

**MAYOR DE SAN ANDRÉS UNIVERSITY**  
**SCHOOL OF HUMANITIES AND EDUCATION SCIENCES**  
**DEPARTMENT OF LINGUISTICS AND LANGUAGES**



**THESIS**

**“INDIVIDUAL FACTORS IN ENGLISH LANGUAGE LEARNING:  
A STUDY OF THE BEHAVIOR DISPLAYED BY INTERMEDIATE  
RISK-TAKING LEARNERS AND INHIBITED LEARNERS IN THE  
DEVELOPMENT OF SPEAKING ACTIVITIES AT THE  
DEPARTMENT OF LINGUISTICS AND LANGUAGES – UMSA”**

**A thesis presented for the requirements of Licenciatura Degree**

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**LA PAZ – BOLIVIA**

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**MAYOR DE SAN ANDRÉS UNIVERSITY**  
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**Submitted by:**

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A thesis presented for the requirements of Licenciatura Degree

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## **DEDICATORY**

This thesis is dedicated to my parents, Wilfredo and Lucia, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

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## TABLE OF CONTENTS

DEDICATORY .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF FIGURES .....	xii
LIST OF TABLES .....	xii
ABSTRACT .....	xiv

### CHAPTER I

#### INTRODUCTION

1.1 RESEARCH PROBLEM.....	3
1.2 RESEARCH QUESTIONS .....	4
1.3 OBJECTIVES .....	5
1.3.1 GENERAL OBJECTIVES .....	5
1.3.2 SPECIFIC OBJECTIVES.....	5
1.4 JUSTIFICATION .....	5
1.4.1 THEORETICAL JUSTIFICATION.....	6
1.4.2 METHODOLOGICAL JUSTIFICATION.....	6
1.4.3 PRACTICAL JUSTIFICATION .....	7
1.4.4 SOCIAL JUSTIFICATION.....	7
1.5 CONCEPTUAL DEFINITION OF VARIABLES.....	8
1.5.1 INDIVIDUAL FACTORS.....	8
1.5.1.1 MOTIVATION.....	8
1.5.1.2 ATTITUDE.....	9

1.5.1.3 PERSONALITY .....	9
1.5.2 BEHAVIOR.....	9
1.5.3 RISK-TAKING.....	10
1.5.4 INHIBITED LEARNERS.....	10
1.5.5 SPEAKING SKILL .....	11
1.5.6 SECOND LANGUAGE LEARNING.....	12
1.6 LIMITATIONS OF THE STUDY .....	12
1.6.1 THEMATIC LIMITATION .....	12
1.6.2 SPATIAL LIMITATION .....	13
1.6.3 TEMPORAL LIMITATION .....	13

## **CHAPTER II**

### **LITERATURE REVIEW**

2.1 PREVIOUS STUDIES ON RISK-TAKING AND INHIBITED BEHAVIOR IN SPEAKING SKILLS .....	14
2.2 THEORIES OF SECOND LANGUAGE ACQUISITION.....	17
2.2.1 BEHAVIORAL THEORY .....	17
2.2.2 CREATIVE CONSTRUCTION THEORY.....	19
2.2.3 INTERACTION HYPOTHESIS .....	21
2.2.4 SOCIOCULTURAL THEORY.....	24
2.2.5 PERSONALITY TYPE THEORY .....	26
2.3 SECOND LANGUAGE ACQUISITION AND INDIVIDUAL FACTORS.....	29
2.3.1 PERSONAL FACTORS.....	31
2.3.2 GENERAL FACTORS.....	33

2.4 PERSONALITY FACTORS .....	34
2.4.1 EXTROVERTED AND INTROVERTED STUDENTS .....	34
2.4.2 RISK-TAKING AND INHIBITION .....	35
2.4.3 SELF-ESTEEM .....	35
2.4.4 EMOTIONAL REACTION .....	36
2.4.5 EMPATHY AND EXTROVERSION.....	36
2.4.6 ORAL PRODUCTION.....	37
2.4.6.1 SPEAKING.....	37
2.4.6.2 LANGAUGE SKILLS .....	38
2.4.6.2.1 RECEPTIVE SKILLS .....	38
2.4.6.2.2 PRODUCTIVE SKILLS.....	38
2.5 MOTIVATION.....	39
2.5.1 EXTERNAL PRESSURES .....	40
2.5.1.1 INTEGRATIVE MOTIVATION .....	40
2.5.1.2 INSTRUMENTAL MOTIVATION.....	41
2.5.2 ATTITUDE.....	41
2.5.2.1 COLLABORATIVE LEARNING .....	42
2.5.2.2 ENJOYMENT OF LANGUAGE .....	43
2.6 INTERACTION.....	44
2.6.1 LEARNER’S ROLE IN SLA CLASSROOM.....	44
2.6.2 TEACHER’S ROLE IN SLA CLASSROOM.....	45
2.6.3 ORAL PARTICIPATION .....	46



**CHAPTER III**  
**DESIGN OF THE RESEARCH**

3.1 RESEARCH TYPE.....	47
3.2 RESEARCH APPROACH .....	48
3.3 DATA GATHERING TECHNIQUES .....	49
3.3.1 OBSERVATION .....	49
3.3.2 INTERVIEW .....	50
3.3.3 PILOT STUDY .....	50
3.4 DESCRIPTION OF THE RESEARCH CONTEXT .....	53
3.5 DESCRIPTION OF THE PARTICIPANTS .....	53
3.6 POPULATION .....	54
3.7 SAMPLE SELECTION .....	54
3.8 DATA ANALYSIS.....	55
3.8.1 CODIFICATION PROCESS.....	55
3.8.2 UNITS OF ANALYSIS.....	56
3.8.3 SUB CATEGORIZATION.....	58
3.8.4 CATEGORIZATION .....	59
3.8.4.1 CATEGORY 1.....	59
3.8.4.2 CATEGORY 2.....	60
3.8.4.3 CATEGORY 3.....	61
3.8.5 THEMES .....	62
3.9 RESULTS OF THE CATEGORIZATION DEVELOPMENT.....	64

## CHAPTER IV

### INTERPRETATION: FROM DATA TO THEORY

4.1. INTERPRETATION OF THE CLASS INTERVIEW: RISK-TAKING AND INHIBITED LEARNERS.....	71
4.1.1. INTERACTION.....	71
4.1.1.1 ORAL PARTICIPATION .....	71
4.1.1.1.1. PRACTICE AWARENESS.....	71
4.1.1.1.2. LEARNING AWARENESS.....	73
4.1.1.2. LANGUAGE SKILL.....	74
4.1.1.2.1. INPUT AND OUTPUT SKILLS.....	75
4.1.1.2.2. INPUT OR OUTPUT SKILLS.....	75
4.1.2. MOTIVATION.....	76
4.1.2.1. ATTITUDE.....	77
4.1.2.1.1. GIVING VALUE TO CLASSMATES' ABILITIES.....	77
4.1.2.1.1.1. NEGATIVE JUDGMENT TOWARD THE TEACHER.....	78
4.1.2.1.1.2. DISAGREEMENT WITH CLASSMATES' ATTITUDE.....	78
4.1.2.2. ENJOYMENT OF LANGUAGE .....	80
4.1.2.2.1. DIFFICULTY .....	80
4.1.2.2.2. EASE .....	81
4.1.2.2.3. NEGATIVE OPINION ABOUT LANGUAGE TEACHING .....	81
4.1.2.3. EXTERNAL PRESSURES .....	82
4.1.2.3.1. INSTRUMENTAL MOTIVATION.....	83
4.1.2.3.2. INTEGRATIVE MOTIVATION .....	83
4.1.3. PERSONALITY .....	85

