



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja

**ÁREA SOCIO HUMANÍSTICA**

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN  
MENCIÓN INGLÉS

**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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CENTRO UNIVERSITARIO GUAYAQUIL

2017



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*2017*

## APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

Magister.

Elsa Liria Morocho Cuenca.

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, realizado por Lázaro Insuasti Mónica Elizabeth, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Febrero 2017

f) \_\_\_\_\_

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

"Yo, Lázaro Insuasti Mónica Elizabeth declaro ser autor (a) del presente trabajo de fin de titulación: Students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo la Mgtr. Elsa Liria Morocho Cuenca director (a) 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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f) .....  
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## DEDICATION

This research is dedicated to my parents, who gave me the life, education, and advice,  
and for giving me their unconditional support to finish my studies.

To my family, my classmates, my teachers and my friends, without their help I could never  
have done this thesis.

## ACKNOWLEDGEMENT

To God for guiding me and taking care of all these years of my life, for being my best friend  
and my role model.

To Mgtr. Elsa Morocho, for her guidance which helped me throughout the research and  
writing of this thesis. I could not have imagined having a better advisor and mentor for this  
accomplishment.

## CONTENTS

COVER	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
CONTENTS	vi
ABSTRACT	1
RESUMEN	2
INTRODUCTION	3
LITERATURE REVIEW	5
METHOD	18
RESULT AND DISCUSSION	20
Description, analysis and interpretation of results	20
Conclusions	32
Recommendations	33
REFERENCES	34
ANNEXES	36

## **ABSTRACT**

This thesis focuses on the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. This study aims at answering the following questions: How does motivation influence students' 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.

The research was conducted in two private high schools in the city of Guayaquil. A hundred students were surveyed, they were between eleven to fourteen years old from eighth to tenth grade of basic education. The selected schools are from different social status with an average of 20 students per class.

The instruments used were questionnaires, and observation sheets. Data was collected through a combination of qualitative and quantitative approach in order to collect, explain, tabulate, and analyze the students' perceptions on the factors that influence their willingness to communicate in EFL classrooms in Ecuadorian high schools.

After a thorough analysis, it can be concluded that students' willingness to orally communicate depends on different factors such as, motivation, students' proficiency level and personality.

**KEYWORDS:** motivation, willingness to communicate, proficiency level, personality, Ecuadorian high schools.



## RESUMEN

Esta tesis se centra en las percepciones de los estudiantes sobre los factores que influyen en su voluntad de comunicarse oralmente en la clase en los colegios ecuatorianos. Este estudio tiene como objetivo contestar las preguntas de cómo los factores de motivación, el nivel de competencia y el tipo de personalidad influye para comunicarse oralmente.

La investigación se realizó en dos colegios privados en Guayaquil. Un centenar de estudiantes participaron en este estudio de entre once a catorce años, desde octavo a décimo año de educación básica. Los colegios seleccionados son de diferente condición social, con un promedio de 20 estudiantes por clase.

Los instrumentos utilizados por los estudiantes fueron cuestionarios y formatos de observaciones de clase. Estos datos obtenidos tuvieron un enfoque tanto cualitativo como cuantitativo; a través del cual se recogió, explicó, tabuló y se analizó la información de acuerdo al punto de vista de los estudiantes en relación a los factores que influyeron en torno a su voluntad para comunicarse en inglés como lengua extranjera en las aulas de los colegios en el Ecuador.

Después de un profundo análisis, se concluyó que factores como la motivación, el nivel de suficiencia de inglés y la personalidad influyen la voluntad de los estudiantes para comunicarse oralmente.

**PALABRAS CLAVES:** motivación, la voluntad de comunicarse, nivel de conocimiento, personalidad, colegios ecuatorianos.

## **Introduction**

The process of teaching English needs teachers to encourage their students succeed in the classroom in an authentic real-world and meaningful activities expanding their oral communication. It is very common to find students who cannot hold an English conversation due to the lack of confidence and motivation, limited speaking activities, low proficiency level, and the absence of a good working environment. For that reason, there is a very poor response from the students because they are not willing to speak English in the classroom. This study aims at analyzing the factors affecting their willingness to orally communicate in the EFL classroom in Ecuadorian high schools.

The purpose of this study is to evaluate students' point of view about the factors that may have direct or indirect influence when they want to orally communicate through the following questions: How does motivation influence student's willingness to orally communicate? How does the proficiency level influence student's willingness to orally communicate? How does personality influence student's willingness to orally communicate?

The lack of willingness of students to speak English in the classroom is a real problem in our country. Most of the students do not increase the ability to speak English because they do not practice with their teachers in class. It is important to know why students do not take the risk to orally communicate in English, in consequence teachers should think about different alternatives for students to become participative learners, especially during speaking activities.

Previous studies have been researched on the different factors that influence the students' oral communication in the classroom. For instance, a study carried out by Padial & Tapia (2007) whose purpose is to identify from students' perspective why they cannot speak in English in the classroom. They concluded that one of the main reasons why students do not dare to speak in English was their fear to fail; they think they do not have a good pronunciation. In addition,

the students' motivation in the classroom begins inside themselves, they need to be intrinsically motivated and feel self-confident.

Rostami (2012) conducted another study to identify the relationship between the students' motivation and their speaking performance in English. It was found that there is a strong and positive correlation between students' motivation to interact in English and their proficiency level.

Finally, Makewa, Role, & Tuguta (2013) intended to analyze the level of perception of students' English proficiency and the actual self-regulatory processes. Factors such as, attitude, anxiety, classroom activities, motivation and learning resources were considered into account because they were influential in learning English.

The results of this study will benefit teachers and students. Teachers will have a better perception on the factors that influence students' willingness to orally communicate in English, and they will guide the students to improve their teaching process. On the other hand, students will identify their strengths and weaknesses when learning a new language, and they will find different ways to feel motivated to orally communicate.

This study had two limitations. First, the survey contained a general evaluation of the personality, it was the most difficult question to answer, and the question was too long and boring for them. For that reason, ambiguous responses were given by the students. Second, there were five classroom observations, it is suggested that researchers have more classroom observations or may be part in the English classes days before the application of the survey, in that way teachers will have more meaningful information in the analysis of the results.

## **Literature Review**

This section provides the theoretical framework and describes the literature related to the problems that students face when they want to orally communicate in English. Although, English is part of the Ecuadorian curriculum, there is a lack of interest by students to learn. Factors such as: motivation, proficiency level, personality, teaching speaking will be analyzed; they should be considered influential when speaking a second language. Similarly, some previous studies show the relationship with each of those factors.

### **Motivation**

Regarding this topic, Lightbown & Spada (2006) argue that motivated students are usually those who actively participate in class, they show interest in the subject, and have good grades. Teachers should try to exploit these behaviors applying meaningful activities within the classroom; they can make a positive contribution to the motivation of students performing certain improvements in the following aspects. First, teachers need to encourage students since the beginning of the lesson. Sometimes asking for certain oral questions that are related to the topic helps them to feel motivated. The more motivated they are, they are eager to learn English. Second, in the diversity of activities, tasks and materials, it is possible to increase the level of attention and boredom decreases. By contrast, if students have the same routines, patterns and formats every day the opposite occurs. Finally, students should work together to complete a task or solve a problem in cooperative learning activities. The team appreciates each member's contribution. These techniques have been found to increase the confidence of students, including the weakest ones.

