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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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Magister.

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De mi consideración:

Que el presente trabajo de titulación *Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in the Ecuadorian high schools*, realizado por Inga Quizhpe Raúl Guillermo, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Junio 2016

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“Yo Inga Quizhpe Raúl Guillermo, declaro ser autor del presente trabajo de titulación; Students’ perceptions on the factor that influence their willingness to orally communicate in the EFL classroom in the Ecuadorian high schools, de la titulación de Ciencias de la Educación Mención Ingles, siendo la Mgtr. Lida Mercedes Solano Jaramillo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Dedication

I want to dedicate this research to my family, especially to my wife and my little girl because they have been a great support all the time in every step I have taken giving me the strength to continue and achieve my goals of university studies, and also to God who has given me the strength to follow this path.

Raúl Guillermo Inga Quizhpe

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I owe my deepest gratitude to my thesis director Mgtr. Lida Mercedes Solano Jaramillo and all the professors of the Universidad Técnica Particular de Loja for their invaluable assistance, support and guidance; their acts of kindness and professionalism inspired me to do my best and to finish this research work.

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Abstract

This research is about students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. The main purpose of this research is to know why students are not willing to orally communicate in the EFL classroom.

The general approach of this study was qualitative and quantitative. The principal sources of data collection were students' questionnaires and observation sheets. The field research took place in the city of Sucúa. One hundred students from public high schools were surveyed and observed. This research shows important opinions and students' points of view based on this research topic, which has been presented in quantitative data obtaining a high positive percentage of motivated students who are willing to participate in oral skills.

The reality of the present study demonstrates that students' willingness to orally communicate depends on factors such as, motivation, proficiency, personality, and the type of activities that English teacher propose in the EFL classrooms.

Keywords: personality, motivation, communication, EFL classrooms.

Resumen

Esta investigación es sobre las percepciones de los estudiantes y el factor que influyen su deseo de comunicarse oralmente en el aula de colegios ecuatorianos donde el inglés es enseñado como lengua extranjera. El objetivo principal de esta investigación es conocer por qué hay una mala respuesta por algunos estudiantes que no se sienten motivados de comunicarse oralmente en inglés en el aula de clase.

El enfoque general de este estudio es cualitativo y cuantitativo. Las fuentes principales de recolección de datos fueron hojas de cuestionarios y la observación a los estudiantes. La investigación del campo tuvo lugar en la ciudad de Sucúa. Cien estudiantes de escuelas secundarias públicas fueron encuestados y observados. Esta investigación muestra importantes opiniones, puntos de vista de diferentes alumnos que se presenta en datos cuantitativos, obteniendo un alto porcentaje positivo de estudiantes motivados que están dispuestos a participar en habilidades orales.

La realidad de este estudio demuestra la voluntad de comunicarse oralmente de los estudiantes depende de factores tales como, motivación, nivel del language, personalidad y el tipo de actividades que el maestro de inglés proponga para la enseñanza del inglés como lengua extranjera en la clase.

Palabras clave: personalidad motivación, comunicación, EFL clases.

Introduction

Nowadays, the English language plays a very important role in society because through its use people can succeed in social and academic way; for this reason, many people want to improve their English level. Oral skills are essential to develop when learning a foreign language because through it learners can communicate; for this reason, it has been raised the interest on conducting a research on the topic students' perceptions on the factor that influences their willingness to orally communicate in the EFL classroom in Ecuadorian high schools in order to comprehend the students perceptions on the factors that influence their willingness to orally communicate in EFL and be academically successful.

To achieve this, three key questions have been established which would determine the aspects that influence students' willingness to orally communicate. These questions are:

How does the motivation influence students willingness orally communicate?

How does proficiency level influence students willingness orally communicate?

How does personality influence students willingness orally communicate?

Some research studies based on this topic have been conducted all across the world; an interesting study is the one carried out by Azar, Behzad, and Hassan (2014), whose main purpose was to examine the Iranian EFL learners' level of willingness to communicate in English and the relationship between willingness to communicate confidence and classroom environment. In this study, it was found that participants who were discreetly willing to communicate in English inside the language classroom felt low levels of anxiety and perceived themselves as moderately confident to speak English in the classroom. The results also indicated that willingness to communicate is positively connected with the classroom environment, speech competence, and negatively correlated with communication anxiety. Consequently, if teachers provide students the unconditional support, they will feel more motivated to learn the language. No limitations were found in this study.

Another study is the one conducted by Riasati (2012), whose purpose was to demonstrate that being able to encourage the desire of students to orally communicate in target language learning is a fundamental goal in teaching since it facilitates language learning skills.

Through this study, the author demonstrated that different learners display different behaviors according to the contexts and their preferences change. As demonstrated in this study, willingness to speak is influenced by a range of factors such as motivation, types of activity, and personality. It is also stated that teachers should not attribute students to one single factor such as personality or shyness, they need to be aware of the factors that could encourage or discourage communication among learners. Hence, it is really necessary for language teachers to promote factors that facilitate communication and remove those that hinder communication. They should also be mindful of the interactions between variables while planning learning activities. In the presented investigation, no limitations were found.

Finally, Padial and Tapia (2007) conducted a study with the purpose of reporting observations and analysis of data directly obtained in some Spanish high schools so that the achieved conclusion can help us to provide some proposals to ameliorate the lack of use of target language in the classroom by students. This study demonstrates that motivation is important to make students use the English language in the classroom for doing so, students must be both intrinsically motivated and feel self-confident. In the presented investigation no limitations were found.

The present study is going to help teachers and researchers to apply new strategies to minimize the percentage of unmotivated students, who are not willing to participate in oral skills in the classroom.

In the present research, some obstacles were encountered such as lack of the schedule coordination between teachers and high school directors, few teachers were not happy to be

observed and some students' answers were very poor due to their low knowledge of level.

However, this obstacle did not impede to carry out this research.

Literature review

In this section, it is going to be presented the theoretical framework of the present research work. The main topics that are included in this section are motivation, proficiency level, personality and teaching speaking.

More detailed explanation of the topics previously mentioned is presented below.

Motivation

Motivation can be defined as an internal state that arouses, directs, and maintains behaviors. Motivation also focuses on how and why people initiate actions directed toward specific goals. Gardner (1985) states that motivation is the most influential factor in learning a new language.

Also, it is important to mention that there is a classic distinction in motivation between intrinsic and extrinsic. According to Deci and Ryan (1985), the intrinsic motivation is the natural tendency to seek out and conquer challenges as we persuade personal interest and exercise capabilities. In contrast, when people do something in order to earn a grade, avoid punishment, please the teacher, or for some other reasons that have very little to do with the task itself, they experience extrinsic motivation. Additionally, Covintong and Mueller (2001) mention that intrinsic and extrinsic tendencies are two independent possibilities, and at the any given time, people can be motivated by some of each.

Besides, Woolfolk (2007) state that in a sociocultural context students are motivated to learn if they are members with classmates that value learning.

Hence, it seems that the English teacher labor is to encourage students to provide motivational dialogues in order to get students willing to participate in class. However, things or activities need to be interesting and surprising, as Woolfolk (2007) mentioned that students

tend to learn the first and second language through interaction in different situations, or ambiance that surrounds them.

According to Harmer (2007), the decision to learn a foreign language can come from many reasons perhaps the students love the subject or are simply interested to see what it is like. Additionally, there are other external factors such as limited time, different school subjects and so on which influence directly over students. For instance, learners can be motivated to learn English when teachers have in their classroom interesting didactic materials according to their ages and levels. Hence, it is necessary that English teachers should constantly change class activities and at the same time, it is crucial to implement, cooperative learning activities, rather than competitive because the students will work together which permit them to complete the work, solve problems by avoiding learners boredom (Lightbown & Spada, 2006).