4.1.3.1. SELF-ESTEEM .....	85
4.1.3.1.1. LACK OF SELF-CONFIDENCE .....	85
4.1.3.1.2. SELF-CONFIDENCE .....	86
4.1.3.1.3. INTROVERT BEHAVIOR .....	87
4.1.3.1.4. EXTROVERT BEHAVIOR .....	88
4.1.3.1.5. OVERCOMING WEAKNESSES.....	89
4.1.3.1.6. CONSCIOUSNESS AND RESPONSIBILITY .....	90
4.1.3.2. EMOTIONAL REACTIONS .....	91
4.2. INTERPRETATION OF THE OBSERVATION .....	94
4.2.1. INTERACTION.....	94
4.2.1.1. ROLE OF THE STUDENT IN INDIVIDUAL ACTIVITIES.....	94
4.2.1.2. ROLE OF THE STUDENT IN GROUP ACTIVITIES .....	96
4.2.1.3. ENGLISH LANGUAGE PROFICIENCY .....	97
4.2.2. MOTIVATION.....	99
4.2.2.1. VOLUNTARY PARTICIPATION .....	99
4.2.2.2. INVOLUNTARY PARTICIPATION .....	99
4.2.2.3. ROLE OF THE TEACHER IN CLASS .....	100
4.2.3. PERSONALITY .....	100
4.2.3.1. NON- VERBAL BEHAVIOR.....	100
4.2.3.2. TONE AND VOLUME OF VOICE.....	102
4.2.3.3. PERSONALITY .....	103
4.3. EMERGING HYPOTHESES.....	106
4.4. RELIABILITY AND VALIDITY OF THE RESEARCH .....	110

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS .....	114
5.2. RECOMMENDATIONS.....	117
BIBLIOGRAPHY.....	122

### APPENDIX

APPENDIX A.1 .....	131
APPENDIX A.2 .....	132
APPENDIX A.3 .....	133
APPENDIX B.1 .....	135
APPENDIX B.2.....	148
APPENDIX C.1.....	165
APPENDIX C.2.....	182
APPENDIX D.1 .....	207
APPENDIX D.2 .....	208
APPENDIX D.3 .....	209
APPENDIX D.4 .....	210
APPENDIX D.5 .....	210
APPENDIX D.6 .....	212
APPENDIX D.7 .....	212
APPENDIX D.8 .....	214
APPENDIX D.9 .....	215
APPENDIX D.10 .....	216

APPENDIX D.11 .....	217
APPENDIX E.1 .....	220
APPENDIX E.2 .....	222

### **LIST OF FIGURES**

Figure 2.1. The Input Hypothesis Model of L2 Learning and Production .....	21
Figure 2.2 Michael Long’s original formulation of the interaction hypothesis .....	26
Figure 2.3 Second Language Acquisition Implications .....	31
Figure 2.4 Features of personality in language learning .....	34
Figure 3.1 Classification process according to Hernández .....	56
Figure 3.2 Attitudes of Risk-Taking Students .....	69

### **LIST OF TABLES**

Table 3.1 Students’ answers. Pilot survey .....	52
Table 3.2 Samples of Units of analysis .....	57
Table 3.3 Samples of Sub categories of the units of analysis.....	58
Table 3.4 Samples of the First Category .....	60
Table 3.5 Samples of the Second Category .....	61
Table 3.6 Samples of the Third Category.....	62
Table 3.7 Samples of the General Themes .....	64
Table 3.8 Categorization process model of Inhibited students.....	66
Table 3.9 Categorization process model of Risk-Taking students .....	68
Table 3.10 Personal factors of Inhibited students.....	69
Table 3.11 Effects of the inhibition and risk-taking phenomenon .....	70

Table 4.1 Comparative table of students’ utterances about practice awareness.....	72
Table 4.2 Comparative table of students’ utterances about learning awareness .....	74
Table 4.3 Comparative table of students’ utterances about their language skills preferences ..	76
Table 4.4 Comparative table of students’ utterances about their motivation and attitude in class .....	79
Table 4.5 Comparative table of students’ utterances about enjoyment of language in class ....	82
Table 4.6 Comparative table of students’ utterances about type of motivation they have.....	85
Table 4.7 Comparative table of students’ utterances about features of personality .....	87
Table 4.8 Comparative table of students’ utterances about type of personality extrovert/introvert.....	89
Table 4.9 Comparative table of students’ utterances about overcoming weaknesses .....	90
Table 4.10 Comparative table of students’ utterances about consciousness and responsibility in the learning process .....	91
Table 4.11 Comparative table of students’ utterances about emotional reactions .....	94
Table 4.12 Descriptive table of students’ participation in individual activities (active or passive).....	95
Table 4.13 Descriptive table of students’ participation in group activities (active or passive).	97
Table 4.14 Descriptive table of students’ English language proficiency (active or passive)....	99
Table 4.15 Descriptive table of features of students’ personality (body language) .....	102
Table 4.16 Descriptive table of features of students’ type of personality (introvert or extrovert) .....	106

## ABSTRACT

Second language learning is a complicated and systematic process, which can be influenced by individual and social factors. This research aims to explore individual factors, such as personality, motivation, and attitude displayed in the behavior of intermediate risk-taking and inhibited learners in the development of speaking activities in the English language. Moreover, the study intends to describe and compare risk-taking and inhibited behavior in terms of interaction, motivation, and personality.

The present research is descriptive/comparative. The approach to data analysis is qualitative and naturalistic. In order to fulfill the objectives, two research techniques were used. The first was Observation, in which the behavior of risk-taking and inhibited learners was observed when they performed speaking activities. For this, an observation template and a data notebook were used as instruments. The second was the interview, in which learners expressed their experiences in speaking activities. By considering this, a semi-structured interview and recording instruments were applied.

The results found in this study are as follows: first, regarding personality, risk-taking learners showed an extrovert behavior when carrying out speaking activities, whereas inhibited learners remained quiet and introverted. Second, with respect to attitude, risk-taking students showed a good predisposition to participate in group/pair and individual activities, whereas inhibited ones remained passive and preferred working alone. Third, regarding motivation, risk-taking students had clear goals for studying the language, meanwhile inhibited students considered that English was only an interesting language. Fourth, the effects of risk-taking and inhibition were reflected in the students' level of language, in the learners' interaction in class with all the members of it, and in the way of carrying out speaking activities. Finally, the outcomes of this research indicate that risk-taking behavior is an advantage to succeed in second language learning, whereas inhibition works as an obstacle.

**Key words:** individual factors (motivation, personality, attitude) interaction, risk-taking behavior, inhibited behavior, speaking activities.

## **CHAPTER I**

### **INTRODUCTION**

Learning a second language is a complex process. In this process learners experience the use of new words, new structures, new sounds, and new utterances which are different to their daily codes of their mother tongue. When learners start learning a foreign language, they are expected to be able to use the language grammatically correct, by considering each function of language and the most important by using it to communicate with others and get fluency and proficiency in a period of time. Nonetheless, there are factors which make it more difficult for some students to get this proficiency since second language learning is not only a matter of the students' cognition, but also it involves affective factors. Thus, literature concerned with second language learning states that a learner learns with mind, with body, and with heart. The emotional aspects are needed to achieve meaningful learning in the classroom environment.

For many years, researchers have developed investigations to understand second language acquisition. Theorists have tried to explain the human ability to learn a second language and all the factors that may facilitate or hinder the learning process. Certainly, there are two aspects to understand the process of acquiring a second language: process of learning rules and several individual differences that come into play. These differences, such as, age, attitude, motivation as well as extroversion, introversion and others are common examples of individual differences worth studying when helping students learn a second language (Benson & Gao, 2008; Dewaele, 2012; Dörnyei, 2005, as cited in Marín, 2013, p.422)

In general psychology, personality has been explored in terms of a number of personal traits, which constitute the personality of an individual. The emotional side of human behavior is part of the affective domain and may be juxtaposed to the cognitive side. The development of affective states of feelings involves a variety of personality factors, feeling both about ourselves and about others with whom we come into account (H. Douglas Brown, 2000, p. 150). If we were to devise theories of second language acquisition or teaching methods based only on cognitive considerations, we would be omitting the most fundamental side of human behavior. Over many years ago Hilgard, well known for his study of human learning and cognition, noted that “purely cognitive theories of learning will be rejected unless a role is assigned to affectivity” (Ernest Hilgard, 1963, p.267)



Studies examining personality traits assume that learners bring not only their cognitive abilities to the classroom, but also affective states that influence the way they learn a language. Some of these have been shown to be beneficial and others to be detrimental to second language learning. In this study, for example, the behaviors of risk-taking and inhibited learners inhibit or promote the development of speaking activities. The concept of inhibition is closely related to the concept of self-esteem. All people protect their ego by establishing a series of defense mechanisms, such as being quiet in class. The higher a student's self-esteem, the lower their inhibitions and the greater their success in learning a foreign language. Inhibitions are thought to have a negative effect on second language learning because they interfere with risk taking, which is an essential element of this process.