On the other hand, Harmer (2007) refers to the two types of motivation. Firstly, intrinsic motivation, it is developed by what happens inside the classroom; for example, the methods and activities that the teacher uses. In contrast, extrinsic motivation comes outside the classroom and may be influenced by a number of external factors such as the society, family and peers. Teachers should help students maintain their motivation and to make that happen, classroom activities need to increase their curiosity and lead their participation. The activities should be challenging, neither easy nor difficult. Teachers should master the subject in that way students can have confidence in their abilities and professionalism. Additionally, the teacher should really be concerned about students and help them feel supported and valued, as a result they become more motivated to learn.

### **Proficiency level**

The Council of Europe (2001) in the Common European Framework of Reference for Languages is the international standard that defines the linguistic competence. It states that there are different levels of English to be achieved by students. These levels focus on the four language skills: speaking, listening, writing and reading. It also helps to identify what knowledge and skills should be developed, and finally it measures the proficiency level of the students. The levels are A1, A2, B1, B2, C1, C2. These levels have an additional classification. The basic levels are A1 A2, then intermediate levels B1, B2. Finally, advanced levels are C1 and C2.

At level A1 simple conversations can be done as long as the other person is willing to repeat for better understanding, the conversations are performed with a slower speed. Simple phrases and sentences are used in this level. Learners are able to talk about daily topics, and work among others.

Within A2 level, a series of expressions and phrases are used to describe the family and people. Likewise, at this level learners can talk about life, work, educational training. The

different activities and everyday situations can be communicated. At this level, very short social exchanges take place due to maintaining a conversation is difficult for them because they cannot understand all the phrases.

The next level is B1, spontaneous conversations about personal interest, everyday life, family, hobbies, work, travel and current events are performed without any preparation. An extensive conversation occurs when there is a wide vocabulary that helps communication. Opinions and dreams of each individual can be communicated.

A learner in B2 level can interact with fluency and spontaneously with native speakers regularly. Also, conversations about everyday situations can be explained and defended exposing different points of view. Detailed descriptions about familiar topics are given. Finally, people can express the advantages and disadvantages on different topics in a conversation.

The spoken interaction of a student in C1 level is showed when fluid and spontaneous conversations are performed without thinking much about the correct expression or phrases. At this level, the language is flexible for social and professional purposes. Additionally, ideas and opinions are communicated with precision and competently. Finally, clear detailed descriptions are given, and appropriate conclusions are developed about different topics.

And last but not least, learners in C2 level participate in debates without any problem and they can be part of a conversation fluently and accurately. Idioms and colloquialisms are well-known for them. In addition, descriptions and arguments are presented clearly with an effective logical structure which helps the reader to focus on the important ideas.

## **Personality**

Berens and Nardi (2004) describe the characteristics of the 16 different types of personalities. The different personality types should be taken into account when the behavior

of people is analyzed. Teachers should understand that students learn in different ways, they are different from each other.

The executing promoter (ESTP) is a type of personality that likes to be impulsive and energetic, for that reason they love to be the center of attention. They are very active people who like to solve everyday problems instead of wasting time talking about them. Sometimes it seems they are not responsible for their risky lifestyle. Finally, people with this personality are considered inborn leaders because they always achieve success.

Operator analyzer is also known as ISTP. All types of tools and instruments are well used. People are often mechanics and engineers, they like to disassemble and put things together. Thus, intuition is widely used and people are very independent. In addition, ISTPs enjoy spending time alone. They can become stubborn about how things are organized. Finally, operator analyzers are bright in areas that combine creativity, freedom and practicality.

Presenter motivator (ESFP) likes to help people in order to get what they want and need. ESFP believe in ideas that are contradictory and illogical, for that reason it is difficult to change their minds when they have already made an initial judgment. No other type of personality is so generous with time and energy as them. Apart from this, they encourage others to achieve their goals, they live life intensely.

Composer producer (IAPA) analyzes the situation first from the point of view of what is really important and valuable. ISFP can enjoy spending time alone, letting the imagination plan a future course of action. They often prefer not to focus on the past, because ISFP can become quite critical of past performance and past negative experiences. In addition, under stress they tend to be misled in interpreting situations in a very peculiar way, by attributing misconduct where there is none.

Implementor supervisor (ESTJ) is a type of personality where there is constant supervision, since the objective is to fulfill the norms, giving them the necessary monitoring to teach others how to be successful. ESTJs are also highly organized, efficient, and hardworking. Sometimes they do not work as expected, and when that happens, they try to find the right solution rapidly. New ideas are explored quite often; guidance and advice are valued according to the values of dignity, honesty and dedication.

The planner inspectors (ESTJ) are reliable, realistic, smart, and sensitive. This group of people may notice the discrepancies and traps that are presented daily. ESTJs enjoy by planning ahead and being prepared at all times. While plans are more elaborated, they work in a more appropriate way. Moreover, they enjoy spending time in worthwhile activities, such as volunteer work, study, teach or write about what is important. Finally, the planning and monitoring is carried out to ensure the quality.

Facilitator caretaker (ESFJ) is the kind of personality that cares about the needs of people. ESFJs care about the welfare of others, making sure everyone else feel comfortable and involved. Maintaining harmonious relations between people is the main goal. They do not like feeling ignored because they get depressed easily.

The protector supporter (ISFJ) likes to be sure that everything works well for others in order to succeed and achieve their goals. These people always want to quietly serve the individual needs of people. Because they are very sociable, they like working in groups. As well as, they are very hard working people. Finally, ISFPs have a deep knowledge of how things have always been, and since they get their own sense of certainty about how to do things. Finally, family is most important to them.

The strategist mobilizers (EMTJ) are leaders and good at organizing people and things, for that reason, they project authority over others. Structured systems and priorities are created to achieve goals. EMTJs often enjoy the tangible pleasures of life. Like all leaders,



they love challenges, and dislike having the same routine every day. Finally, people believe that if there is enough time and resources, goals can be achieved.

The conceptualizer director (INTJ) has strategies that are structured, and complex. Plans are established to achieve long-term goals. They are natural, imaginative, determined, ambitious, reserved, incredibly curious, and leaders. INTJs want to know and understand how things really are, sometimes they feel overwhelmed by the tangible realities of life. Opinions of others are ignored valuing their independence. For that reason, they have problems working in a group because in some cases they prefer do it alone. It is noteworthy that the objectives achieved should also be dominated by them. They never stop learning that is why the bigger the challenge is the better for them.

The explorer inventor is also known as ENTP. This personality finds creative solutions to technical problems since they are very talented, creative, logical, and good at many things. Likewise, people find new ways to use theories to make systems more efficient. ENTPs have no difficulty in making social relations as they are very nice and people feel comfortable around them. Finally, a constant learning experience is very important for them considering they are good leaders and always like to discover new things.

The designer theorizer (INTP) likes to explore, understand and explain how the world works. Also, they solve problems through the rapid analysis of the situation. This type of personality likes to use the right words to make people feel comfortable. The INTPs are known for their brilliant and logical theories. Finally, the Designer Theorizer (INTP) defines with precision and gives coherence on the organizational model systems.

The envisioner mentor (ENFJ) takes people to achieve their potential and be more than they are. ENFJs have deep empathy to influence others to learn, grow, and develop. They are very sociable, tolerant and active. The envisioner mentors do not have difficulty communicating their ideas. His greatest satisfaction is to serve others and expect everyone

around them give all their best. They are useful to get powerful ideas into what is likely to happen, and use that information to achieve goals.