Proficiency level

Proficiency levels are related to the learners' capacities and abilities on the foreign language. Consequently, these proficiencies talk about oral skill, which helps to determine students speaking the level of competence (Council of Europe, 2001). Therefore, the common European framework of reference is used as a reference file in educational settings. Moreover, this includes assessment of texts by researchers for recognizing, orientation purposes. In other words, this helps to test developers with reading, listening tests based on CEFR levels. Meanwhile, in the mentioned research, there are different levels written by letters A, B and C. The letter A means basic user, B free user, and C individual talent. The following subcategories indicate the level which contains precise skills of target language acquisitions.

In level A, the students are able to develop their own very basic words, paragraphs, phrases related to personal details of particular concrete situations. They can also exchange conversations by making and answering to questions in a simple way. In other words, the

communication is totally dependent on repetition, rephrasing, and repair (Council of Europe 2001).

English speakers at the A2 level are considered beginners because they can use basic ideas to communicate their feelings, or daily routines. Additionally, authors illustrate that students can establish short dialogues because they know only limited vocabulary and expressions (Council of Europe, 2001).

Regarding the B1 level, students at this level can interact with others by using short dialogues with normal fluency. Consequently, they can talk about topics such as family, hobbies, interests, work, travel, current events, and culture. In addition, they can repeat back part of what someone has said to confirm mutual understanding (Council of Europe, 2001).

In the B2 level, students show high proficiency in English. In fact, they can learn about the different perception of how foreign language works; it means that students can do a lot of things, for instance, give clear descriptions, express viewpoints and interact with English native speakers without difficulties on most general topics (Council of Europe, 2001).

Students in C1 level can maintain clear, fluent, and spontaneous speech; these skills help them to express their thoughts freely because they possess a wide range of vocabulary and expressions. Additionally, they can also maintain long dialogues with English native speakers without any restriction in what they want to say. However, English students can still find difficult when the topic of certain dialogues are very advanced or specialized (Council of Europe, 2001).

The C2 level represents the highest level in the common European framework. Students who have reached this level practically master vocabulary, language structures, and fluency. Additionally, students in this level are able to exchange conversations in formal and informal ways because they know the rules. Consequently, students can domain the idiomatic

expressions terms spontaneously at length with a natural colloquial flow (Council of Europe, 2001).

Personality

According to Saville and Troike (2006), personality factors are sometimes added to cognitive style in characterizing more general learning style; it means that personality can determine our image and how we are recognized by different people. Personality can sometimes be changed by the time due to different causes such as beliefs, friendships, insecurities, self-confidence, and incentives. In fact, Keirsey and Bates (1978) have identified sixteen different personality types by mentioning that every personality is different. In order to see, the differences of personalities the authors conveyed it in the use of capital letters to illustrate the exact characteristics of each personality. Therefore, each letter has their own significance. Such as I= introverted or reserved; E=extroverted or expressive; N=intuitive or introspected; T=thinking or tough minded; J =judging or schedule; F =feeling or friendly; S=sensory or observant and P=perceiving or probing.

Regarding Evisioner Mentor (ENFJ), people who have this personality type are friendly and outstanding leader of groups, both task groups, and grown groups. They love to work in a team to concrete the main objective (Keirsey & Bates, 1978). As a teacher, they are practical, settled and organized people because they love to work with others especially with kids. Additionally, they are very sociable people because they place a high value on cooperation from others and are more willing to cooperate themselves.

Foreseer Developer (INFJ) are good at thinking, planning, and designing strategies in order to avoid problems. Consequently, they are good at taking decisions in term of values they take their work seriously, and they enjoy the academic activities. A remarkable, characteristic is that they are outstanding people as a therapist with their unique ability to keep in touch with others (Keirsey & Bates, 1978).

Discoverer advocates (ENFP), they are naturally optimist because these type of people tend to be surprised if any event is not planned with anticipation (Keirsey & Bates, 1978). People with this personality are excellent idealistic individuals, who have a talent for social relation in business. Additionally, they like to be seen as authentic, independent people with an extraordinary attitude in career choices and flourish in many fields.

The Harmonizer Clarifier (INFP) are people who always demonstrate calm because they are extremely concerned about morality. Furthermore, they tend to be discreet and even shy but, they have a good sense of humor inside derived from internal values.

On the other hand, they prefer to solve fights alone because they are people who want peace and are concerned with moral values, therefore, they avoid to be in trouble. These people can respond to “the beautiful versus unfriendly, the good versus the bad, and the moral versus the immoral” (Keirsey & Bates, 1978, p.176-177).

Strategist Mobilizers (ENTJ) are impulsive, tolerant people wherever they want can use others to get distant goals. Even though, they can leave any events at any time they want to because it is indifferent to the goal it apparently serves. Inefficiency is specially rejected by mobilizer, and repletion of error causes them to become impatient because these people do not like the see the mistakes or make errors (Keirsey & Bates, 1978).

Conceptualizer Director (INTJ), they are very good as students because they can achieve the highest grades from the rest of all the personality types. Additionally, these kinds of people are good at manipulating the world through games and theories because they are always looking for new strategist and tactics. Finally, they will follow the rules if they are useful, otherwise, they do not do it (Keirsey & Bates, 1978).

Explorer inventor (ENTP) are inventors because they always apply their creativity and explore, by trying to improve procedures at work (Keirsey & Bates, 1978). As analytics they are very good, these people generally tend to be extroverted and love social interactions.

Generally, they are usually looking for ways to get new projects, different tasks, and new techniques. In other words, they are very smart and happy people.

Designer theorizer (INTP), people with this type of personality are generally reserved and polite and they are called architect or designers because they enjoy designing projects. They have also a unique ability to focus only on what is important for them, giving them a high capacity of concentration. However, as language teachers, they are excellent and they prefer to work with advanced students because they have a great capacity to focus on any subject but, they are not good writers (Keirsey & Bates, 1978).

Facilitator Caretakers (ESFJ), these people love to give support to others and ensure their security. They have a lot of friends because they love social contact, and like to listen to others opinions. In other words, these people are outgoing because they spend most their time and energy doing social work or volunteering (Keirsey & Bates, 1978).

Implementer Administrators (ESTJ), they are hard workers; these people like to be in touch with the external environment, being a fundamental support of their community. Also, these people are outstanding because they like to be organized, at the same time, they can be impatient, frustrated if the work is not done correctly. In other words, people with this type of personality are serious and see the discipline, as a fundamental base for life because they love to spend most of their time with friends (Keirsey & Bates, 1978).

Planner Inspectors (ISTJ), tend to be gentle people with a clear and practical objective at work. In addition, they are people who always anticipate problems designing strategies to avoid them. They are sensitive to the problems of other people. Furthermore, these people are silent workers who practice the discipline, teamwork, and as mates they are very responsible with their family (Keirsey & Bates, 1978).

Protector Supporters (ISFJ) are dependable because they rarely feel happy at work, where the rules usually change. People with this personality type are always aware of the

necessities of friends and relatives, and as parents, they are very protectors with their kids. In other words, people with this type of personality are authorities over others, which make them forget their own necessities and problems (Keirsey & Bates, 1978).

Expeditor Promoters (ESTP) are happy people because they enjoy parties, games, business, and they love to live new experiences anywhere they go. Furthermore, they also like to make friends; so life is never gray around promoters because they have their unique talents negotiating, making deals, and convincing others (Keirsey & Bates, 1978). In other words, people with this type of personality are sociable by nature, they can also be optimistic and cynical because they can easily manipulate other people to obtain what they want to.

Performer or Motivator Presenters (ESFP) transmit positive, optimistic motivation to others because they are polite, friendly people, and they are never alone. Finally, performers are the most sociable of all the types of personalities; they love to help people and give support anytime (Keirsey & Bates, 1978).

The Analyzer Operators (ISTP), people with this type of personality are excellent at operating tools and instruments. Thus, they are very practical people exchanging dialogues, solving problems, and using their ingenious skills. Also, they are impulsive, love to take risks, and are always searching for new experiences (Keirsey & Bates, 1978).

Composer Producers (ISFP), tend to be sensitive people, who combine talents to solve obstacles (Keirsey & Bates, 1978). They enjoy being involved in art aspect because it is their nature. Additionally, they always put a lot of effort at work, but sometimes they prefer to be alone because they tend to be a workaholic to achieve their goals. To conclude, producers do not develop many close relationships with people.