Alshalabi (2003, as cited in Marín, 2013) refers to risk-taking behavior as “the developmental trait that consists of moving toward something without thinking of the consequences.” In addition, Gledhill & Morgan (2000, as cited in Marín, 2013) declared that language learners take risks simply by learning a second language, because they exchange established language patterns for other unfamiliar ones, which means that the students are experiencing new functions. Communicating orally or in writing in the new language and daring to solve linguistic tasks with unknown outcomes also pose challenges for students. Risk-taking can be associated with impulsivity and correlates with extroversion, introversion and self-confidence, among others.

Dewaele (2012, as cited in Marin, 2013) assumed that most of the literature regarding risk-taking has focused on speaking rather than other macro skills (writing, listening, and reading). Speaking, especially, has received particular attention since second language teachers usually struggle with students who prefer not to take the risk of speaking in the second language class. In addition, research on risk-taking behavior has often been linked to other areas, such as the level of motivation and anxiety which are present when speaking in class. In still other cases, it has been modestly explained as a personality trait desirable for second language learning. Consequently, studying implications and features of risk-taking becomes relevant in second language learning.

Therefore, the present research is concerned with studying individual factors in English language learning at the Department of Linguistics and Languages at UMSA. Broadly, this

study identifies aspects of behavior displayed by intermediate risk-taking learners and inhibited learners in the development of speaking activities. In addition, it describes the personal features that distinguish risk-taking learners from inhibited learners. Moreover, it identifies factors that inhibit learners to speak in class, such as, low knowledge, low self-esteem and lack of motivation and how risk-taking benefits learners to speak the language.

## **1.1 RESEARCH PROBLEM**

The Department of Linguistics and Languages, at Mayor de San Andrés University, provides the students of this university the access to learn a native or foreign language during four semesters, it means that students have to pass four levels of language. By the way students learn the language; they can choose an area of specialization, such as English, French, Aymara, Quechua, or Spanish in order to get language proficiency. This research focuses on the intermediate students (Level IV) who have been learning English at the Department of Linguistics and Languages (English area), in other words, those students are the subjects of this study.

From personal experience, as student at the Linguistics and Languages Department and later as an English teacher in a private institute, it was observed that there are individual differences that are inherent in the learners. It was noticed, for instance, that some students are very passive in class that is when the teacher asks if they understood the explanation, they just nod their heads to affirm it or look at the teacher without an answer. It was also perceived that students feel afraid of asking questions, giving opinions, or clarifying some doubts. According to a study of “language anxiety”, carried out at San Andrés University, not all the students but some of them fear to make ridiculous, they fear the teacher’s reproach, or to be exposed to embarrassment in front of the class, and eventually learners get frustrated. This frustration can be connected with their personality, the way they affront the learning process, and the lack of self-confidence to achieve their goals not only in academic aspects but also in their whole life. In addition, there are students who do not like to participate in class, they like to work alone, or they feel uncomfortable when they work in pairs or in groups. Most of the teachers ask their students to speak in English, thereby they can practice the language; however, students still feel nervous to do it, thus they end up speaking in Spanish. There are cases in which students request their classmates to ask the teacher their own doubt at the end of the class; they

generally find an extrovert student to do it instead of them. When it is difficult for shy students to speak in English, they ask the teacher if they can express their ideas in Spanish. Something that also happens is that teachers have to deal with the tone of voice of students. Inhibited students tend to speak softly which makes it difficult for the teacher to hear them.

On the other hand, there are students who ask questions all the time, they like to participate even if they make mistakes or if they do not pronounce correctly, these students have the willingness to take risks. Furthermore, this opposite group of students shows active participation in class, they ask the teacher for their doubts, and they are very curious all the time with issues related to the language or any other subject. When these learners hear their classmate's mistakes, they start correcting by whispering, hence the whole class and the teacher can hear it, or when the teacher does not correct their classmate's mistakes they ask if that answer was correct. They also correct the teacher's mistakes, for instance, when miswriting a word.

Therefore, the following guiding research questions are stated.

## **1.2 RESEARCH QUESTIONS**

- What individual factors do intermediate risk-taking and inhibited learners display in the development of speaking activities?
- What kind of behavior, concerning their interaction, motivation, and personality, do intermediate risk-taking and inhibited students display when carrying out speaking activities?
- What personality features inhibit intermediate students to speak in class?
- What kind of attitude do intermediate risk-taking students show in class during speaking activities?
- What are the effects of risk-taking and inhibition in the development of speaking activities within the classroom?

## **1.3 OBJECTIVES**

### **1.3.1 GENERAL OBJECTIVES**

To explore the behavior displayed by intermediate risk-taking and inhibited learners in the development of speaking activities at the Department of Linguistics and Languages at Mayor de San Andrés University.

### **1.3.2 SPECIFIC OBJECTIVES**

- To identify individual factors, such as personality, motivation, and attitude, in the behavior displayed by intermediate risk-taking and inhibited learners in the development of speaking activities.
- To compare the students' behavior in the development of speaking activities concerning their interaction, motivation, and personality, which distinguish intermediate risk-taking learners from intermediate inhibited learners.
- To find out personality factors that inhibit learners to speak in classes.
- To explain the type of attitude that risk-taking learners show in class during speaking activities.
- To analyze the effects of risk-taking and inhibition on speaking development in the classroom.

## **1.4 JUSTIFICATION**

This study is carried out at the Department of Linguistics and Languages at Mayor de San Andrés University. The subjects of this study are intermediate learners who have been studying English in the Linguistics and Language Department. There are many reasons that make this study relevant.

### **1.4.1 THEORETICAL JUSTIFICATION**

According to Ellis (1985), second language (L2) learners differ on a number of dimensions (p. 99). This study focused on individual factors, especially risk-taking and inhibitions, which may be closely related to self-esteem. According to Rubin (1975, cited in Ellis, 1985), one of the salient features of good language learners is their willingness to "guess" (p.104). This suggests that risk-taking is an important characteristic for successful second language learning. Moreover, inhibition leads students to be unable to do anything in class. Ur (1996, cited in Humaera, 2015) stated that students who show an inhibited behavior in speaking activity are usually afraid of making mistakes, do not keep eye contact, and feel anxious about saying or doing something, that is what really disturbs their personality (p.32).

Consequently, these individual factors may affect learners' speaking performance. In second language learning, speaking is one of the most important skills to develop and improve in order to communicate effectively. Speaking skills are considered to be one of the most difficult aspects of second language learning. For many language learners it is difficult to express in spoken language. They usually have problems in expressing their thoughts effectively in the foreign language. They stop speaking because they encounter psychological obstacles or cannot find suitable words and expressions. The modern world of media and mass communication requires not only a good knowledge of spoken English, but also a high level of self-confidence to help them gain this knowledge.

### **1.4.2 METHODOLOGICAL JUSTIFICATION**

This study is qualitative in nature and it uses a naturalistic approach to describe the behavior of inhibited and risk-taking learners. This study identifies individual factors, such as personality, motivation, and attitude. Subsequently, aspects of behavior displayed by intermediate risk-taking learners and intermediate inhibited learners in the development of speaking activities are described and compared. This research also finds out personality factors that inhibit learners to speak in classes (lack of self-confidence, low self-esteem, or lack of motivation), and the effects of risk-taking and inhibition on speaking activities in the classroom. For that reason, a qualitative research method was used; it mainly focuses on behavior and learners' personality regarding risk-taking and inhibition along with their effects of the development of speaking activities. In fact, this study implies an inductive data analysis

because a categorization process was applied: identification of categories, patterns, and themes thus to come up with a complete conclusion.

### **1.4.3 PRACTICAL JUSTIFICATION**

This study contributes to the approaches related to Second Language Learning (SLL) and the personality traits of learners. First, information and results obtained in this study motivate students to participate, to be curious in any aspect of English language not only for the four levels of the language but also for their active participation in the area of specialization by getting knowledge of all the subjects that are stated in the academic curriculum of the Linguistics and Languages Department. Second, for a better teaching process, this study makes teachers be aware of identifying student's behavior in classes, even more, while they speak in order to know if the learning process is taking place. This identification facilitates teachers to manage the class and instruct better with the correct strategies to improve risk-taking and diminish inhibition in learners. Third, this research helps students and teachers to be aware of the role of the learners' personality at the Linguistics and Languages Department to succeed as a future professional. Finally, as risk-taking and inhibition are linked with self-esteem, this research provides some strategies to enhance intrapersonal and interpersonal abilities.