Foreseer developer (INFJ) is another type of personality. They are determined, and strong-willed, but rarely used that power for their benefit. INFJs act with creativity, imagination, conviction and sensitivity. Also, these people recognize the importance of the values of getting along with each other. They use knowledge to deal with the complexity of things and people. Finally, foreseer developers rely on their inspirations and visions to help others, and to resolve deep personal dilemmas.

Discovered Advocate (ENFP) tends to be very interesting, enthusiastic, empathetic, curious, idealistic and influential. Sometimes, ENFP care more about others than for themselves, they are interested in everything about people and their stories, as long as these stories are genuine. For all these reasons, they like helping people to find their potential and strengths.

Harmonizer Clarifier (INFP) is the last type of personality. They are intuitive, enthusiastic, true idealists and always looking for something better, even in the worst people, and in the worst events. They help in everything that has to do with the development of others. INFPs like learning about people, why they do, what they do, and who they are.

### **Teaching Speaking**

Teaching speaking is a crucial part of the learning process. Teachers have been developing various strategies to motivate students to speak English in the classroom, among which may be mentioned: cooperative learning, scripting, interaction or information gap activities, role-plays, simulations, discussions and games.

Herrell and Jordan (2012) mention and explain about cooperative learning and scripting as two useful strategies for teaching speaking.

First of all, the cooperative learning is a successful teaching strategy that takes place among students; students can work in pairs or groups. Each member of a team is responsible not only for their learning, they also help their teammates creating an atmosphere of achievement. Students ask themselves questions to each other, since they do not have the complete information required. Apart from this, there is a great opportunity to communicate orally in English with their peers due to the size of the groups are small where everyone can participate. Finally, when students' work is appreciated by team members, self-esteem and respect increase rapidly.

Second, scripting is a strategy that prepares students to interact in English using and memorizing simple formats or templates to make appropriate dialogues on a variety of situations in order to reduce anxiety. When students are placed in unfamiliar situations or are asked to use a new language, nerves and anxiety increase, in that moment they can use scripts, and communicate in a more relaxing and enjoyable way. It is very useful when students are at a lower level and are unable to improvise. Finally, teachers should help students develop the ability to speak in different situations.

In addition, Gower, Phillips, & Walters (2005) state different strategies for teaching speaking, they have been grouped into different categories. Examples of these are: interaction of information gap activities, role-plays, simulations, discussions, and games. It should be emphasized that the five strategies mentioned by the author, all require work in groups, or in pairs, none of these activities are individual work. Each of these strategies mentioned are explained in detail below.

Firstly, they express the interaction of information gap activities take place among students, not between a student and a teacher. The teacher explains the activity and review the vocabulary and a variety of grammatical structures needed for the activity. Students do not have all the information needed to complete a task. The objective of the activity is to discover

the missing information, and for that reason, students have the need to talk to each other to find that information. Describe and draw, spot the difference, readings and listen puzzles and split dictations are included as an example of this type of activity.

Secondly, role plays and simulations are slightly different from each other. In a role play, students represent an individual or an imaginary situation in a conversation. For example: a client, and administrator, or a shop assistant. The conversations are improvised, but the general ideas on what to say can be previously prepared. Additionally, students can create interesting and funny dialogues. This activity is widely accepted by students because they can communicate in English in a funny way. In contrast to simulations, students are faced with a task to do or a problem to be solved, in order to explain what they would do in those circumstances. In other words, they create a realistic environment. Some simulations are quite complex, but also very simple. In general, the more realistic they are, the more likely students to participate. It is noteworthy that both strategies are entertaining and motivating for students.

Thirdly, discussion is one more important strategy. This does not arise spontaneously; it requires a lot of preparation by the teacher. This strategy works and is successful if teachers have topics that catch students' attention, and it is important teacher provides controversial sentences to discuss. Lastly, it encourages critical thinking and quick decision-making, because students learn how to express and justify themselves while disagreeing with others.

Finally, many games can be adapted to teach foreign languages because they can be modified according to the age of the students. The games are particularly useful and popular with students of all ages, especially if students appreciate how they can help them to improve their English. When games are used in the classroom, they create a friendly atmosphere.

Furthermore, it is important to say that five previous studies will be presented, in order to identify the reality in the classrooms. Each of these studies have been developed in

different countries where English is taught as a foreign language. That is why it is possible to identify the most important factors affecting students at the time of speaking English in class.

The first study conducted by Padial & Tapia (2007) say that teachers have realized that students do not like to use the second language in high schools. The purpose of this study is to identify from the perspective of the students why they cannot speak English in the classroom. For that reason, students must be intrinsically motivated, and teachers should help increase the self-esteem and achieve their autonomy of learning.

The qualitative and quantitative methods were used in this research and the instruments were the teacher's and the student's survey. First, the student's survey focused on 18 questions about different aspects, for example: the experience with the second language, the preference and importance of the subjects in the professional future, if English was spoken by students in the way they wanted, the organization of the class, factors such as anxiety, shyness that made they could not communicate in English, the way teachers corrected mistakes, and the role of teachers in the classroom.

Something similar was observed in the teacher's survey focused on 10 questions. Those questions were related to: the time devoted to each strategy in the classroom, the possible reasons why a teacher adopts a kind of methodology and rejects others, the way teachers correct the mistakes made by students, and number of proposals were given to encourage students to speak English in the classroom.

The questionnaire was administered to the students, and with the information obtained, the data were entered into SPSS (Statistical Package for the Social Sciences) for analysis. According to all the data collected and analyzed, it concludes that the proposals to improve the motivation of students participating in the class are efficient when they are implemented, but they are rarely put into practice. Finally, the teacher supervision is necessary, but it should

not prevent student's autonomy. In this way, students will rely on their own skills in order to use L2 in the classroom without any restriction.

Another study is the one developed by Rostami (2012), whose purpose is to analyze how the affective variables play an important role because they have been the center of many studies in the process of learning a second language, especially in countries where there is little or no opportunity for students to be in contact with people who speak the foreign language. In other words, speaking abilities and motivation are positively and significantly correlated.

In order to measure the level of student motivation, Mihaljevic Djigunovic (1998) model was adopted. This model is designed on the basis of Attitude / Motivation Test Battery Gardner (AMTB) and includes 38 Likert five-point scales items, it measures different types of motivation, and the factors that demotivates them to speak English.

The first factor that avoids students speaking English has to do with the teaching method used in the course, the teaching materials, or because the level of English that the teacher has it is not good enough. The second demotivating factor is about learning difficulties, it implies that the student did not like learning English because it was too difficult and complicated to learn.

Since students are from different academic and socio-economic background, and they have different English proficiency level to ensure their understanding of the topics, the questionnaire was administered in the mother tongue. During the process, an investigator supervises or helps respondents to the understanding of the articles, if it was necessary.

To conclude, teachers can help students to increase motivation, they should feel interest in the language, literature, and culture. In general, any effort to increase student motivation will be very productive. Teachers should find the most motivating activities for

each class. For all that said, there is a great correlation between affective variables and the ability to speak another language.

There is also another study of Yashima, Zenuk-Nishide, & Shimizu (2004) conducted two investigations. This study has the purpose of analyzing the results and student background when facing intercultural contact situations, inside and outside the classroom. Moreover, it analyzes the variables that influence their willingness to communicate in a foreign language and the different communicative behaviors that can affect this process.