Teaching speaking

Glisan and Shrum (2000) mention that to get the active participation of learners in speaking skills the teacher needs to create a relaxing atmosphere of work, where the students will feel comfortable exchanging conversation each other, but also with the teacher.

Meanwhile, the teacher can heighten the inspiration of their learners by given rewards and given support on their failures. Furthermore, the learners have to notice that speaking English in the class is not only an obligation, it is a way to communicate and socialize (Erwin, 2004). Consequently, the students need to know that the teachers are the friends who are always giving support in or out of the classroom. Erwin (2004) states that phrases such as “it is okay to make mistakes, that’s how we learn” are powerful motivators for students.

Additionally, it is important to mention that there is an enormous difference between spoken and written skills. Therefore, during the production of activities based on oral skills in the classroom, there are some students who feel frustrated because they are studying English for many years and still face pronunciation problems.

For instance, in order to write a paragraph, there is important to know that it requires at least subject, pronoun, verb, and complement (Harmer, 2001). Continually, the same author stated that the repetition practice or set sentences encouraged by repetition work along with pair work activities which are useful to increase oral skill. Also, Gower, Phillips and Walters (1995) mention that it is important to create a comfortable atmosphere where students may not be afraid to speak and enjoy communicating with the teacher and their fellow students. Furthermore, these authors illustrate that it is important to use pictures and word cues to improve the accurate use of word structures, and pronunciation. Besides, these activities will raise students confidence in the classroom because they will feel motivated, comfortable communicating in any situations. Additionally, it is also important to implement dynamic groups of students who are willing to answer questions independently in EFL.

On the other hand, there are students who like to act out dialogues that they have written themselves. For this reason, it is vital that English teachers should apply what is known as simulation or role play to motivate students to speak in the real life circumstances in English (Harmer, 2001).

Much research on this topic has been carried out around the world. In the following pages, information about previous studies is going to be presented below.

The first study was done by Alemi, Daftarifard, and Pashmforoosh (2011). The purpose of this study was to investigate the relation between language proficiency, language anxiety, and motivation among Iranian English students. In order to collect information, the investigators applied surveys to forty- nine university students who took second language test first; then filled out two questionnaires on the willingness to communicate. The participants were university students of English as a second language context at the Sharif University of Technology in Iran. In order, to collect data they created a test to categorize students in terms of language proficiency, reading, and structure section. Then, the investigators analyzed the test to see if it was enjoyable and reliable. This test also indicated students' abilities in answering the questions of the test because students were asked to complete two questionnaires during the time of their regularly scheduled class. Furthermore, learners were guaranteed that any information they would provide would be used anonymously and their names would remain confidential. This implies that having self- confidence in communication is crucial for affecting how one is willing to be engaged in the second language. Likewise, motivation may function as a situated constructor situated, where contextual variations and modifications as language proficiency might have different results on learners' enthusiasms. Consequently, teachers must provide support by developing the right activities and the right classroom ambiance in order to increase the students' motivation, and to develop better communication skills.

Another study is the one conducted by Riasati (2012), whose purpose was to demonstrate that different learners display different behaviors according to the contexts and their preferences change. Additionally, the author stated that from the data analysis the factors that instigate learners' willingness to speak in the second language is through interesting and inspiring topics.

The technique that was adopted to enhance the validity of the qualitative part of the study, which is the interview data was peer examination. In this research the participants were seven language students learning English as a foreign language in a private language institute. In addition, a method that was applied by the researchers consisted of asking a peer to code the data and then, they compared the peer coding with the investigators coding to determine whether they reached the same codes or different ones. Having analyzed the data generated from the interviews, the investigator came up with a number of factors influencing willingness to speak. Consequently, the qualitative data from the interviews was then analyzed following the typical and conventional qualitative data analysis techniques.

The investigator of the present study then transcribed the MP3 recordings of separate interviews to familiarize himself with the data at hand. Transcriptions were then made of the recorded interview data. Once transcriptions were completed, the researcher read the transcripts several times, looking for salient and recurring ideas emerging from the data. Therefore, teachers should not attribute students resistant to one single factor such as personality or shyness. They need to be aware of all of the factors that could encourage or discourage communication among learners. Subsequently, it is really necessary for language teachers to promote factors that facilitate oral skills. At the same time, students should also be mindful of the interactions between variables while planning learning activities. Thus, to enhance students' participation in language classrooms and ultimately improve their fluency in the second language, student resistance needs to be removed and learners need to be made

more willing to speak. Clearly, more willingness to speak increases students participation in class and in turn will lead to a better speaking performance. Additionally, they will become more successful language learners who are more willing to communicate in language classrooms. In other words, having a higher degree of willingness among students' leads to more opportunities to for language practice and language use.

The next study carried out in Iran by Azar, Behzad, and Hassan, (2014) include introversion-extraversion, anomie and alienation communication competence, self-esteem, communication apprehension and cultural diversity. Thereby, the descriptive statistics indicated that participants, who were discreetly willing to communicate in English inside the language classroom, felt low levels of anxiety and perceived themselves as moderately confident to speak in English in the schoolroom. The analyses also indicated that willingness to communicate is positively connected with classroom environment, perceived speech competence, and negatively correlated with communication anxiety. Therefore, the investigator wants to determine possible causes of problems and find solutions. For that reason, 243 undergraduate students from, Ferdowsi University and Imam Reza College participated in this study. It included 148 females, 84 males and 11 participants who did write their gender in the questionnaire. All of them were studying the English language as an academic major. The range of the age of the participants was between 18 and 32. As a result, the descriptive statistics including standard deviation, as well as, lowest and maximum deviation were measured for all the scales. Interestingly, results brought that the Iranians English students experience the most communication anxiety when they have to speak English without preparation and they feel the least anxiety when they speak English in the classroom. Thus, teachers should provide a relaxing environment in the classroom where students' can help each other, the tasks need to be challenging and interesting.

The fourth study was carried out by Zadeh, Ketabi and Khazaei in 2012. The purpose of this research was to know the true in countries where English is taught as a second language. This study was made with Japanese students in speaking both their native language Japanese and second language English. The findings of the study showed that there is a high level of communication apprehension in both English and Japanese languages among the students. Therefore, the findings are based on combining native language communication, second language motivation, and developing a comprehensive model of motivation in foreign language investigation. Then, it is crucial to mention, that students' qualities are defined by the individuals' intention to initiate communication and participate in a conversation in various situations. In other words, the proposed model of motivation to speak, integrated social-psychological, linguistic, educational, and communicative dimensions of English language teaching. Thus, it also helped to predict, describe, and explain the students' motivation in the English language learning. As a result, this was done through the appearance of the communicative language teaching authenticity real-world simulation, meaningful tasks, interaction between students, teacher as well as learners and their peers were the main characteristics of classroom discussion. The following investigation was obtained from 30 Iranian, English students. All of them were attending the same institute in Kermanshah, Iran. In the current study, the participants were selected from three separate classes. One class containing five students which, was regarded as a small class in this institute and we call it class A. The other class consisted of ten students and we named it to class B. The final class was a large class with fifteen students that is class C in this study. The results of this study presents, how strongly class size can affect the participation of learners in class discussions and motivation. Consequently, teachers in larger classes should be aware of employing more communicative strategies in order to encourage the students to participate and to be involved in the class interaction.