### **1.4.4 SOCIAL JUSTIFICATION**

The results of this study are a source of information that will benefit to the Linguistics and Languages Department at UMSA, thus teachers and students who belong to the English area will have knowledge about the importance of individual factors and the affective domain in second language learning (SLL); besides, how motivation, personality, and attitude affect the development of speaking activities in English. In addition, language teaching, in our society, needs more researches in order to improve it in different aspects and thus have well trained professionals. In knowledge societies, the future controls the present, for that reason, the educational field in our actual society demands capable and competitive teachers. That means that higher education at the university must supply future professionals for an integral education, because providing teaching and knowledge of a specific discipline is not the only tool that students must have to develop as professionals within society; in fact, teachers, in the teaching process, must encourage students to manage a good personality in order to train

professionals capable to control their emotions, who have a spirit of improvement, and with a high level of social commitment and academic excellence in education.

## **1.5 CONCEPTUAL DEFINITION OF VARIABLES**

### **1.5.1 INDIVIDUAL FACTORS**

According to Benyon Crerar & Wilkinson (2001, as cited in Sacaua, Laarni, & Hartmann, 2008) individual factors are individual variations in the learner's characteristics. People differ in a variety of ways. Aspects of individual differences include psychological factors such as personality, cognitive abilities, cognitive style, and demographic factors such as gender and age.

Ellis (1985) expressed that individual factors are considered important aspects; they are really own characteristics of each individual to learn a second language. These factors are variables that are perceived in the behavior of all learners. They can be divided into modifiable, such as motivation, and non-modifiable, such as personality and aptitudes. Personal and general factors possess affective, cognitive, and social aspects. The social aspects are external to the learner and concern the relationship between the learner and native speakers of the second language and between the learner and other speakers of his own language. The cognitive factors concern the type of problem-solving strategies used by the learner, while the affective factors concern the learner's emotional reactions to the acquisition of knowledge in the second language. Indeed, personality is primarily affective, but it also has social and cognitive sides (p. 100).

#### **1.5.1.1 MOTIVATION**

Cook (1996, cited in Bernaus, 1955) emphasizes that high motivation is a component that favors learning success and vice versa. Motivation certainly plays a very important role in learning and teaching a foreign language. Moreover, Grabe and Stoller (2003, as cited in Bernaus, 1955) confirmed that motivation is an important key to learning and contributes significantly to interest, self-efficacy, engagement and self-concept. Motivating means creating the impulse in the students to learn and become actively participatory with language content. Every student has their own way to deal with their own knowledge development. If

this happens the process of learning and teaching will be much easier and full of fun. The students who are motivated help their teachers in understanding teaching materials and can learn better (p.155).

#### **1.5.1.2 ATTITUDE**

According to Oroujlou & Vahedi (2011), attitude is a set of beliefs about an object or situation that cause a person to respond in a particular way. An attitude is relatively persistent because it is learned and therefore can be taught. The attitude can also be improved if it is unfavorable to the situation. Preference for a foreign language can actually be learned. It is not innate for students to like or dislike a foreign language. If students come to class with a rather neutral or even positive attitude toward the language and have a personality structure that allows them to be open and willing to perceive and respond, their attitude toward the language and toward language learning will be strongly influenced by the situation itself. Indeed, attitudes are situational and can therefore be generalized (p.997).

#### **1.5.1.3 PERSONALITY**

Personality refers to the individual features or characteristics that determine potentialities and abilities, and that it is exclusive to an individual. According to Richards and Schmidt (2002, as cited in Norfazlika Abd, Dzeelfa Zainal, & Siti Nur, 2016) personality points out the aspects of an individual's behavior, attitude, beliefs, thoughts, actions, and feelings which are typical and distinctive of that person and recognized as such by that person and others. In addition, for Fatma (2014, as cited in Norfazlika Abd, Dzeelfa Zainal, & Siti Nur, 2016) personality is a quality that is assumed to distinguish one student from another. In fact, in second language learning, it is understood as unique characteristics that give a learner's behavior a kind of consistency and individuality (p.13).

#### **1.5.2 BEHAVIOR**

Ossorio (2006, as cited in Bergner, 2016) in psychology field, stated that behavior is part of an individual to bring about some state to face different situations, learners' behavior can change from one to another or to maintain the currently one.



Krauss and Chi-Yue Chiu (1998) understand second language learning behavior as the way learners interact with a new code and the skills they have acquired in the classroom at the end of a course; this is how social behavior is understood. Behavior is the primary means of being part of a culture and the primary means by which we access the content of others' minds. Language is involved in most of the phenomena that are the focus of social psychology, such as attitude change, social perception, personal identity, social interaction, intergroup prejudice, stereotyping, attribution, etc. In fact, for social psychologists, language is the medium to expose subjects' reactions and the medium for learners to respond. In social psychological research, language usually plays a role in both stimulation and response.

### **1.5.3 RISK-TAKING**

Christopher (1986, as cited in Bouhenika Meriem, 2015) assumed that risk-taking refers to the learner's tendency to use the second language in the classroom. In addition, Nunan (1992, cited in Bouhenika Meriem, 2015) also claimed that risk-taking appears in situations where students face challenging tasks, and the possibility of failure is very expected. Most of the risk-taking learners, in the language classroom, are talkative, participatory, and active. They tend to guess, imagine, and they also fail sometimes. In fact, a risk-taking learner is prepared to make decisions at saying or writing something even if they are not exactly sure how to do it, without worrying that they might get wrong (p.85).

### **1.5.4 INHIBITED LEARNERS**

Khasinah (2014) stated that inhibition is closely related to self-esteem. The higher self-esteem the greater success and lower walls of inhibition and in learning a foreign language. Thus, inhibition influences language learning in a negative way because it does not permit the risk-taking ability, which is an essential element in this process. It is necessary to make mistakes when students want to learn a foreign language (p. 265).

According to Brown (1987) inhibited learners are those that keep a passive behavior in most of the activities performed in an English class. This type of behavior is connected to language ego which is the way of developing one's personal mode of thinking, feeling, and acting in a second identity. Language ego has positive and negative sides in language acquisition. Generally, language ego brings a negative side in second language acquisition. It easily creates

students' sense of fragility, defensiveness, and rising inhibitions. Students sometimes feel silly when they learn a second language. Students who lack of language ego will be losing face-to-face communication (p.103).

### **1.5.5 SPEAKING SKILL**

Abd EL Fattah Torky (2006) studied language learning based on speaking skills and stated that language is a means of thinking and transferring culture, it is also a means of communication between people. With speaking skills, learners can interact with others to achieve to express their opinions, intentions, thoughts, and viewpoints. In addition, people who learn a language are considered speakers of that language. Speaking is the most commonly used language skill in any setting. As Rivers (1981, cited in Abd EL Fattah Torky, 2006) argues, speaking is used more frequently in communication than reading and writing. Speaking is usually compared to writing as both are considered "productive skills" as opposed to the "receptive skills" of reading and listening. Speaking is also closely related to listening, as they are two interrelated modes of communication (p. 13).

According to Brown and Yule (1983, cited in Abd EL Fattah Torky, 2006) speaking has two main functions: transactional (transmitting information) and interactional (maintaining social relationships). The development of speaking skills is crucial in EFL /ESL programs.

Learning a language success is measured according to the students' ability to carry out a conversation in the target language. Therefore, speaking is probably a priority for most English learners. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers (Nunan, 1999; and Burkart & Sheppard, 2004, as cited in Abd EL Fattah Torky,2006, p. 14)

According to Ellis (1994, as cited in Abd EL Fattah Torky, 2006) speaking activities are designed to engage the learner in using the language communicatively or reflectively to arrive at an outcome other than that of learning a specified feature of the target language. Furthermore, Nunan (1989) assumes that classroom activity involves learner comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than structure. In addition, a task must be capable of giving learners meaningful information to stand alone and communicate by their own (p. 54).

As Hussain (2017) stated, speaking activities are important because they provide opportunities for practical use of a foreign language. Moreover, he mentioned some speaking activities to improve speaking skills: rhyming repetition, look and say, oral composition, pronunciation practice, reading aloud, open-ended stories, narration, and description (p.16).