In the first investigation, a set of questionnaires with attitudinal/motivational measures was used in this study, in order to identify why students cannot communicate orally in English. The questionnaire was administered to students, they could answer the questions at home before returning them to the teacher, they had completed courses and TOEFL ITP. The scales measured were: the intensity of motivation, the desire to learn English, the willingness to communicate in English, the anxiety, the communication and competition, and the frequency of the communication inside and outside the classroom. Finally, the greater the motivation is, the more willingness to communicate.

In the second investigation, two questionnaires were conducted, the first questionnaire analyzed the same scales as investigation 1, but it was conducted in Kyoto. In the second questionnaire, some students were chosen to participate in an exchange program in the United States. The authors tried to quantify the amount of conversation with the family members where they are staying all day, it was also analyzed whether the students were satisfied with the amount of communication they had with the Americans. It is important to know how they feel living in the US, and if it affects them in some way in their development. Finally, this study indicates students start a conversation about different interpersonal situations when they have the opportunity to interact with others.

Another research was conducted by Makewa, Role & Tuguta (2013) who investigated how the attitude, anxiety, classroom activities, motivation, and learning resources are considered influential in learning English. The study was based by three theories: Input Hypothesis, interlanguage and Vygotsky's theory of value. Correlation research was used to identify the association between anxiety, attitude, motivation, classroom activities, learning resources, classroom environment and English language proficiency. Researchers investigated the variables to discover the level of relationship and how they caused the current problem of spoken English in secondary schools in Tanzania.

Variables such as attitude, classroom activities and motivation were considered the most important in the teaching of English in this study. For that reason, a positive attitude towards English is a good start for learning the language.

Finally, Kormos & Donyei (2004) completed a study to examine how the motivational factors such as anxiety and the willingness to oral communicate affect the quality and quantity of student achievement in L2 communicative task performed in pairs. An oral argumentative task was used in this study. It is an interactive problem-solving activity, in order to obtain the arguments concerning everyday school matters. Students received a list of items and they had to select and rank-order. After that, they should compare the preferences with their classmates to reach a compromise through a process of negotiation.

Moreover, all data collection for the study was conducted during regular English classes. To describe the amount of student engagement, two variables were used; the size of the speech and the number of turns generated by the students.

The investigation was prompted by the recent theoretical breakthrough in the field according to which motivation does not only affect the overall results of the learning process, it also affects the performance of students.



## **Method**

### **Setting and participants**

The present research was developed in the city of Guayaquil, in two different educational high schools where the classes are in the morning. Five classes with twenty students per class from eighth to tenth grades for a total of 100 students were observed. Regarding the number of hours of English per week, students receive a total of eight hours in the first high school, and five hours of English per week in the second high school. Students are from the lower middle class, and they have a pre-intermediate and intermediate English level.

### **Procedure**

In order to develop this investigation, all topics of the literature review were gathered in the following ways: motivation, the proficiency level, and personality, were found in books in different libraries in the city of Guayaquil. Five scientific previous studies were selected on the Internet to analyze and provide scientific support to this research.

Quantitative and qualitative methods were used in this research. The qualitative method was used to collect information from students of two private high schools. Meanwhile, the quantitative method was used to carry out a numerical analysis of data collected through different techniques such as: survey, note-taking and observation. Moreover, the instruments applied were questionnaires and observation sheets.

Five classrooms and twenty students per classroom were chosen to answer each question. The questionnaire had seven questions: five were open-ended questions and two objectives. To make it much easier, the questions were asked in their native language, in this case Spanish. The questionnaire was designed to obtain information on what factors motivate them to participate in speaking activities, if the different personality types and the proficiency levels affect their willingness to orally communicate in English.

The information obtained was classified and graphics in Excel were created in order to tabulate the answers. After that, the data was analyzed considering the responses of students and also using the notes taken during the class observations and doing a relation with the literature review.

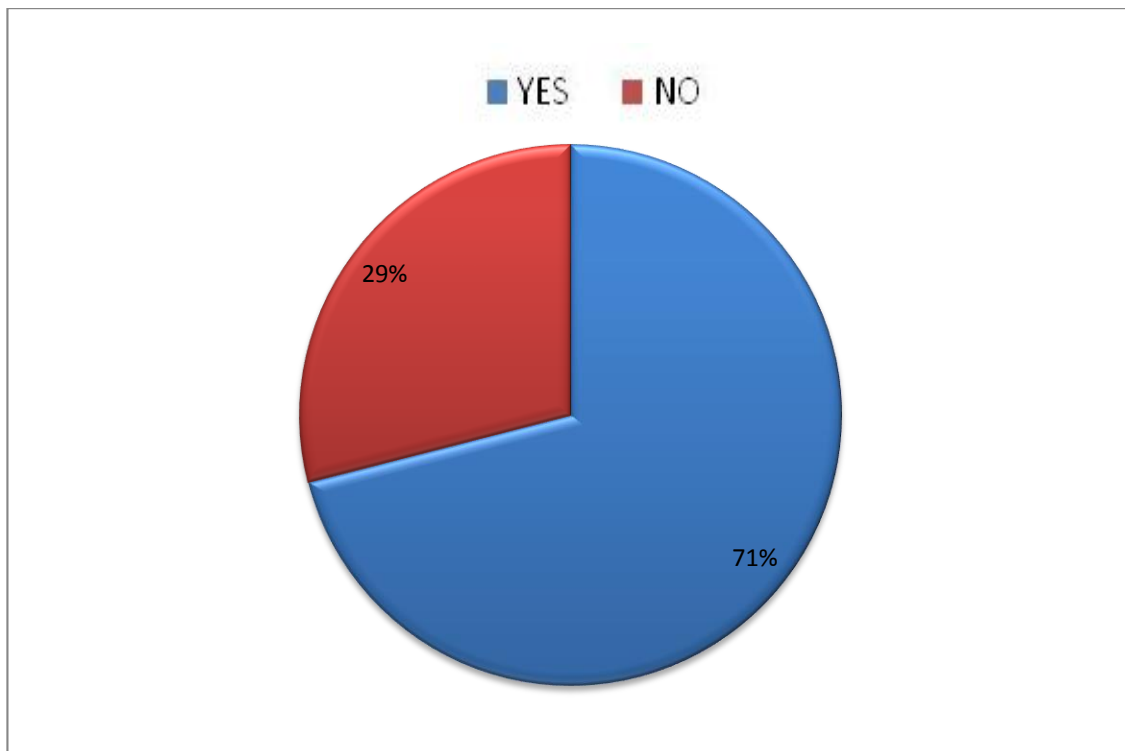
### **Description, analysis, and interpretation of results.**

This section includes the quantitative and qualitative methods used for the analysis of the results obtained from the questionnaires and observations of students and teachers in two different private high schools in Guayaquil. The data collected was tabulated, interpreted, analyzed and presented graphically, in order to answer the three research questions, set out in this study.

#### **Qualitative and Quantitative analysis**

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

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



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

A hundred students were surveyed to find out if they feel motivated to speak English in class. And the results show, 71% of the students feel motivated, whereas 29% indicate they do not.

A variety of responses were obtained. Most of the students who answered positively explained that they are motivated to speak English due to the music they hear, the games they play, and especially the movies they watch are in English. Other students stated that they are motivated by the different activities the teacher performs with them. The students also said that it is important to improve their level because English is necessary nowadays. Get a scholarship or a job in an English speaking country would be very easy for them if they orally communicate in that language. Finally, the constant support of the teacher helps them feel motivated in class.