The last study is the one conducted by Padial and Tapia (2007), the researchers wanted to define if motivation is really an essential factor at the moment of speaking English as a second language in the classroom. In order to collect information, the investigators applied assessments to both teachers and students. The study was made in Spain, to 170 high school learners aged from 14 to 18 years old. Consequently, to collect data, the researchers designed questionnaires of 18 items for the learners and 10 for the teachers; included the scale scored over five points in order to qualify the answers. The scales were the following 1 negative or nothing, 2 rarely or hardly ever; 3 acceptable, average; 4 good, enough; 5 always, brilliant. Also, the researchers checked and scored the questionnaires applied. Continually, they selected the most useful data such as teachers role, importance about the subject gave by learners, opinion or advice, English teacher attitude, and so on. As a result, they were able to obtain valuable information. For instance, intrinsic motivation plays an important role in the students' life that way they will be able to participate frequently. In other words, the type of the personality that the students have is a fundamental factor to learn a second language. In the same way, the second language teacher has an enormous responsibility to increase or decrease learners motivation to speak in class. Through, the results obtained the authors concluded that many students give high importance to English in high school because they consider it is vital for their future goals. They also stated that the way how the teacher is in the classroom is important to increase the speaking skills. However, the learners mentioned that one of the reasons they do not want to participate in speaking activities is because they think their pronunciation is incorrect and also because students are afraid to make mistakes or their classmates might laugh at them. So, the English teacher must provide the correct aids and a period of time in which the students can be ready to participate with the proper presentation in front of the classmates.

Method

Setting and participants

To carry out the present research, one hundred students aged from 13 to 17 years, both girls and boys studying English as a foreign language in five different high schools from the city of Sucúa, were considered as the main participants of this study. These students belong to the 8th, 9th years of basic education, and 1st and 2nd years of senior high school.

Procedures

This research study began with a review of literature from several books from universities, libraries, online books, and scientific journals.

The topics related to this research were the following: students' motivation, teachers' attitudes, students' personality, language proficiency and teaching skills used on the students speaking English as a foreign language (EFL) in the classroom.

In order to carry out the field research, the respective permission requests were given to high school directors and English teachers to observe classes and apply questionnaires to students of different grades.

Then the qualitative method was used through observations of five classrooms in order to cover different opinions and results.

The main instruments used for conducting this research were the observation sheet and students survey. The technique used was note taking during the observed classes. Both of them had the same objective so their design was based on knowing the students 'willingness to communicate in English as a foreign language, their opinion about what motivates them to speak in the classroom or why they are afraid to speak in front of their classmates. Students' questionnaires, which contained seven questions, were given in their mother tongue.

After that, the quantitative method was applied to count and tabulate the positive and negative responses given to each question of the students' questionnaire.

In order to do the analysis, it was indispensable to organize and interpret the information obtained, which was supported with the opinion from the observations done and the literature review.

At the end, conclusions and recommendations were built based on the results obtained.

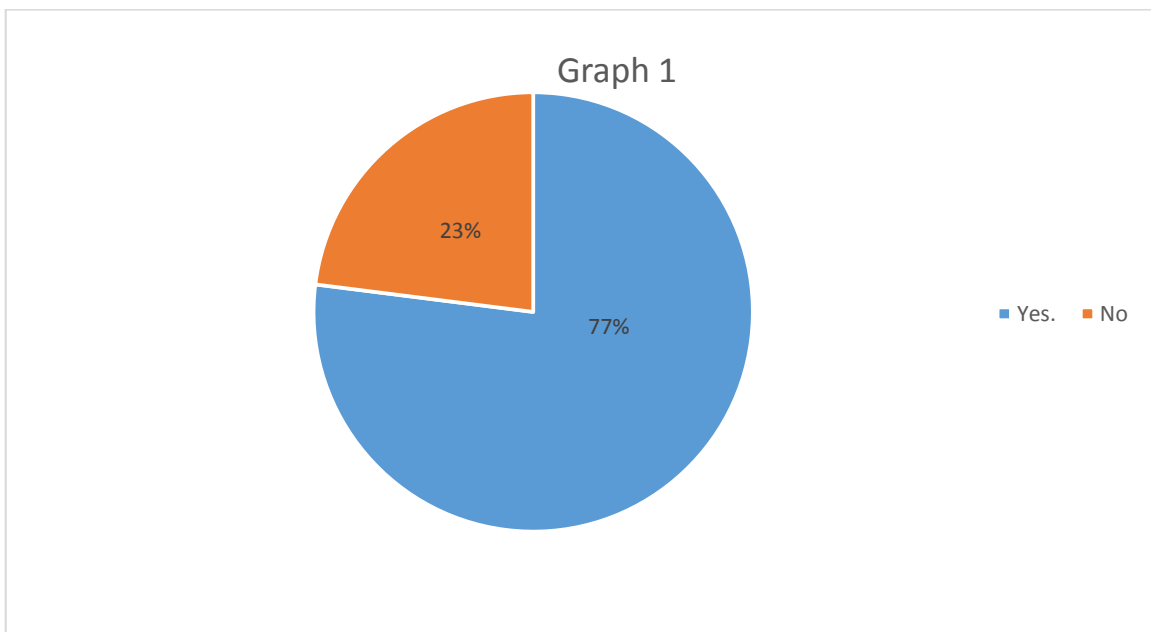
Discussion

Descriptions, analysis, and interpretation of results

In this section the information obtained from students' questionnaire is going to be described and analyzed. Seven graphs are going to be presented with their respective percentage based on students' answers, opinions from class observations, and points of view of different authors mentioned in the literature review.

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

Do you feel motivated to speak English in the classroom?



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

Graph 1 illustrates the students' perceptions about the motivation to speak English in the classroom. The results show that 77% of students do feel motivated to speak English in the classroom because it is something interesting for their learning process.

Besides, the students who answered positively in the survey mentioned that they want to learn English because it is important for their academic purposes. According to Harmer (2007), the decision to learn a language can come from many reasons perhaps because the

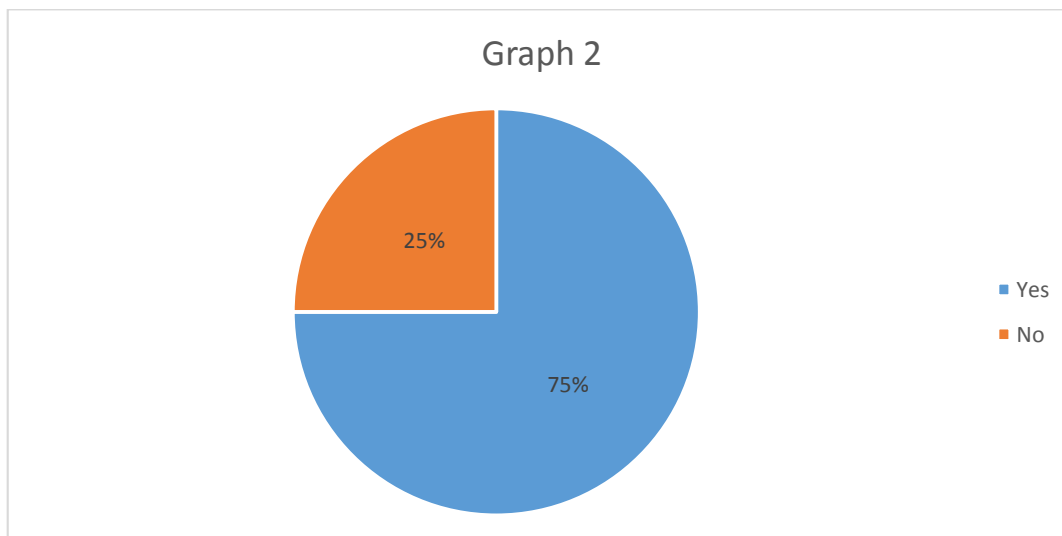
students love the subject or simply because they are interested to see what it is like. As a result, there is a high percentage of students who are willing to interact during the class in a reliable way.

In addition, during the observation, it was possible to appreciate that most of the students participated in speaking activities with enthusiasm; so it can be said that they were intrinsically motivated to learn a foreign language. Also, during oral activities, English teachers performed dynamics related to the topic of the class, getting the majority of students to interact among themselves in oral activities. So, activities performed in class need to be interesting and surprising, as Woolfolk (2007) mentioned that students tend to learn the first and second language through interaction in different situations.

On the contrary, 23% of students do not feel motivated to speak English in the class mostly because the teacher uses boring topics to teach English and most of them are not appropriate for their ages. According to Padial and Tapia (2007), students do not feel motivated to participate in the speaking activities arguing that they are afraid to make mistakes, which make them think that their classmates may laugh when a word is pronounced incorrectly.