### **1.5.6 SECOND LANGUAGE LEARNING**

Krashen (1983) makes a strict distinction between acquisition and learning as "two distinct and independent ways of developing skills in a second language." By acquisition is meant an unconscious process of language acquisition and by learning is meant a usually conscious process of acquiring the ability to master a second language.

Dorsch (2010) stated that knowledge that is gained through conscious learning, sometimes is also called explicit or declarative knowledge which is stored consciously. This means that we are conscious of this particular learned knowledge at the time we need it.

## **1.6 LIMITATIONS OF THE STUDY**

### **1.6.1 THEMATIC LIMITATION**

In Second Language Learning (SLL) there are crucial factors influencing success that are largely beyond the control of the learner. These factors are classified into internal and external. The present study focuses only on internal factors, those that are natural in the language learners when they face learning situations. According to Lightbown, P, and Spada, N. (2014) individual differences that are inherent in the learner can predict success or failure in second language learning. This study is limited to the observation of two types of students, risk-taking learners and inhibited learners, and explores personal features, such as personality, motivation, and attitude, in the development of speaking activities in class as stated in the objectives of this research. In addition, the study aims to find out aspects of personality by observing risk-taking and inhibited students' behavior when they carry out speaking activities in English, then each personal feature is described and compared in terms of interaction, personality, and motivation. It is relevant to mention that instruments to measure personality were not applied since the qualitative approach demands of observing the issues of study in contact with the individuals, in a natural context to interpret the data and arrive at a final conclusion and

emergent hypotheses. In this study, attitude and performance of teachers were not considered either.

### **1.6.2 SPATIAL LIMITATION**

The present research was carried out at the Linguistics and Languages Department at Mayor de San Andrés University in La Paz, Bolivia that is a non-English speaking country. In addition, the English classrooms of the IV level (01.09.C and 06.02.04) were considered as the natural context to explore the behavior of risk-taking and inhibited learners when carrying out speaking activities in English as a foreign language. Classroom 01.09.C is located at the Monoblock building on the 9<sup>th</sup> floor and the 06.02.04 classroom is in the Casa Montes Building.

### **1.6.3 TEMPORAL LIMITATION**

The application of the instruments to collect the data was developed in the first semester in February, 2019. The class observation lasted for about one month, four classes per week, an hour and a half per class. At the same time, the students were interviewed and recorded in their free time out of the classroom, with a semi-structured questionnaire in which they did not have a limited time to speak.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is structured into three parts. First, it presents an overview of previous studies related to personality factors that affect language learning success. Second, it explores the theoretical foundation concerned with second language learning, personality, interaction, behavior, and the effects on speaking development. Finally, various concepts about individual factors, type of personality, oral interaction, attitude, motivation, and speaking development are described.

#### **2.1 PREVIOUS STUDIES ON RISK-TAKING AND INHIBITED BEHAVIOR IN SPEAKING SKILLS**

According to Christopher (1986) in her study, *"An Analysis of Discomfort, Risk-taking, Sociability, and Motivation in the L2 Classroom,"* the correlation between risk-taking and class participation was a positive predictor of students' voluntary class participation. She observed college students' risk taking and analyzed the relationship between risk taking and class participation. Although the correlation between risk taking and participation was high, the relationship with actual success was relatively weak. This finding supports the idea that individual differences and personality affect second language acquisition in particular ways. In addition, she reported that "learners with high levels of discomfort were less willing to take risks in class, suggesting that high anxiety negatively affects motivation."

Marin (2013) also examined the role of risk-taking behavior in the development of speaking skills in ESL classrooms in her study, *"The Role of Risk-Taking Behavior in the Development of Speaking Skills in ESL Classrooms."* It examined that risk-taking learners enjoyed several advantages when they ventured into oral discourse. For example, learners were willing to try new linguistic elements and constantly sought opportunities to learn the language. In contrast to low risk-taking learners, high risk-taking second language learners may show a considerable increase in language uptake.

In addition, McIntyre (2004) conducted a correlation study between *"Self-confidence and academic performance in speaking skills"* in the Faculty of Science and Literature, Department of English Language and Literature in Turkey. This study aimed to find out the

correlation between self-confidence and speaking skill and to determine whether there is a difference between the participants' level of self-confidence and speaking skill according to their department and gender. In this study, it was found that there was a statistically significant relationship between self-confidence and speaking performance. However, the alternative hypothesis was rejected, which means that self-confidence does not correlate with academic performance in speaking. In fact, self-confidence alone does not guarantee good academic performance in speaking. There should be other factors that ensure that L2 learners are able to master speaking.

In our context, Tenorio (2010) investigated "***Factors that originate language anxiety in EFL learners in oral L2 production***". The main purpose of this research was to identify the main factors that originate anxiety in oral production of language and the effects on oral production of language in a group of intermediate English students at the Department of Linguistics and Languages, UMSA. The research also found physical symptoms of language anxiety expressed by the students when they participated in oral activities in English. Moreover, this research was conducted mainly through qualitative (observation) and quantitative (questionnaire) methods. The results of the questionnaire showed that 75% of the students felt language anxiety, 20% expressed that they felt quiet while participating in the oral tasks, and 5% did not want to answer the questions asked. Finally, it was found that language anxiety affected the quality of their oral English production. In addition, the following factors were found to influence oral production: linguistic, psychological and pedagogical factors.

On the topic of personality, Wulandari, Saputri & Nurlinda (2017) studied "***Extroverted and introverted students in the department of English***" at an Islamic institute in IAIN Palangka Raya. The purpose of this study was to investigate whether there is a significant difference between extroverted and introverted students in speaking ability of English language. The study revealed that there was a difference between the mean score of extrovert group (80.2) and the mean score of introvert group (71.6). The result of this study shows that there is a slight difference between extroverted and introverted students in speaking ability. The researcher also found that some students who scored well in speaking are extroverts. They have the most important characteristics, namely the ability to socialize, impulsive nature, sense of humor, enthusiastic, quick thinking, positive and other characteristics. These traits increase the communication skills of the students. The researcher found that extroverted

students usually speak fluently, are not afraid, are not easily embarrassed and awkward, prefer to work together or in groups, and can adapt well to their environment. Introverts, on the other hand, can feel a lot of pressure and are more likely to procrastinate, tend to make more mistakes, and are unable to produce longer utterances. In addition, introverted students tend to prefer reading, listening and working in writing rather than orally. They prefer to work independently and need time for internal processing. They often feel uncomfortable in discussion groups, have difficulty remembering names, and are reluctant to speak up in class. In other words, the researcher concluded that extroverted or introverted students have their own unique learning styles or strategies. But their characteristics as extroverts have some positive effect on their speaking ability, and better than that of introverts. In short, extroverted students are in favor of speaking terms.

Finally, Oroujlou & Vahedi (2011) investigated the topic of *Motivation, Attitude, and Language Learning* in the International Conference on Education and Educational Psychology. The main aim of this study was to establish an effective and efficient relationship between language learning, motivation, and attitude. The results of this study have made it clear that motivation and attitude play a major role in increasing students' competence and efficiency in language learning. The author of a classic study on successful language learning concluded that the most successful learners are not necessarily those who find a language very easy; they are those who exhibit certain typical characteristics, most of which are clearly related to motivation: positive task orientation, ego involvement, need for achievement, high ambition, goal orientation, persistence, tolerance of ambiguity. Thus, it is clear that underlying motivation and a good attitude towards language learning are largely crucial. The study shows that neglecting attitude and motivational factors can cause problems to students in language learning. The studies have shown that even brilliant and gifted students with low attitude and motivation have made little progress.

To summarize, the findings in the previous studies discuss aspects of individual factors and the effects on second language learning, primarily on speaking skills. The results and conclusions gathered demonstrated that individual factors play an important role in the process of language learning. Learners are not the same, they possess their own essence, they learn in different ways, and these factors manifest unequally among the students. The authors also agreed that the most important thing is to identify negative aspects and positive ones in order

to improve some of them or take advantage of them to contribute to language proficiency concerning the four skills. In fact, they found that individual factors, such as personality, attitude, and motivation are as important as cognitive factors to be considered in the learning and teaching process of a second language.