During the observation process, most of the students were highly motivated to participate with the teacher since the beginning of the class, clear and precise commands were given to the students, and a variety of activities were performed. The teacher had practiced several times the activity with them days ago, in that way they can express themselves without fear. There was another group of students, while trying to orally communicate, had grammatical mistakes or could not pronounce a word correctly. Despite that, the teacher constantly encouraged them to avoid embarrassment in front of their peers.

Regarding this fact, Lightbown & Spada (2006) argue that teachers can make a positive contribution to the motivation of students performing different activities, because it is possible to increase the level of attention and boredom decreases. In the observed class, students were encouraged to interact with their peers; the teacher cleared their doubts and always had a constant monitoring. The teacher conducted various activities, through oral questions or games, they can exchange ideas.

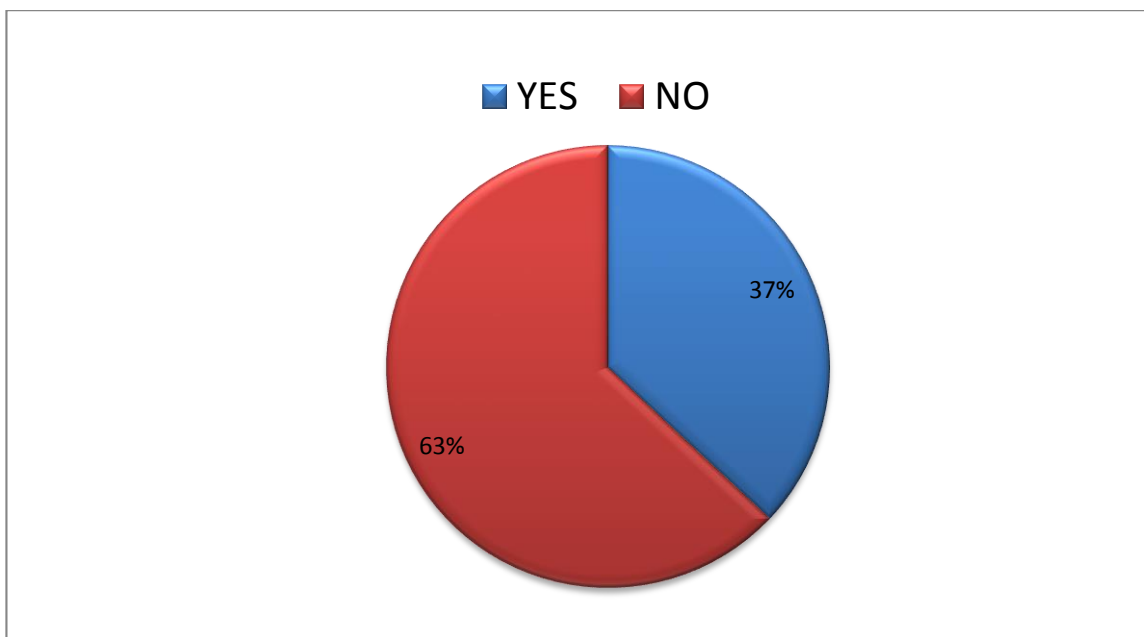
On the other hand, 29% of the students gave different reasons why they are not motivated to speak English in class and this is due to the fact that they do not like the language. They also asserted that speaking English is much more complicated than speaking Spanish. Others mentioned that they do not understand the teacher's instructions and also the

activities were repetitive and boring. Finally, the majority agreed to say they do not want to feel rejection by their peers when speaking English because mistakes are made while pronouncing the words and the grammatical structure is used in a wrong way.

In addition, during the observed class, some of the students were distracted doing other activities, in some cases they were talking with their friends in class. Even though, the teacher was aware of the problem, he preferred to work just with students who were motivated and wanted to work in class. The teacher never motivated this group of the students throughout the whole lesson and he did not use any extra classroom resources to catch their attention.

Harmer (2007) said that intrinsic motivation is generated by what happens inside the classroom. To avoid students losing their motivation, they should feel teachers really care about them; if students feel supported and valued, they are much more likely to be motivated to learn.

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



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

As can be seen in this graph, the 37 % of students are motivated to speak English with their classmates and the 63% do not feel motivated to communicate with them. Students that answered positively indicated through the questionnaire that they like to speak English with their classmates rather than with their teacher, for that reason they are comfortable practicing different dialogues in English with their classmates. They also expressed in that way they can learn every day. The more they practice, the more they learn. Finally, they think it is an interesting language to learn.

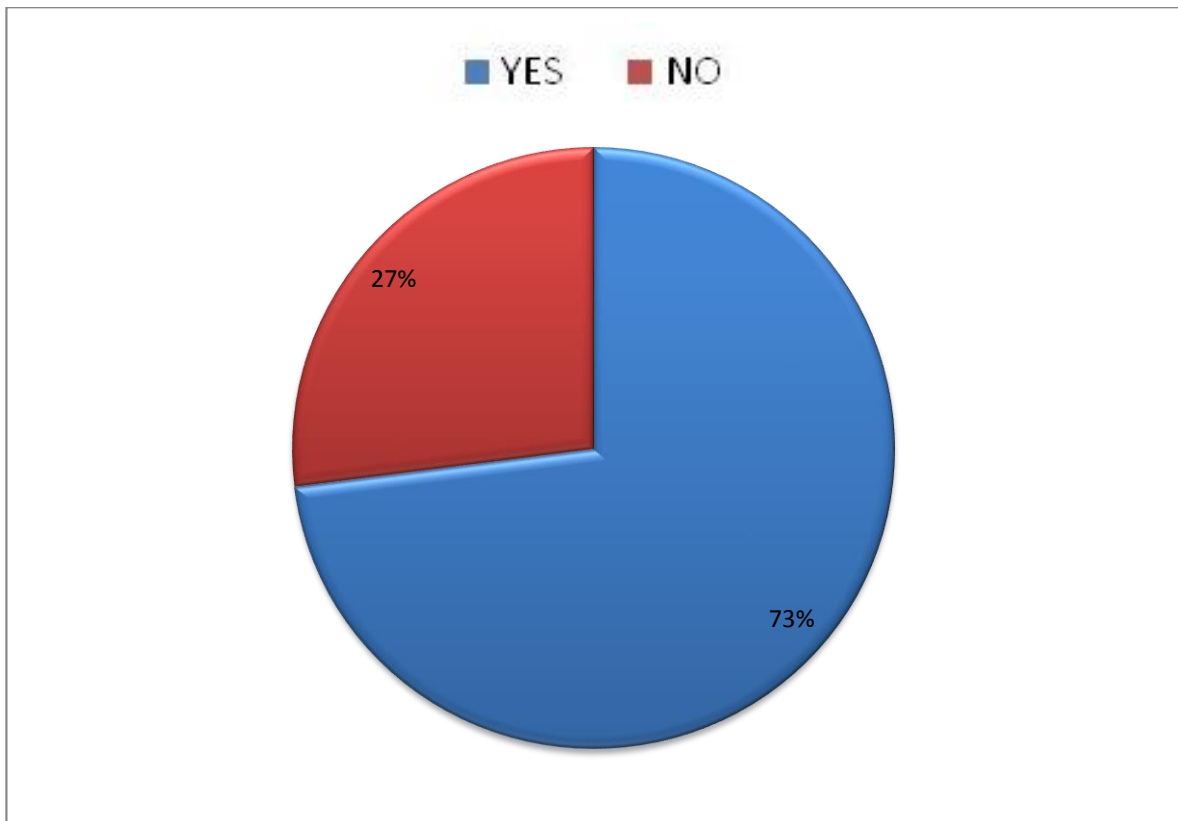
These responses are supported by Herrell and Jordan (2012) who mention the cooperative learning as a successful teaching strategy that takes place among students, they can work in pairs or groups. Each member help their classmates to create an atmosphere of achievement, there is a great opportunity to communicate orally in English with their peers.