Based on the observations, it can be said that certain students showed their disinterest on participating when the teachers worked in speaking activities because they were distracted, bored, and at the same time they were making draws in piece papers.

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



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

Graph number 2 shows that 75% of students like to speak English in their classroom with their classmates. The learners, who responded the question positively, answered that they love to exchange conversations in English with their friends, especially when the teacher brings interesting topics related to their ages and likes. They also mentioned, that they like to learn and speak English because they want to get good grades to travel to another country, where English is used as a mother tongue. Additionally, some students mentioned that they like to speak English in the class because they learn about the culture, customs, and lifestyles from other countries.

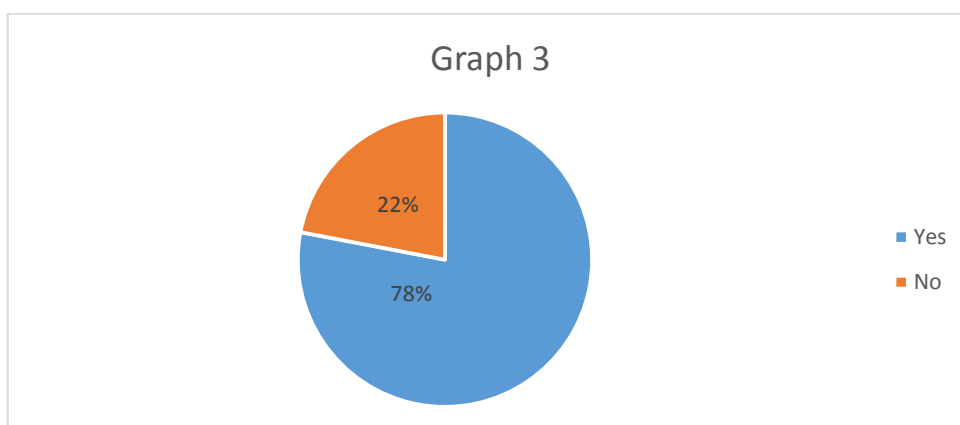
During the observation, it was possible to verify that the majority of students showed their security and confidence when they were interacting with them because they participated in speaking activities according to the level in which they were.

On the other hand, 25% of students do not like to speak in English with their classmates; in fact, they affirmed that they feel afraid because their classmates always laugh at them, which increases their unwillingness to participate in oral skills. Additionally, they state

that most of the time their teachers speak English very fast, which makes student impossible to understand the message. In this regard, Padial and Tapia (2007) claim that motivation is really an essential factor at the moment of speaking English in the classroom.

However, it could be observed that 25% of students felt uncomfortable at the time of participating with their peers in oral activities. Thereby, the foreign language teachers were constantly insisting them to get involved and participate in speaking activities. Also, it was clear to see that there were some students that could not understand and participate in speaking activities in the classroom because they were mostly time distracted doing different activities, therefore, they were surprised and uncomfortable at the time of participate due to their low level of knowledge, and disobedience.

Is your participation in speaking activities voluntary in the classroom?



Author: Raul Guillermo Inga Quizhpe

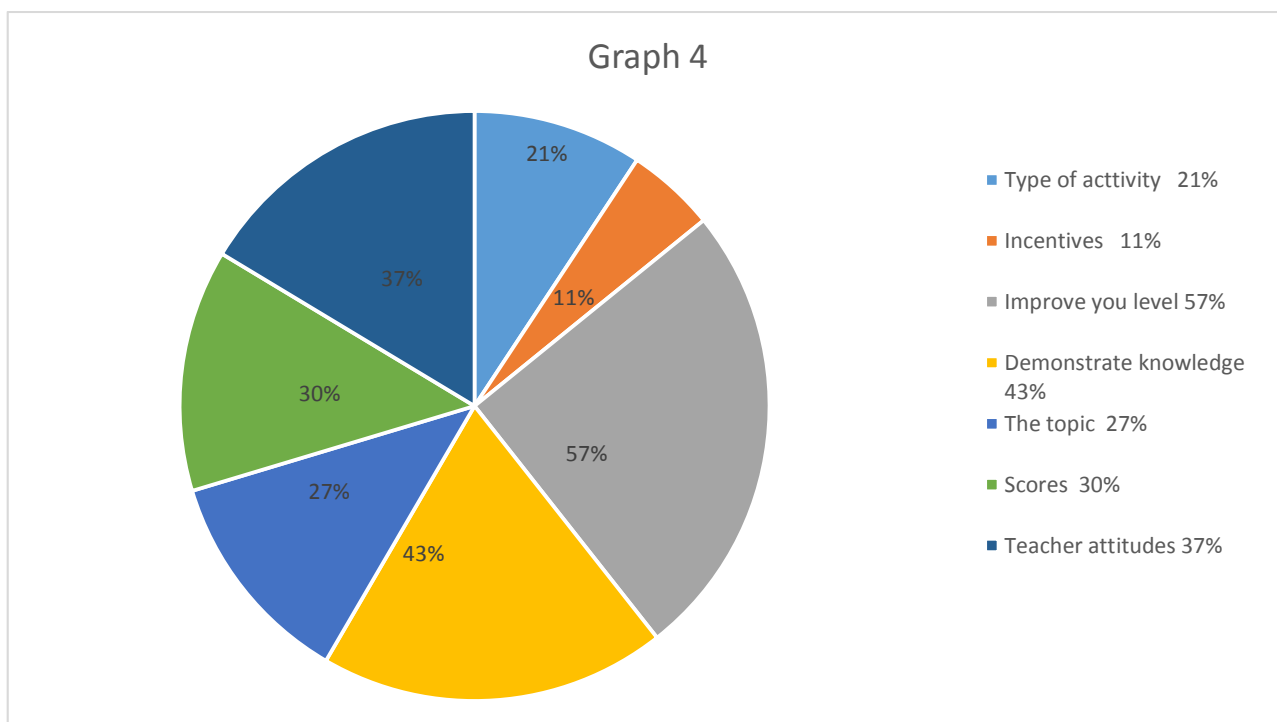
Source: Students questionnaire

Graph 3 illustrates that a high percentage (78%) of students answered that they feel self-motivated to voluntarily participate in oral activities in the classroom. Additionally, they stated that it is a unique experience to learn something and improve their English skills. Students also indicated that they participate in the activities proposed by the teacher because English is a fundamental subject and it is most used in all over the world for communicative purposes. However, other students indicated that they participate in oral activities because

they like it. In the class observation, it was also noticed that most of the students of different educational institutions participated voluntarily. So, they showed their interest at the time of participating in oral activities raising their hands on their own.

On the other hand, 22% of students answered in the questionnaire that they are not willing to participate in oral activities. These students claim that they are obligated by the teacher to participate so, they can get good grades. In the observation performed it was noticed that some students did not participate in oral activities in the classroom because of the shyness or they were afraid of making mistakes. So, it demonstrates that they were not participating voluntarily or by their own intuition in speaking activities where English was taught as foreign language. Consequently, it was clear to see that there were some students who did not like to participate in oral skills arguing that they were not able to pronounce a word correctly which made them to think it is quite difficult to speak English due their low level of vocabulary knowledge, sentence structures, word spelling, word order, meaning, and above all pronunciation. In this regard, Padial and Tapia (2007) state that the role of second language teacher in class has an enormous responsibility to increase or decrease learners motivation to speak voluntary in class.

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



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

Graphic 4 shows a variety of information because many students in this question selected more than one option. It is clear to see that a high percentage of students 57% mentioned that they participate in speaking activities with the main purpose of improving their English level. This result indicates that the majority of students want to communicate orally with their classmate.

Also, 43% of students mentioned that they do enjoy communicating orally with the main purpose of demonstrating their knowledge in the class, by participating voluntarily in the speaking activities. It was also found that 37% of students mentioned that the teacher attitude, patience, support, and time provided to them, is essential to encourage them to participate in speaking activities.