After analyzing the previous studies, and in order to support the present research, the following section presents a theoretical foundation. In doing so, theories of second language acquisition were considered, theories such as behavioral theory, creative construction theory, interaction hypothesis, sociocultural theory, and personality type theory. This theoretical framework helps us to understand how the process of second language acquisition is and what other factors to consider besides cognitive ones when students learn a foreign language in order to succeed in it. In addition, the following section provides definitions of concepts, such as individual factors (personality, motivation, attitude, self-esteem, risk-taking, inhibition), participation, interaction, and speaking activities.

## **2.2 THEORIES OF SECOND LANGUAGE ACQUISITION**

Garibaldi (2013) Second Language Acquisition refers to the process of how students learn a second language, additionally to their first language. Moreover, there are various factors that have an impact on learning a second language and it is important to understand the theories behind second language acquisition and try to find out how an individual learns a language and what elements to succeed in language acquisition (p.2).

### **2.2.1 BEHAVIORAL THEORY**

According to Demirezen (1988) behaviorist theory is basically a psychological theory, founded by J.B. Watson, it is actually a theory of native language learning, understood as a reaction to traditional grammar. It is the habit formation theory of language teaching and learning, which reminds us of the learning of structural grammar. In other words, language learning is a mechanical process leading the learners to habit formation whose primary scheme is the conditioned reflex. Thus, under this principle, language is controlled by the consequences of behavior. The major proposition of this theory rests on the analysis of human behavior in observable stimulus-response interaction in the association between them. (p. 136)



Lightbown & Spada (2006, as cited in Bahamondes, 2015) mentioned that behavioral theory visualizes learning (and not only language learning) under the concepts of imitation, practice, reinforcement and habit formation. In second language learners, individuals learn sentence patterns by heart through classroom activities based on mimicry and memorization (p. 39).

According to Cook (2008, cited in Bahamondes 2015), the most important account of this theory is that of Skinner in 1957. For him, language was learned through verbal operants controlled by social context, the antecedents of the individual and the environment in the current situation. One of the operants has to do with commands, which is reinforced by someone carrying it out. Another is tacting, which is reinforced by social recognition. However, Chomsky (1959, cited in Bahamondes 2015) argues that Skinner questions the learner's internal structure or the way he processes input information. In this regard, this theory cannot explain why children still make mistakes in the early stages of language acquisition even though they have received the correct input. Therefore, behaviorism does not explain the mental processes involved in language acquisition and distances itself, for example, from the sociocultural perspective, which takes into account the external stimuli and the internal mental structure (p. 42).

Myles (2002, cited in Bahamondes, 2015) talked about an additional notion related to this theory; it is the contrastive analysis hypothesis. According to this idea, learners of a second language begin the acquisition process with the habits they formed in their first language and these habits eventually disrupt the new ones needed for the second language. However, it is assumed that learners are reluctant to apply their prior knowledge to the second language. The features of the second language should be a process of identifying similarities so as to make connections between the two languages rather than a process of transfer (p.39).

Rivers (1968, cited in Demirezen, 1988) stated that principles of behaviorism are based on the analysis of human behavior under the observable interaction and association of stimulus-response (p. 136).

Thorndike (1983, cited in Demirezen, 1988) was the first behaviorist to examine the domain of learning, the building of associations to a particular behavioral process and the consequences of that behavior. Basically, the behaviorist theory of stimulus-response learning views all learning as the establishment of habits as a result of reinforcement and reward (p. 136).

In fact, at the beginning of this study, in order to collect the data, we divided the class, according to learners' behavior, into risk-taking and inhibited learners. Students in each category displayed different behavior in class during oral activities, so we could notice that risk-taking participated many times to practice the language, and as a result, it was easy for them to communicate in English language; whereas inhibited learners remained quiet in class and also had difficulties to interact because of lack of knowledge.

Respecting reinforcement, risk-taking students were reinforced by the teachers in many ways, but it was difficult for teachers to give positive reinforcement to inhibited students because they did not want to collaborate in oral activities. In fact, teachers had to force them to participate, so we could identify that those students lack of vocabulary, grammar structures, and pronunciation; and that was because they felt reluctant to practice the language on the intermediate level and probably in the previous ones too. Consequently, about the results of this study, this theory could fail if there is no predisposition of teachers and students to the stimulus (practice, participation, and reinforcement).

### **2.2.2 CREATIVE CONSTRUCTION THEORY**

Lightbown (1996, as cited in Tenorio, 2010) one important point about this theory is that the learning process is natural and learners must be exposed to second language input; therefore it is developed internally in a specific area of the brain designed for language. This means that learners may not need writing or speaking practice to acquire the language, in fact, they need samples of the language to be understood. The speaking and writing skills are outcomes of the learning process. Moreover, this theory, proposed by Stephen Krashen (1982), is an overall theory from different areas of his research findings. From this study, he brought together five central hypotheses in which he establishes his monitor model (p.34).

#### **The acquisition learning hypothesis**

According to Krashen (1982, as cited in Tenorio, 2010) there are two ways in which adult learners understand a second language. They may acquire the language or learn it. Therefore, it is necessary to define both concepts.

- Acquisition is the product of a subconscious process very similar to the process of first language development by which linguistic competence is developed as a result of using language in real communication.

- Learning is the result of formal instruction and involves a deliberate process that produces conscious knowledge of language. It leads to grammatical and mechanical knowledge about the L2. Thus, learned knowledge cannot be transformed into acquired knowledge.

In addition, Krashen (1982, as cited in Tenorio, 2010) claims that second language acquisition happens in the same way as children when they pick up their first language, with no conscious attention to the form of language, since meaning is more important than the structure. Therefore, acquisition is considered to be the most important process because only this acquired language is available for a natural and fluent communication. However, learning a second language happens under a conscious process of studying and paying attention to form and error correction. Because of this, learning cannot turn into acquisition, for instance, learners may know the rules but they do not succeed when applying the grammatical rules, by focusing on what to say rather than how they say it, while other learners are quite fluent without learning rules.

### **The Affective Filter hypothesis**

According to Krashen (1982, as cited in Tenorio, 2010) this hypothesis refers to affective variables which play an important role in second language learning. Thus, he assumes that affective filter is an invisible barrier that cannot permit learners to acquire the target language even when input is available. This filter refers to the impulse, needs, attitudes, and emotional conditions, such as motivation, sadness, boredom, self-confidence, and anxiety that make acquisition unavailable. A learner with high motivation, self-confidence, a good self-image, and a low level of anxiety has more predisposition for succeeding in second language acquisition. In contrast, a learner with low motivation, low self-esteem, and anxiety can form a 'mental block' which prevents comprehensible input. In other words, when the filter is 'up', it makes it difficult to acquire the language. Therefore, a positive attitude is necessary for acquisition to take place (p.34).

Since this study focuses on learners' individual factors in learning a second language, the creative construction theory must be taken into account because this theory states that learners need to be exposed to input, whether it be via reading or listening, they begin to form mental representations of the language and its structures. In that manner, we contemplated basically the Input and Affective Filter Hypothesis to explain the needs and barriers in the process of

language acquisition. The theory states that students need to be exposed to comprehensible input of the target language, so we noticed that teachers provided all the students oral and communication activities to reinforce different structures, in those activities all the members of the class had to interact. In fact, extroverted students used to speak not only with their classmates but also with the teacher, they liked to take part in oral activities by using the language and expressing any curiosity to learn more. In addition, the teacher's first rule was not to speak Spanish language and it helped the students to be exposed to the language.

Regarding the affective filters, it has been said that states such as motivation, self-confidence, and anxiety make acquisition unavailable. Actually, introverted learners felt nervous, worried, and afraid in oral activities and they could not communicate easily with the class, so there was a mental block on them. Whereas, affective filter was not a barrier for extrovert/risk-taking students, they felt motivated and self-confident in class.

Below, a figure of Krashen's theory about the creative construction in second language acquisition is presented.

