sixteen types of personalities. The types of personalities that could had been easier to be identified were the composer producer which could be represented by the students who took each of the opportunities for participating, the forever developer for being practical and getting along with others, the facilitator caretaker who might be represented in those who were giving support to their classmates and the analyzer operator for their independent spirit. However, daring to say that only with one class observation they were identifiable could be too ambitious.

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



Author: Leonor Baquerizo Adum
Source: Students' Questionnaire

As shown in graph 7, 68% of the participants considered their type of personality had an influence in their participation in class while the 32% did not think so. The reasons why the first group thinks so do not seem to be quite clear in some cases because their answers have no relationship with the question. Just like in a previous question happened, it was necessary to either interpret what they tried to say when possible or to simply consider that it was not justified.

From the 68 % who accepted that their personality influences their oral participation 37% expressed that personality influences all acts of people and participating in class is one of them. An amount of 21 % of this group pointed that shy people who lack confidence are not likely to participate in class. The rest of the students gave no justifications or the justifications were not related to the question.

In the 32 % who considered that personality does not influence oral participation in the classroom, twenty six percent stated that speaking is an activity that should be carried on in the classroom and that personality has nothing to do with it. There was a 7 % of the group who justified their negative answer by explaining that when you like the class or if you like the language you will participate no matter the type of personality you have. One of them

added that when you like the language, you even find the way to make it well. The same percentage of 6 % claimed that what makes people oral participate is the grades is not the personality. There is a group that did not give any justification.

For what was observed in the classes, there was a different attitude in students from each of the schools. At the school in which participants attended more English classes, it was hard to identify the type of personality students had in only one class observation. Moreover, it was hard to know if their participation was connected to the type of personality or not. In the other school, however, factors such as shyness or lack of confidence may have influenced because the stress students showed, the insecurity while participating or the way some tried to get away from interacting were very noticeable. On the study carried on by Juhana (2012) in Indonesia, it was found that psychological factors such as being afraid of making mistakes, shyness and anxiety were most of the time the cause for the lack of willingness to participate in the classroom since the students fear being laughed at by their friends. At the end, we should remember what Keirsey and Bates (1984) stated that each person is different and we should not try to change individuals just because it is someone's will. Therefore, it corresponds to the teachers to create opportunities for each type of personality because not only that most of the students do find a relationship between the personality type and the participation in class, but the class observation results in school 2 as well as the results in the studies support this idea.

Conclusions

Relationship between the level of proficiency of students and the level of difficulty of the tasks that are chosen by the teachers is a very important factor to be considered. This research demonstrates that when these two aspects are not contemplated, students with a low proficiency level do not feel confident enough to participate and students with a higher level of proficiency do not find the activities challenging enough for them to interact.

Students with a low level of proficiency in English will be more likely to participate in control and semi-controlled activities, while the ones with a higher level of proficiency will be more suitable for free activities.

Despite the influence that motivation, type of personality and level of English proficiency have in students' willingness to oral communicate in English, when the teacher chooses the right strategy everyone gets involved and uses the language no matter the type of motivation they feel, the type of personality they have or the English proficiency level they manage.

It was observable that themes that were focused on students' needs and interests gave as a result an emotional attachment that made students take risks to oral participate.

On the specific cases that were presented in the research, it can be easily concluded that when the teacher does not demand from students the use of the language in class not only to answer questions but in peer interaction, students do not feel the need to use it and consider they can speak the native language in class.

When students understand the usefulness of oral communicating in English they take risks and participate.

Recommendations

Based on the results, it would be advisable for teachers to provide students with engaging opportunities to experience the language in real life situations giving opportunities for peer interaction and oral communication.

Getting used to ICTs resources in nowadays education is a need not only because it saves time for teachers but especially for the high level of engagement it has. ICTs resources motivates students to oral communicate due to the vivid images and updated themes. Therefore, it is recommendable that teachers get trained in the use of these resources.

It would be recommendable for teachers to create the habit of speaking English in class not only to the teacher but to classmates. Using the language outside the class whenever approaching an English teacher would be advisable to get students to communicate in the target language inside and outside the classroom.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos Informativos:

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

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

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

Tipo de actividad	()
Incentivos	()
Mejorar tu nivel	()
Demostrar tu conocimiento	()
El tema	()
Calificación	()
Actitud del profesor	()

5. ¿Consideras que tu nivel de Inglés influye en tu participación en las actividades de “speaking”?

SI	NO
¿Por qué?	

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

1	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 tomar 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 autoeducan 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
¿Por qué?	



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
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?

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

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

YES	NO
Why?	

7.

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

SI	NO
¿Por qué?	