Also, 30% of students consider important the grades to approve the subject and pass to the next level. Besides, 27% of students think that they feel motivated to participate in speaking activities because of the topic. Also, they argue that the topic must be previously prepared and it needs to be related to the level of their knowledge. Also, 21% of students indicate that the type of activity motivates them to participate in speaking activities. Thus, it is important that the English teacher uses appropriate oral activities considering that are in sequence with taught subjects.

Finally, 11% of students' affirm that they do not like to participate in oral activities arguing that they are tired or bored; therefore, it is essential to look for new teaching strategies to increase students motivation with interesting topics according to their age and level so it is necessary to give rewards and incentives otherwise they won't work by their own accord.

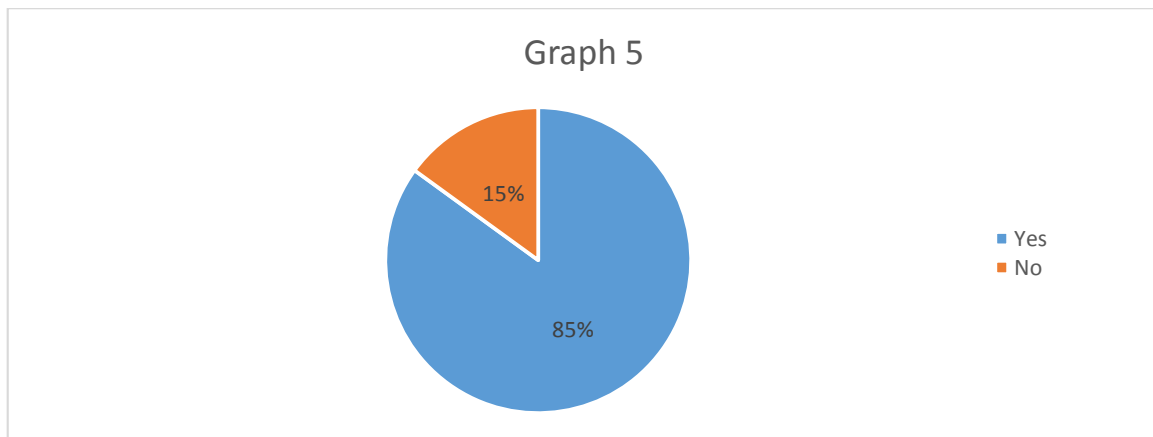
Littlewood (2007) says that when students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

As most of the results are favorable, this makes it consistent with what was observed. During the observation, it was possible to confirm that the majority of the students, when they were participating in oral activities, they were constantly asking questions to their teacher in order to know if they were pronouncing the words or dialogues correctly or wrong.

In addition, during the observation, it was possible to hear and observe that there were some students mentioning that they like the subject of the class, but there were also certain students who asked teachers if he is going to give a good rating to participate otherwise, they are not going to do it. Based on the results obtained, it is possible to realize that the attitude of the teacher, the type of activity, grades, and incentives play a very important role in teaching English as a foreign language within the classroom.

According to Griffiths (2008), it is important to remark that the students ‘intrinsic motivation in learning the English language, which is the most important type of motivation as interest and self-determination provide long-term motivation.

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



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

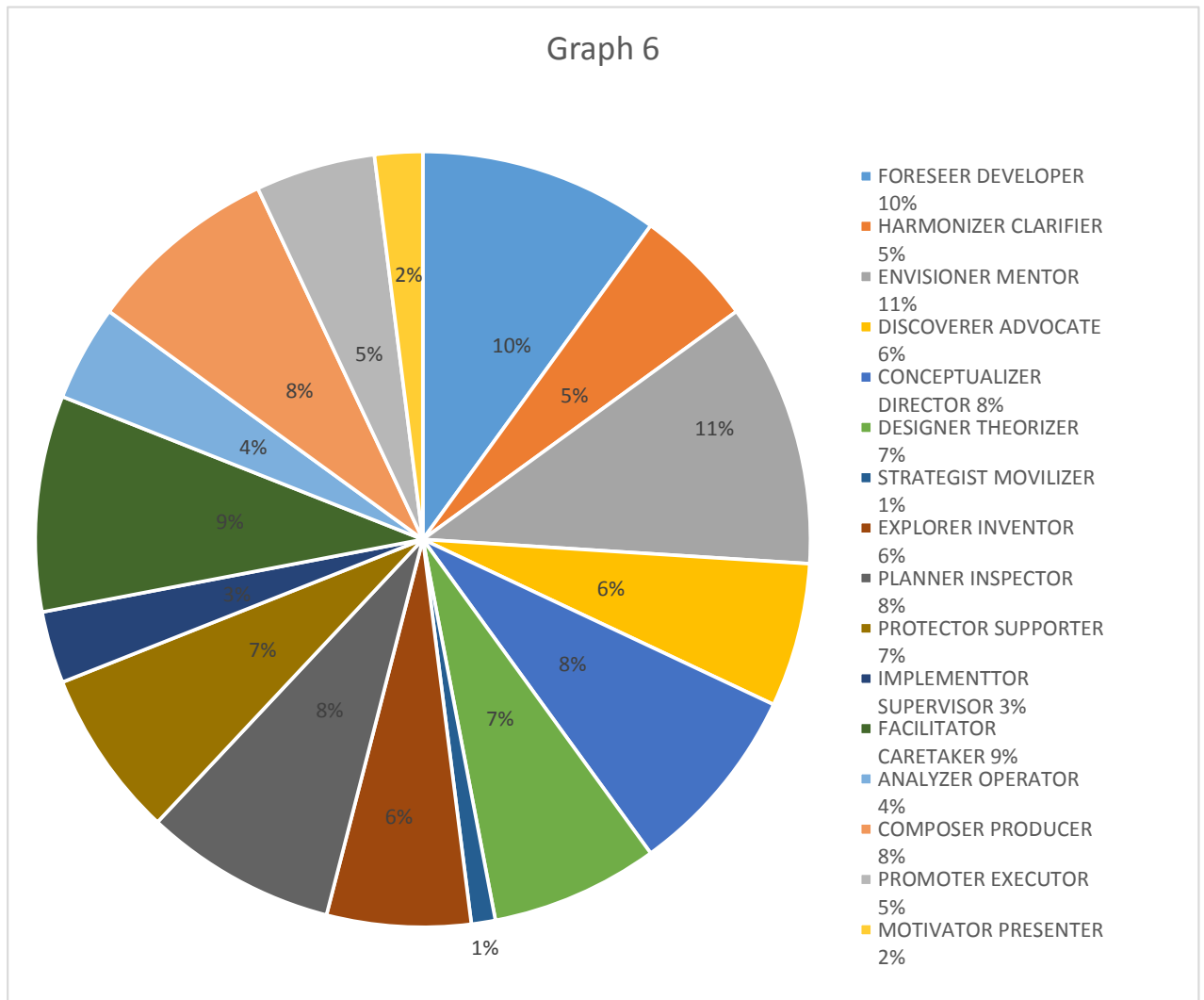
Graph number 5 indicates that 85% of students agree that their proficiency level influences their participation in speaking activities. They mention that if they have good level of grammar structures and vocabulary knowledge that will make them to feel more comfortable to participate in speaking activities.

In the observed classroom, it was noticed that students, who participated in oral activities, had bases for exchanging dialogues in the foreign language; these students felt confident and they were almost always willing to participate; for this reason, it is important the English level of knowledge that students possess for communicating in the target language.

On the other hand, 15% of students indicated that they do not understand English grammar structures at all, which makes impossible to speak in front of the class. Learners also mentioned that they cannot combine words to make sentences, creating in them insecurity and shame at the time of participating in oral activities. According to the observation done, it was

confirmed that some students were distracted and confused at the time of participating in speaking activities. So, it is clear that some students do not want to participate in oral activities because they think that their pronunciation is incorrect, and also, they are afraid to make mistakes, or their classmates might laugh at them (Padial & Tapia, 2007).

What type of personality do you have?



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

Graph 6 shows the results about the personality types that students believe to have their own specific characteristic, which differs in each other at the time of speaking.