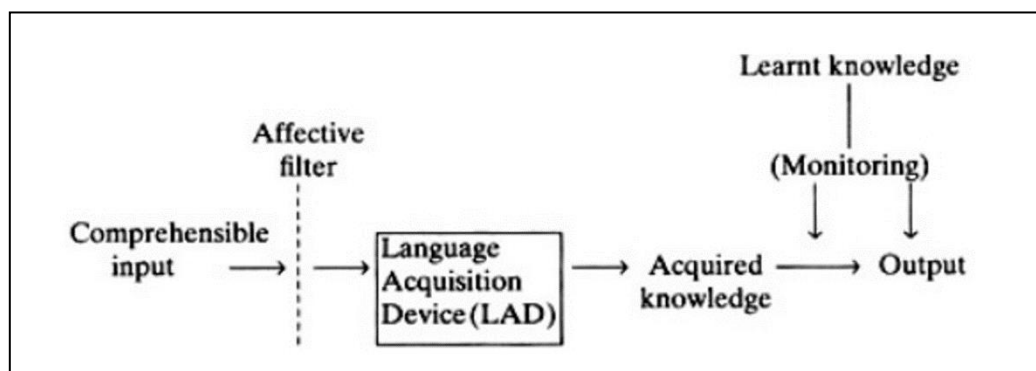


Figure 2.1. The Input Hypothesis Model of L2 Learning and Production (Krashen, 1982, p.16)

### 2.2.3 INTERACTION HYPOTHESIS

Another perspective to explain second language acquisition is the interaction hypothesis advocated by Hatch (1981) and Long (1978). They stated that interaction syntactic structures are developed when learners start speaking in conversations, and when they know how to interact verbally. Based on observational studies, Long (1978) found that in conversations between native and non-native speakers, the interaction is modified more than the input provided by the native speakers (p. 405).

Larsen-Freeman and Long (1991, cited in Menezes, 2013) argued that interactionist view is stronger than other theories because it uses innate and environmental factors to explain language learning (p. 406). They were the first to view language not only as a matter of syntactic structures, but also as a matter of discourse. Interactionist research uses data derived from free conversations or controlled conversational tasks.

As stated by Ellis (1991) interaction hypothesis makes two main claims about the role of interaction in L2 acquisition: (1) comprehensible input is necessary for L2 acquisition; and (2) modifications to the interactional structure of conversations that occur in the course of negotiating a communication problem contribute to making the input comprehensible to an L2 learner.

Long (1980) examined the input and interactional features of native speakers' conversations with sixteen non-native Japanese speakers in interview-type situations. Input features consist of various linguistic aspects of foreigners' conversation, such as vocabulary used and overall sentence complexity. Interaction features refer to communicative aspects of conversations with foreigners, such as temporal markers and various discourse and topic embedding features.

Long (1983, cited in Ellis, 1991) studied the input and interactional features of native speakers' speech. In this study, he found that foreign language has no modifications but numerous interactional adaptations. He also referred to Krashen's views on the role of comprehensible input, citing three aspects: Access to input is characteristic of all cases of successful first and second acquisition, thus greater comprehensible means faster acquisition, and a lack of access to input means little or no acquisition.

Comprehensible input is necessary for acquisition, at least when learners are starting a language program (Ellis, 1991, p.7). Long (1983) argued that modifications when interacting in conversations were the most relevant way of making input comprehensible. He suggests that these are especially facilitative of acquisition because they help to make unfamiliar linguistic input comprehensible. (Ellis, 1991, p.7)

Long (1983, as cited in Ellis, 1991) reported a study in which he found a higher frequency of interactional features in conversations, those features were identified in activities that required information exchange, but not in activities which did not require any information exchange. Finally, it was assumed activities in which participants are needed to exchange information

with each other enhance interactional restructuring. Consequently, information-exchange activities also aid comprehension and second language acquisition.

Pica (1987, as cited in Ellis, 1991) extended the interaction hypothesis in one important way. She highlights the importance of the social relationship between the participants. In fact, she focused on mutual understanding and the opportunity to modify and restructure social interaction. Interaction is a social relationship in which learners and teachers are aware of their linguistic abilities in the second language, but nevertheless they have equivalent status with regard to expressing their needs and fulfilling their obligations as communicative participants.

Ellis (1991) contributed a lot with the interaction hypothesis. He argued that a situation in which the conversational partners share a symmetrical role relationship provide more opportunities for interactional events. It follows that equality of status between the participants is also facilitative of comprehension and acquisition.

Ellis (1991) interaction hypothesis is a hierarchical statement of three sections. The first has to do with learners' needs to comprehend input in order to develop their other skills. The second states that opportunities to modify the structure of a conversation promote comprehension. The third section concerns the conditions that create opportunities for restructuring.

Vygotsky (1978) claimed that aspects of learning and acquiring knowledge, including learning new languages, are based on social activities in order to be adequately internalized and become more potential to be resorted by individuals. He states that interaction is an action that happens between two or more people that cause an effect on each other.

Vygotsky (1978) considered negotiation as a fundamental characteristic during interaction, it helps to adjust speech toward greater clarity and comprehensibility, thus the learners can potentially reach mutual understanding through modification of sounds, structures, and vocabulary in their responses (Al Khateeb, 2014, p.295).

Van Patten & Williams (2007) defined interaction as a conversational modification that is shared between the native speakers as well as non-native speakers, during which they have the opportunity to recognize their correct and incorrect utterances. (Al Khateeb, 2014, p.295)

As this study deals with the behavior of two types of learners in the development of speaking activities, it was appropriate to prompt the interaction hypothesis, proposed by Michael

Long in 1980. Features of behavior were observed and interviewed based on how they interact with their classmates and the teacher. The main principle of this theory is that negotiation of meaning facilitates acquisition because it connects input, internal capacities, attention, and output. In this theory, how to interact verbally is more important than internalizing syntactic structures. What we observed in this study is that extroverted students liked to make conversations with classmates, they enjoyed also group activities, felt comfortable when speaking, and showed speaking abilities. In addition, the teacher used to encourage both types of students to participate in oral activities, individually and in group; besides, the teacher also interacted with each student. Whereas introverted students did not feel comfortable when they had to speak in class, despite the same interaction the teacher provided them. Consequently, the results of this study are connected to the principles of the interactionist hypothesis because students who did not take part in conversations and oral dynamic had weaknesses in language development.

#### **2.2.4 SOCIOCULTURAL THEORY**

Mitchell and Myles (1998, as cited in Menezes, 2013) the sociocultural theory claims that language learning is a social process. Mediation is the main principle and language is a cultural item that mediates social and psychological activities.

Lantolf and Thorne (2007) defend that the principles of sociocultural theory can also operate on SLA. The main perspective of sociocultural theory stated that individuals cannot be separated from social aspects, in fact this theory argues that the individual emerges from social interaction and, as such, is always fundamentally a social being. It is in society that language learners observe others using language and communicate through imitation. In this process, other social factors interact so that learners move from one stage to the next (p. 406).

Topçiu & Myftiu (2015) mentioned Vygotsky, the most representative figure of social-cognitive constructivism. He worked in depth with the interaction of the individual with society, the effects of social interaction, language and learning culture. Vygotskiy (1934) explained the role of dialogues and considered the origin of cognitive functions are the result of social interaction (p. 173).

Vygotsky (1978, cited in Topçiu & Myftiu, 2015) declares that the children learn something initially through the relationship and interaction with people, and then understand this

knowledge adding their personal values on it. According to this theory, the interaction between teachers and children has a dynamic interaction and learning happens as a result of this interaction (p,173).

Ellis (2000) believes that the sociocultural theory of learning starts during the interaction, not through interaction. At first, individuals complete a task with the help of another person, they learn it, and then they are able to do the same task alone. In this way, social interaction is a support to intermediate learning. According to Ellis, the sociocultural theory aims the principle that successful interactions are those during which children are helped to finish new tasks. One of the most important contributions of Vygotsky's constructivist theory is the difference it makes to the current level and the potential development, or Zone of Proximal Development (Topçiu & Myftiu, 2015,p. 173).

Another theory of second language acquisition that matches our study because of the relationship with the importance of interaction is the sociocultural theory. Most of this theory's principles helped to support behavior of risk-taking students and the importance of oral participation in class. The theory states that language learning is a social mediated process, it means that students need to interact with others in order to assimilate knowledge, because individuals emerge from social interaction and we cannot separate them. In this study, for example, we noticed that teachers apply this theory by adding conversation activities and encouraging them to speak the language in groups. Consequently, students who affirmed to feel nervous mentioned that they admire and value other classmates' abilities, so they tried to imitate them or compete with them, besides they said that they do this as a strategy to overcome nervous or other weaknesses. Those students were also considered to be risk-taking ones because they have the willingness to try and learn more. On the other hand, introvert students limited the contact with others, and as a result they remained quiet and lack of vocabulary in oral participation.