Turning to the students that answered negatively, they said they are bothered by their peers when mistakes appear, for this reason the motivation decreases. Some students have difficulties learning English, due to the teacher's instructions are difficult to understand. Finally, the last group expressed that the subject is boring; students know that in Ecuador there is little opportunity to speak with a native English speaker very easily that is why they prefer to talk in their mother tongue with their peers.

During the observed class, a group of students did not participate actively exchanging ideas with their peers because they were afraid of being wrong. They feel more comfortable speaking Spanish in class because it is much easier for them to communicate with each other.

Concerning to this regard, Rostami (2012) mentions how the motivational variables play an important role in the process of learning a second language, especially in countries where there is little or no opportunity for students to be in contact with people who speak the foreign language.

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



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

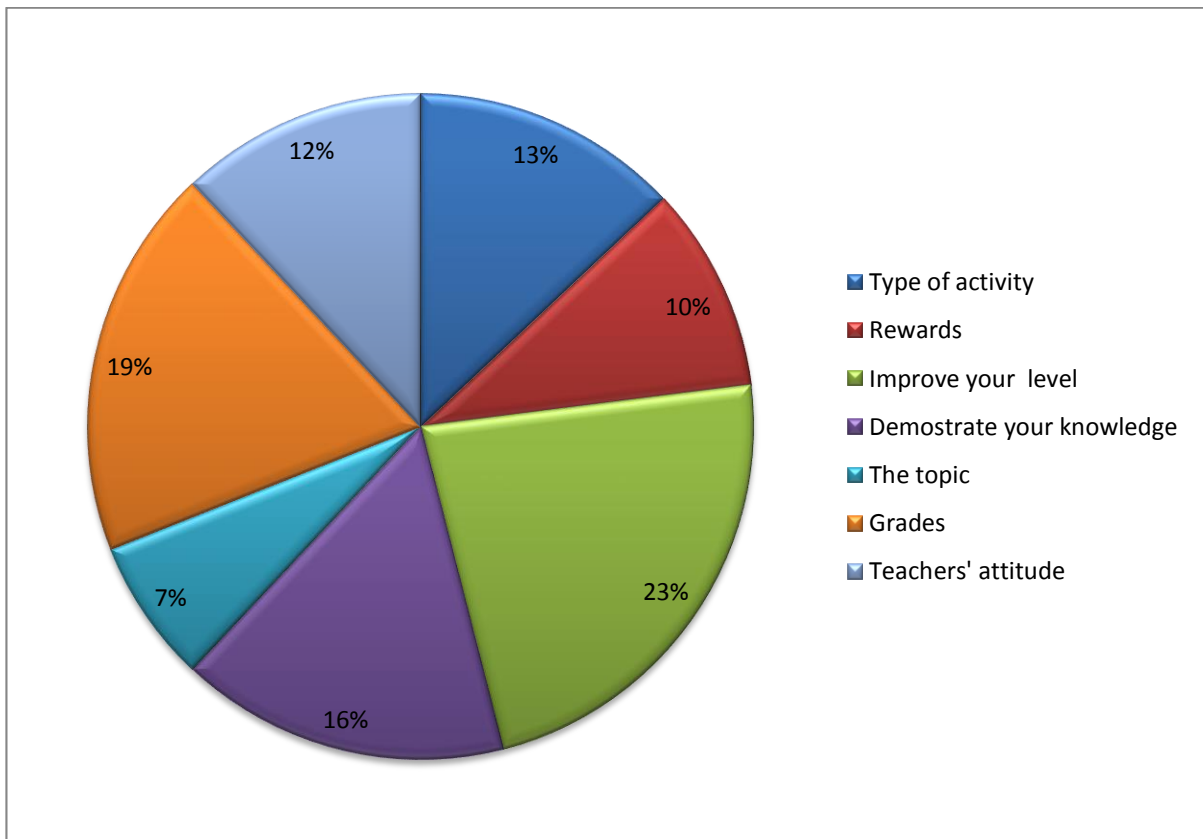
The graph above shows that 73% of students voluntarily participate in speaking activities. Students stated that the more speaking activities they have in class, the better pronunciation and fluency they get. Some of the students have friends who live in the United States and participate in speaking activities in class that help them communicate easily. The teacher does not criticize the effort while they are speaking English, even if they do not do it perfectly. Although, students do not master the language, they recognize that English is very important nowadays.

On the other hand, 27% of the students said that they do not participate voluntarily in speaking activities because they had a low level of English. They were not motivated because the teacher just liked working with students who knew the language well. Finally, the last group of students do not like English; consequently they do not participate voluntarily.

During the observation class, most of the students were motivated to speak English, and they participated voluntarily due to the attractive topics the teacher had selected.

Regarding this topic, Lightbown & Spada (2006) said that motivated students are usually those actively involved in class, they show interest in the subject, and have good grades.

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



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

This graph indicates the results obtained from the survey, it shows that 23% of students are motivated to participate in order to improve their English level and teachers can take advantage of that. They can give students a positive contribution with interesting and relevant content according to their age and level (Lightbown & Spada, 2006); whereas 19% are motivated because they wanted or needed to get good grades to pass the course. In contrast, 16% of the students wanted to demonstrate their knowledge.



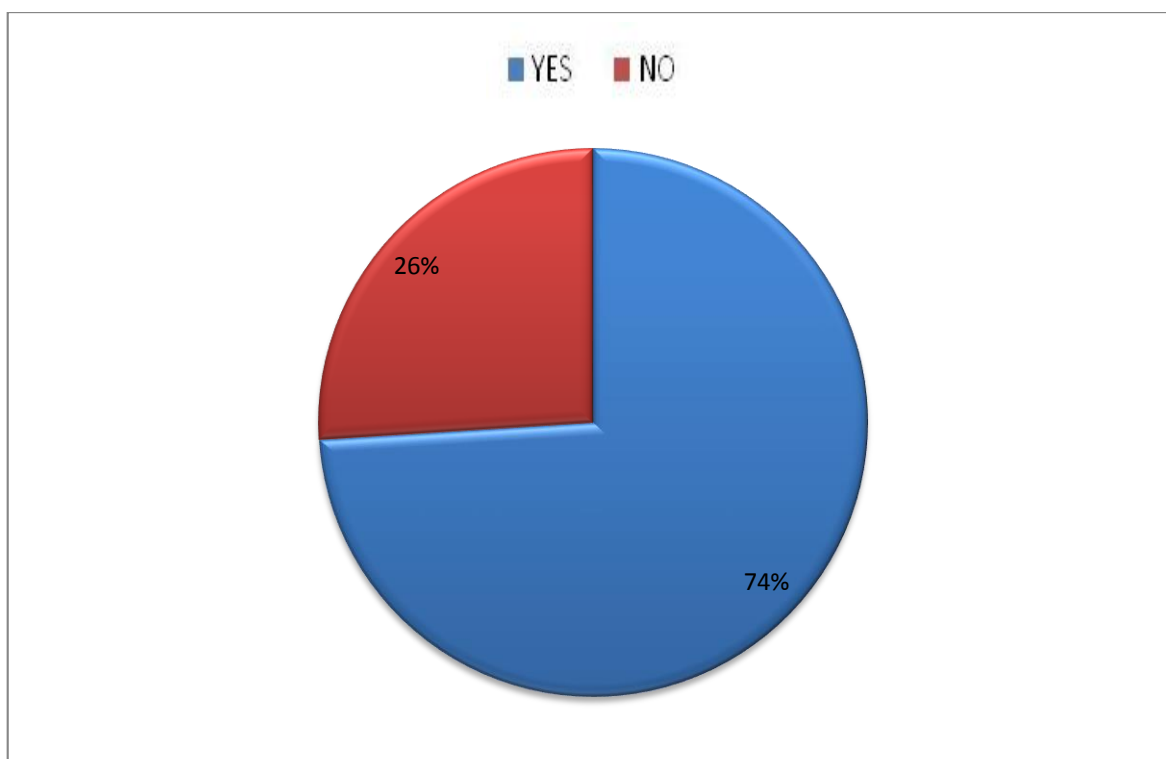
Another important fact to mention is the type of activity. 13% of the sample considered this as a meaningful factor that encourages them to participate. With a less percentage, 12% of students maintained that teacher's attitude is a determining factor in their class participation. For 10% of the students receiving a reward was an important incentive. Finally, 7% believe that studying interesting and relevant topics get their complete attention in class.