The results indicate that most learners consider themselves as envisioner mentors with 11%. These students communicate and share values, are intuitive and enjoy creative processes. For envisioner mentors working in the team is important to concrete the main objective (Keirsey & Bates, 1978).

The next personality with 10% is foreseer developer; the students that chose this personality type consider that they can overcome differences and relate with other people easily. They are outstanding people as a therapist with their unique ability to keep in touch with others (Keirsey & Bates, 1978).

Followed by 9% of students that chose facilitator caretaker as their personality type. According to Keirsey and Bates (1978), these students are outgoing because they spend most of their time and energy doing social work or volunteering; besides, they accept and help others recognizing the success of others and remember what is important.

There are three personality types that obtained 8% each one. The first one is conceptualizer director. The students that chose that option consider that they can see the reasons behind the things that happen, mentioning that they are dependent, and find it difficult to interact with other people. For conceptualizer directors, the rules are important if they are useful otherwise, they do not do it (Keirsey & Bates, 1978).

The second personality with 8% is composer producer; these people have their unique technique to solve problems being creative with their own personal style. The most important things for composer producers are combine talents, solve problems, and obstacles (Keirsey & Bates, 1978).

The next personality with 8% that students chose as their personality type is planner inspector. According to Keirsey and Bates (1978), these students are very expert silent

workers, who practice the teamwork discipline with a clear and practical objective. They devise plans, grow good qualities and do the right things.

There are two personality types that obtained 7% each one. The first one is designer theorizer. The students that chose this option consider that they are talented to design and redesign. According to Keirsey and Bates (1978), these people are good as language teachers they are good and they prefer to work with advanced students.

The next personality with 7% is protector supporter; these students consider that they notice what is necessary and valuable. They are very good at listening and recall. People with this type of personality are authorities over others, which make them forget their own necessities and problems (Keirsey & Bates, 1978).

There are also two personality types that obtained 6% each one. The first one is discovers advocate. The learners that chose this option consider that they can explore perceptions and respond to them through a creative process, according to Keirsey and Bates (1978), they are natural optimists and have the talent for social relations in business.

The next personality with 6% that students chose as their personality type is explorer inventor. These students consider that they are creative and resourceful, and they try to be diplomatic. These people always use their creativity and look for different strategies to try to improve procedures at work (Keirsey & Bates, 1978).

Similarity, with the previous results, there are two personality types that obtained 5% each one. The first one is harmonizer clarifier. The learners that chose this option consider that they can discover mysteries and have a way of knowing what is credible. Harmonizer clarifiers can be calm because they are extremely concerned about morality (Keirsey & Bates, 1978).

The next personality with 5% is promoter executor; these students have the talent to negotiate, they like to act as advisors and they take care of their family and friends. They like to make friends so life is never gray around promoter executors because they have their talents negotiating, making deals, and convincing to others (Keirsey & Bates, 1978).

The next personality type is analyzer operator; 4% of the students chose this type of personality. These people act according to their intuition to the problems so they solve it actively and they need to be independent. They are excellent at operating tools and instruments (Keirsey & Bates, 1978).

Also, 3% of learners identify themselves as implementor supervisor; which means that they educate themselves and have a working attitude. Their best qualities are to bring order in chaotic situations. People with this personality type are serious and see the discipline as a fundamental base (Keirsey & Bates, 1978).

Besides, 2% of students indicated to be motivator presenter. These people have the talent to present things in a useful way respecting the freedom and taking risks. They transmit positivism, optimism, and motivation to others because they are polite and friendly people (Keirsey & Bates, 1978).

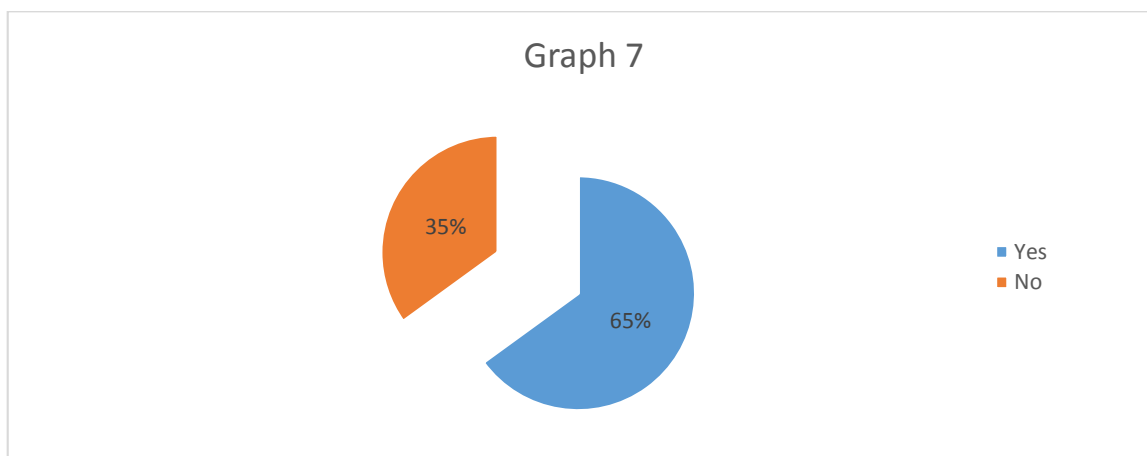
The last personality with the lowest percentage of 1% is strategic mobilizer. The student that chose this personality type organizes resources to advance properly managing all the details and resources on time. They can be also impulsive, tolerant people, and wherever they want can use others to get distant goals (Keirsey & Bates, 1978).

According to the results obtained, it can be said that learners in the observed classrooms are enthusiastic and motivated to learn a foreign language; that is, there are some students that did not have clear what type of personality they had because at first they chose one, then they

selected another from the questionnaire, trying to demonstrate, what really they were not. According to Keirsey and Bates (1978), everyone gives a single and unique denomination about every type of personality.

The mentioned personality types have to be considered by English teachers because few students do not have the features that the rest of learners have, and however, they must take part of activities developed for the whole class. Also, Harmer (2007) mentions that in order to respect to classroom roles and dynamics, teachers should be facilitators of Knowledge in the classroom not transmitters. Therefore, it is important to mention that during the observations preformed the foreign language teachers pushed some shy and quiet learners to participate in speaking activities using rewards or friendly treatment.

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



Author: Raul Guillermo Inga Quizhpe

Source: Students questionnaire

Graph 7 shows that 65% of students mentioned that their personality type influences their participation in speaking activities. Students mention that their personalities are important during the speaking activities. Additionally, they mentioned that they learn a foreign language by participating with classmates noting that their personality is unique since every human being is a different world when it comes to interact. Also, certain students expressed that they have shame and fear of participating because they consider that their personality makes them be quiet and isolated from others.

On the other hand, 35% of students mentioned that their personality has nothing to do when it comes to participating in oral activities because there are some students, who do not participate in speaking activities for the simple fact that they do not have an interest in learning a foreign language. Harmer (2001) states that the type of personality is not one a factor that impedes students to develop speaking skills in foreign language class but a type of activities can motivate students when it comes to participating in oral skills.

During the class observation, it was possible to appreciate that there were a large number of students who were motivated during the speaking activities, where the English language was taught as a foreign language. In contrast, it was also observed that a low percentage of students were unmotivated and had negative attitudes within the classroom. Besides, they were distracted and shy at the moment of participating with classmates during the speaking skills. To conclude, it is important to say that there were many extrovert students in the observed classes who were usually energetic and enthusiastic with their classmates and interacted all the time with them. Also, it could be observed that some introvert students were thinking better by themselves by processing ideas in their own minds. So, it is clear that personality influences somehow in students participation in speaking activities

Conclusions

Language proficiency level is a factor that influences students' motivation to participate in speaking activities. In fact, there are some students who do not know enough vocabulary and they cannot understand their teachers and classmates, which limits them to participate because they are afraid of making mistakes.

There are teachers that teach their classes based on the textbook activities and most of the times they do not provide any other extra activities to give students the opportunity to develop speaking skills.

Most high school students participate in speaking activities voluntarily stating that they like to learn English. In addition, they consider that English is interesting language to learn that will give them better opportunities for their future studies.

Some Spanish students consider that they cannot learn English because they think that it is a very complex language due to its extensive grammatical structure, and the difference between writing and pronunciation.

Students' personality influences at the time of participating in speaking activities because introvert students feel afraid of making mistakes. Also, there are many students that cannot identify their type of personality because they do not know themselves very well yet.

The factor that motivates students to participate in speaking activities in the classroom is to improve the English level; this result indicates that most students feel intrinsically motivated.

Recommendations

It is recommended that the teachers look for the appropriate methodologies and techniques' to enhance the students' willingness to participate in speaking activities; in this way, students may feel comfortable when communicating in English.

The English teachers should find ways to get enrolled in instructive seminars that can help them to acquire updated strategies and ideas about how to motivate their students and increase their learners' foreign language skills in classes.

To provide excellent human beings to serve the society as a foreign language speaker, it is necessary that English teachers motivate students by giving rewards, avoiding fear, shame, and working together with them to maintain dynamic classroom ambiance with many motivated students, who are willing to participate voluntarily in FL speaking activities.

It is important that the English teacher looks for the appropriate teaching strategies to change these students' way of think of English grammar structure and speaking skills by providing help, and support with their struggles during learning English language.

This research has shown that extroverted or unreserved and outgoing students acquire a second language better than introverted or shy students so the teachers should understand their personalities in order to enhance the progress of oral activities in Ecuadorian classrooms where English is taught as a foreign language.

Teachers should offer clear and equal opportunities for students to participate in the classroom that way they will feel relaxed in order to be able to communicate and interact in oral activities with the teacher and classmates.

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Anexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACION DE INGLES

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene el objetivo de conocer su opinión acerca de cómo influye la motivación, nivel de conocimiento y al personalidad en el uso del idioma Inglés en las actividades de (Speaking) en el salón de clases. La información que usted brindara a continuación se utilizara únicamente con fines académicos e investigativos.

Datos informativos:

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

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

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

SI	NO
----	----

¿Porque?	
----------	--

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

SI	NO
¿Porque?	

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

SI	NO
¿Porque?	

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

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

5. ¿consideras que tu nivel de inglés influye en tu participación en las actividades de “Speaking”?

SI	NO
----	----

¿Porque?	
----------	--

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

1.	Foreseer developer: superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	()
2.	Harmonizer clarifier: descubren misterios y tienen una forma de conocer lo que es creíble.	()
3.	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	()
4.	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	()
5.	Conceptualizer director: visualizan las razones tras las cosas que suceden, son independientes, y encuentran difícil interactuar con otras personas.	()
6.	Designer theorizer: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	()
7.	Strategist mobilizer: son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	()
8.	Explorer inventor: son creativos e ingeniosos, intentan ser diplomáticos.	()
9.	Planner inspector: idean planes y toman responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	()
10.	Protector supporter: notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	()

11.	Implementor supervisor: tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	()
12.	Facilitator care taker: 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 ventajas de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal.	()
15.	Promoter executor: tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	()
16.	Motivator presenter: tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	()

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

SI	NO
Porque?	



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACION DE INGLES

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	()

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

6. Does the students' knowledge of the language influence on their participation in speaking activities?

YES	NO
Why?	

7. Does the students' type of personality influence their participation in speaking activities?

YES	NO
Why?	

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

SI= 77 estudiantes

Es algo diferente y divertido	9	11.69%
Interactuar con extranjeros	8	10.39%
Me motiva aprender a hablar correctamente el ingles	11	14.29%
Por qué nos servirá en el futuro	13	16.88%
Quiero aprender más el idioma	33	42.86%
Otras respuestas	3	3.90%

No= 23 estudiantes		
No siento el carisma de hablar	2	8.70%
Por qué los compañeros se burlan cuando nos equivocamos y tenemos vergüenza	9	39.13%
No me gusta el inglés es difícil	4	17.39%
No puedo pronunciar	2	8.70%
Por qué siempre tenemos ingles las últimas horas	5	21.74%
Otros motivos que no tienen	1	4.35%

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

SI= 75 estudiantes		
Dialogar con mis compañeros para desarrollar más el idioma inglés	14	18.67%
Por qué hablando con mis compañeros y profesor practicamos la pronunciación	17	22.67%
Para aprender un vocabulario nuevo	12	16%
Por qué me gusta mucho el inglés	13	17.33%
Cuando hablamos en inglés con mis compañeros siempre aprendo a pronunciar alguna palabra nueva	16	21.33%
Diferentes respuestas que no concuerdan con la pregunta	3	4%

No= 25 estudiantes		
Por qué no me gusta	5	20%

Los compañeros se burlan mucho	4	16%
No me siento motivado a hablar en ingles	6	24%
Por qué no sé cómo comenzar un dialogo	5	20%
No me gusta hablar con mis compañeros	3	12%
Otras respuestas	2	8%

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

SI= 78 estudiantes		
Mas participo más aprendo	7	8.97%
Participo porque me gusta y voluntariamente	34	43.59%
Me motiva participar	9	11.54%
Me gusta participar cuando la clase es interesante	23	29.49%
Otras respuestas	5	6.41%

No= 22 estudiantes		
No entiendo y no se	2	9.09%
No participo por miedo y	9	40.91%

vergüenza a burlas		
No se expresarme	3	13.64%
Por qué el profesor nos obliga	4	18.18%
Participo para la nota	3	13.64%
Diferentes respuestas	1	4.55%

4. Que te motiva a participar en las actividades de speaking que se realiza en clase?

Tipo de actividad	21 estudiantes
Incentivos	11 estudiantes
Mejorar tu nivel	57 estudiantes
Demostrar conocimiento	43 estudiantes
El tema	27 estudiantes
Calificación	30 estudiantes
Actitud del profesor	37 estudiantes

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

SI= 85 estudiantes		
De acuerdo al nivel de inglés que yo se puedo participar	47	55.29%
Me falta aprender más vocabularios para poder participar mas	19	22.35%

Otras respuestas que no concuerdan con las preguntas	9	10.59%
Optan por no contestar	1	1.18%
Por qué entienden bien la pronunciación de ingles	6	7.06%
No se	3	3.53%

No= 15estudiantes		
No hay respuestas	1	6.65%
Mencionan que no entienden bien el inglés y necesitan más materiales, actividad e diálogos.	9	60%
Respuestas que no tienen coherencias	5	33.33%

6. Qué tipo de personalidad consideras que tienes?

	Foreseerdeveloper: superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	10 estudiantes
	Harmonizer clarifier: descubren misterios y tienen una forma de conocer lo que es creíble.	5 estudiantes
	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	11 estudiantes

	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	6 estudiantes
	Conceptualizer director: visualizan las razones tras las cosas que suceden, son independientes, y encuentran difícil interactuar con otras personas.	8 estudiantes
	Designer theorizer: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	7 estudiantes
	Strategist mobilizer: son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	1 estudiante
	Explorer inventor: son creativos e ingeniosos, intentan ser diplomáticos.	6 estudiantes
	Planner inspector: idean planes y toman responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	8 estudiantes
	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.	7 estudiantes
	Implementor supervisor: tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	3 estudiante
	Facilitator caretaker: aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	9 estudiantes
	Analyzeroperator: resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	4 estudiantes

	Composer producer: toman ventajas de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal.	8 estudiantes
	Promoter executor: tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	5 estudiantes
	Motivator presenter: tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	2 estudiantes

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

SI= 65 estudiantes		
Mi personalidad si por que como soy aprendo a mi manera	37	56.92%
Mi personalidad es única no soy igual que mis compañeros	7	10.77%
Otras respuestas	4	6.15%
Si a veces por la inseguridad que tengo me hace imposible participar	17	26.15%

No= 35 estudiantes		
No tiene nada que ver por qué es depende al conocimiento y no a la personalidad	17	48.57%
Por qué personalidad y participar son dos cosas diferentes	8	22.86%
Pienso que si	7	20%
No hay respuesta	3	8.57%