During the class students were more motivated to talk because they wanted to improve their level. To make it happens the teacher gave them interesting topics to discuss in that way they could speak English without difficulties demonstrating their knowledge according to their age. Many students participated in order to pass the course; they participated when grades and rewards were involved in the speaking activity. It was interesting to see that the teacher was willing to help the students during the class. In addition, all courses were not the same, students in each group had different attitudes during class. For that reason, teachers should be very careful when choosing the appropriate activity for the students in order to motivate them to speak English

According to Harmer (2007) teachers should help students maintain their motivation, classroom activities need to increase their curiosity, and lead their participation and to avoid students lose their motivation, the student should feel the teacher really cares about them.

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

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



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

This graph shows that 74% of students think that the proficiency level influences their willingness to orally communicate in English. It is well known that when students have a high level, it is much easier for them to participate in speaking activities, while the 26% indicate they do not.

Those students who answered positively gave different reasons, they said that if the level of English is poor, their classmates laugh at them, all this causes that students do not want to orally communicate in English. Other students said they do not like to be embarrassed in front of their classmates, although they can communicate with their friends, they do not do it because they are afraid of making mistakes. Others said that sometimes the teacher is angry

or upset if they cannot communicate in the right way, and sometimes the teacher just ignores them and prefers to work with students who have a good English proficiency level.

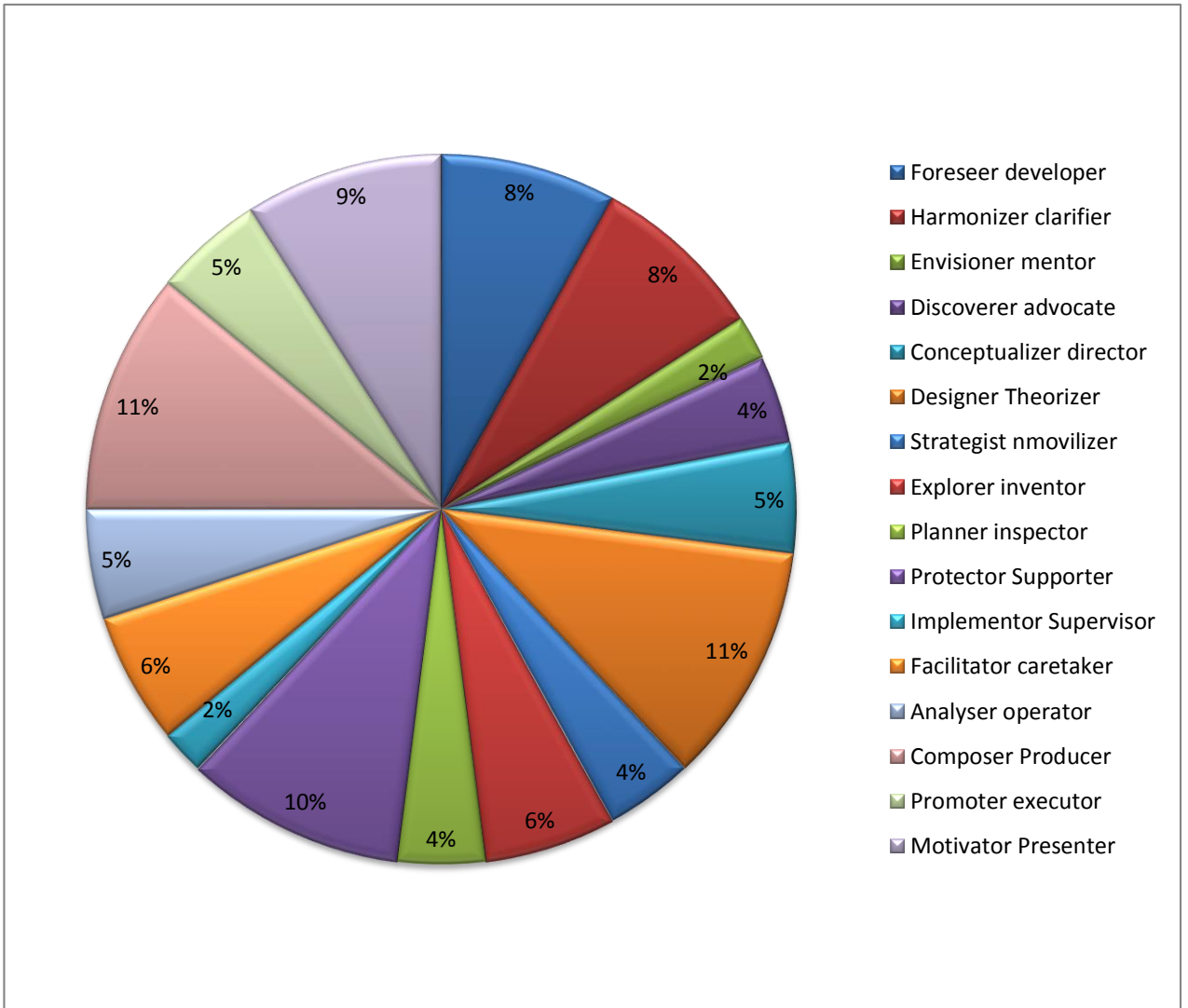
In addition, the 26% of the students said that they do not think the proficiency level influences on their speaking in a foreign language. Other students said that they do not have problems to ask the teacher for help in order to improve their level. They said that because they work with their classmates there is a high level of confidence, which helps them speak English in class.

During the class observation, students with a high proficiency level were able to participate in the speaking activities, but it was totally different for those without a good level, they were shy and preferred not to talk much. Finally, it was quite difficult for teachers to practice speaking activities when there is a variety of English proficiency levels in the classroom.

Regarding this fact, The Common European Framework (2001) mentions the international standard that defines the linguistic competence. The different levels of English help to identify what knowledge and skills should be developed, and finally it measures the proficiency level of the students. Finally, these levels help organize students in their respective class for better teaching and learning process.

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

### What type of personality do you have?



Author: Mónica Lázaro I.

Source: Students' questionnaire.

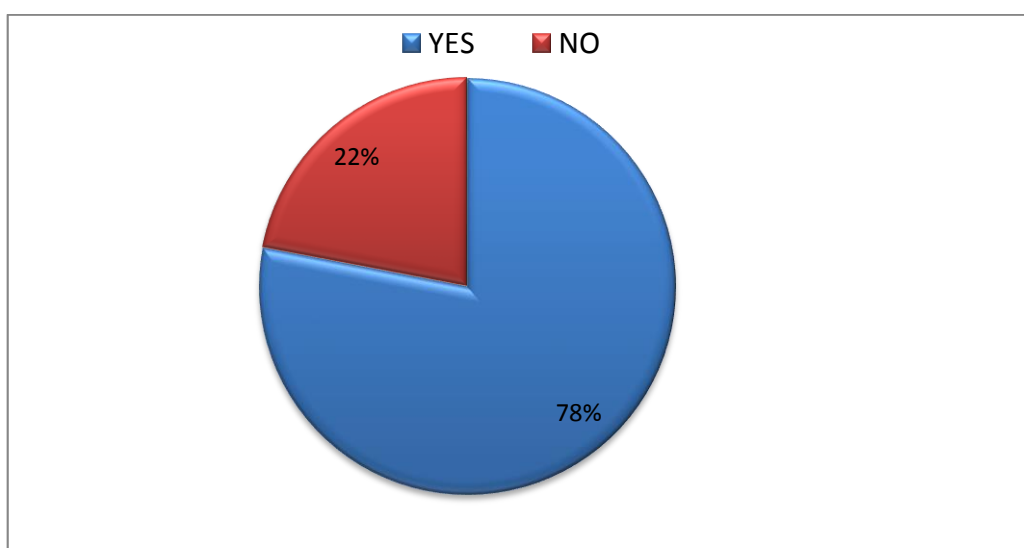
Berens and Nardi (2004) describe the sixteen types of personalities that influence students when they are speaking English. According to the information obtained in the surveys conducted to students, the most dominant personalities were four: designer theorizer, composer producer, protector supporter, and motivator presenter.

Concerning to the designer theorizer personality likes to understand and explain how everything works. This type of personality likes to use the right words to make people feel

comfortable, it represents the 11% of the students. Additionally, 11% of the students with a composer producer personality analyze all situations that are really important and valuable for them, they often prefer not to focus on the past. Then, 10% of the students who has the protector supporter personality want to be successful and achieve their goals, they need to be sure that everything works well because they are very hard working people. Finally, 9% assured being motivator presenters, they like to help people to get what they want and need.

Students explained their reasons why the different type of personalities avoid them from communicating in English. They said they are shy, and have trouble speaking English in the classroom. Some of them like speaking English in class because they feel comfortable, especially because they like to support their peers, and try not to leave them alone. Other group of students prefer to let their peers speak English instead of them, as they are afraid of making mistakes. They said that it is easier to express certain feelings in the language they know. Students who had a strong personality, they are not afraid of anything.

**Do you think that your personality influences your participation in speaking activities?**



Author: Mónica Lázaro I.  
Source: Students' questionnaire.

Regarding last question, 78% of students answered that the personality influences their willingness to participate in speaking activities in class, whereas 22% answered negatively.

The 78% of students consider their English participation is affected by their personality and gave the following reasons: They are fearful and have difficulty speaking in front of their peers, most of the time they do it because the teacher forces them to participate in class.

Contrarily, 22 % stated that they like to participate in class because they have a good level of English and they understand what the teacher teaches in class. Most of them are very extroverted people and they can communicate with others without difficulty.

The class observations were useful to take into account some points. Many of the students who were shy did not want to participate in class with their peers because they were afraid and anxious. Teachers should try to motivate them to improve their participation in class. Moreover, it can be noticed that the more extroverted, self-confident, and dynamic students were, the more voluntary participation had in the English class. They were not worried about making mistakes, because they do not care about the others' opinions.

According to Makewa, Role & Tuguta (2013) the attitude, anxiety, classroom activities, motivation, and learning resources are considered influential in learning English.

## CONCLUSIONS

This research demonstrates that 71% of the students are motivated to participate in speaking activities in the classroom; they recognize the importance of oral practice to improve their English skills.

The students' personality type influences their class participation. Clearly, it was observed that students who participated in oral speaking activities were outgoing. Those who were shy do not like to participate, most of the times the teacher forced them to do it.

Of the students participating in speaking activities, 37% feel more comfortable when they interact with their peers in group activities or in pairs. It is more difficult to interact with their teacher, it makes them feel anxious.

Students think that the proficiency level influences their participation in speaking activities 74% of the time. It was noticeable during the class observations that the students with a low proficiency level did not have many opportunities to participate in class.

Although students do not dominate the language, they recognize that English is important nowadays, 73% of students voluntarily participate in speaking activities.

The research proves that the more influential factor to orally participate in class is the desire to improve their English level, 23% of students like to participate in speaking activities since they know that the more practice they get, the higher fluency they obtain.

## **RECOMMENDATIONS**

- ❖ Teachers should take into account the variety of personalities that they have in their classrooms. They should focus on differentiated instructions to accommodate their teaching practices to students of different proficiency levels or personalities.
- ❖ Teachers need to prepare dynamic and entertaining classes where students can orally communicate in English and feel comfortable participating in class.
- ❖ Teachers should invest time and energy in professional development that would help them refresh their methodologies and strategies in the classroom. This would prepare teachers to use appropriate techniques to satisfy the needs of their students in this fast changing world.



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## **ANNEXES**



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

### TITULACIÓN DE INGLES

### CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Agradezco desde ya por su valiosa cooperación.

#### Datos Informativos:

Nombre de la institución	
Tipo de institución	Pública ( ) Privada ( )
Año 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 al hablar inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado al 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 la participación de “speaking”?.?

SI	NO
¿Por qué?	

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

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

3.	<b>Envisioner mentor:</b> comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	( )
4.	<b>Discoverer advocate:</b> exploran percepciones y responden a ellas mediante un proceso creativo.	( )
5.	<b>Conceptualizer director:</b> visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	( )
6.	<b>Designer theorizer:</b> son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	( )
7.	<b>Strategist movilizer:</b> son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	( )
8.	<b>Explorer inventor:</b> son creativos e ingeniosos, intentan ser diplomáticos.	( )
9.	<b>Planner inspector:</b> idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	( )
10.	<b>Protector supporter:</b> notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	( )
11.	<b>Implementor supervisor:</b> tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	( )

12.	<b>Facilitator caretaker:</b> aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	( )
13.	<b>Analyzer operator:</b> resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	( )
14.	<b>Composer producer:</b> toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	( )
15.	<b>Promoter executor:</b> tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	( )
16.	<b>Motivator presenter:</b> tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	( )

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

SI	NO
¿Por qué?	





**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**Observation sheet**

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

**1. The student's actively participate in speaking activities in the English classroom.**

<b>YES</b>	<b>NO</b>
<b>WHY?</b>	

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

<b>YES</b>	<b>NO</b>
<b>WHY?</b>	

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

<b>YES</b>	<b>NO</b>
<b>WHY?</b>	

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

<b>Grades</b>	
<b>Rewards</b>	
<b>Improve their English</b>	
<b>To impress the class with their knowledge</b>	
<b>The topic</b>	
<b>Type of activity</b>	
<b>Teacher's attitude</b>	

Why?

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


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

<b>YES</b>	<b>NO</b>
<b>WHY?</b>	

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

<b>YES</b>	<b>NO</b>
<b>WHY?</b>	