The following figure is about how this theory works in second language acquisition.

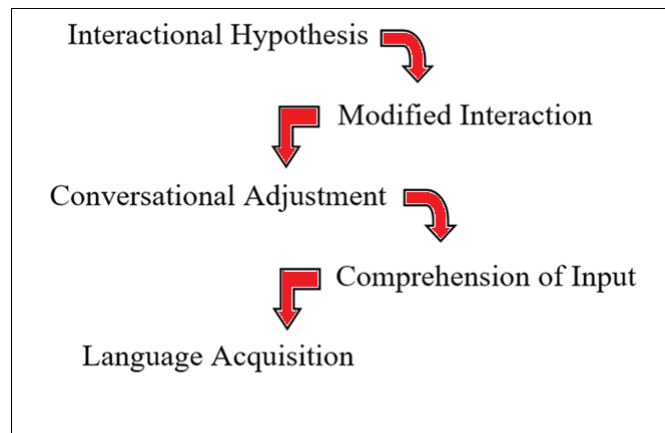


Figure 2.2 Michael Long's original formulation of the interaction hypothesis 1983

### 2.2.5 PERSONALITY TYPE THEORY

The study of personality has been done since the time of Hippocrates. He developed a personality theory known as the four humors. His theory of four humors eventually became to be accepted as the four temperaments. In addition, personality is also part of the pattern of thoughts, social adjustments, feelings, and behaviors that were consistently shown over time; thus, it strongly influences an individual's expectations, values, self-perceptions, and attitudes. The primary theories of personality include trait perspective, psychodynamic, humanistic, behaviorist, biological, as well as, social learning perspective. (Jensen, 2015 & Kamarulzaman, 2012, cited in Capellan, 2017, p. 56)

Personality is broadly defined as a scientific satisfaction. However, at the heart of higher education exists the need to understand the individual needs of adult students. Only in this way, instructors can provide benefits of their instructional design. An understanding of personality and learning style is therefore imperative in the process since student's needs continually change, and become more challenging in higher education (Jackson, 2016 & Dewaele, 2012, cited in Capellan, 2017, p. 57)

According to Allport (1963, cited in Capellan, 2017), personality is the dynamic organization within the particularity of those psychophysical systems that determine an individual's characteristic behavior and thought process (p. 57). Moreover, Eysenck, H. (1981) student's personality is the main construct of language achievement, hence, affecting how they learn foreign languages. In an early approach to personality, psychologists explain that it is genetic

and an innate characteristic of human beings. For example, Sigmund Freud's psychodynamic theory of personality assumes that there is a connection between innate instincts and parental influences. Freud's theory states that personality development depends on the interaction of instinct and environment in childhood, mainly in the first five years of life (McCrae et al., 2000, cited in Capellan, 2017, p. 57).

According to the learners' personality traits they could be categorized in different personality types. Hence, it means that while certain individuals are predisposed to certain dominant characteristics such as honesty, compassion, and aggressiveness, others tend to display certain personality traits in their lives such as ambition, power-hungry, competitiveness, modesty, attentiveness, and sensitivity, among others. (Allport et al., 1963 cited in Capellan, 2017, p. 58)

Marcela, (2015) argued that adult learners have different styles to learn a language and tend to work on perceived information in many ways. Furthermore, adults seem to achieve understanding at different rates. In fact, the way that instructors teach, and the way that students learn have important ramifications for both, the students' satisfaction and academic achievements. According to Ariani (2015) adult students whose learning styles, and personality types match with the teaching styles, and personality of the instructor tend to have higher academic achievement, retain information for longer periods of time, use the newly acquired knowledge more effectively, and even have a more positive attitude towards class' members in general. Marcela & Nicholson (2015, as cited in Capellan 2017) affirmed that students are accustomed to their preferred learning style and it could be difficult to get comfortable with the teaching style of the instructor, despite this they can still advance to actively increase their ability to excel in high education. (p. 58)

Extraverted students work best in classrooms, they have time to discuss, talk and/or work in groups in the classroom. However, as they are pulled into social life, they may find it difficult to settle down, read, or concentrate on other activities or being responsible with homework assignments. (Molinuevo et al., 2013, as cited in Capellan, 2017, p. 60)

Classroom activities such as reading, writing, could become a challenge since these tasks are deemed as individual activities. Nevertheless, ongoing students can accomplish better their achievements when studying with a friend. Furthermore, they stand out with learning activities

that have excellent results, and that involve interaction with other people. (Pornsakulvanich et al., 2012, as cited in Capellan, 2017, p. 60)

Introverted students are those who experience the inner world of reflection, thought, and observation. They focus their attention on their inside and receive energy from reflective thoughts, memories, and feelings. They can be sociable; nevertheless, introverted learners need space and time alone to start sharing their ideas. Introverted students like to understand the world, and prefer to discover things before they can talk about a specific issue (Davis, 2006 & Sharp, 2008, as cited in Capellan, 2017, p. 61).

Sadeghi (2012) & Sharp (2008) reported that introverted students learn best through passive and mental reflection. Their attention naturally flows inside their own thoughts, ideas, and impressions. About classroom activities, introvert learners tend to appreciate reading, lectures, written, and research tasks over speaking activities. Also, they tend to be self-sufficient, and prefer to work individually. (Capellan, 2017, p. 62)

Introverted individuals need time for internal processing, they could encounter difficulties with teachers who speak too quickly, and do not give time for processing the activity. Furthermore, introverted learners are often uncomfortable in group activities, and may hesitate to speak in class. However, they make it better when working independently, internalize their own thoughts through listening, observing, reading, writing, and independently conducting research. In addition, introverted students need plenty of time to finish their work. They also feel more comfortable if they are not required to speak in class, but are allowed to do it voluntarily (Molinuevo et al., 2013 as cited in Capellan, 2017, p. 62).

According to Miller, A. (1991, as cited in Capellan, 2017) it takes too much time for introverted students to acquire a foreign language due to their personality. It has also been noted that these learners tend to be more hesitant to make mistakes. Whereas extroverted students are more likely to try out their newly learned vocabulary. Therefore, to be sure that extroverted and introverted personality succeed, it is important to provide learners a learning environment where learners can understand that mistakes are part of the learning process, and practice of speaking is more important (p. 62).

Theory of personality regarding second language acquisition, is also valuable for supporting this study. It states that personality is an important construct of language achievement and it

adheres to the pattern of thoughts, social adjustments, feelings, behavior, values, self-perception, and attitudes. In this study, students displayed different individual factors which were related to their personalities, such as voluntary participation, individual working, collaborative attitude, positive attitude, competitiveness, lack of motivation, and many other features that belong to extroverts and others to introverts. The idea is, as the theory states, that there must be a good predisposition in class to construct language achievement because personality influences the way an individual learns the language. In fact, in this study, we describe personality of extroverted and introverted students and their language performance, basically in oral activities. Finally, we found that extroverted students have risk-taking abilities, a positive attitude, and a good predisposition to participate and use the English language, whereas introverted student are inhibited, passive learners, and do not feel motivated.

### **2.3 SECOND LANGUAGE ACQUISITION AND INDIVIDUAL FACTORS**

Acquisition is basically another word for talking about learning. However, when we refer to second language acquisition, it is important to understand exactly what each term means. Ellis (1986) & Alice Omaggio (1986) explain that acquisition is the internalization of rules and formulas to use them to communicate in the second language. They also explain that it is a spontaneous process of internalization that results from natural language use, while learning consists of the development of conscious knowledge through formal study. In other words, acquisition is the unconscious study of a language naturally and does not depend on language teaching. On the other hand, learning is conscious study through formal instruction, such as in a language classroom (Khasinah, 2014, p.257).

In the Longman Dictionary of Applied Linguistics, Jack Richards (1985) explains that second language acquisition is "the process by which people develop proficiency in a second or foreign language." Ellis (1986) explains that SLA is a complex process involving many interrelated factors. It is the product of many factors involving the learner on the one hand and the learning situation on the other (p. 257).

Language acquisition is an important aspect before a person communicate in both L1 and L2. The second language is considered more difficult to get the proficiency than the first language because it is usually done in the adulthood and with a specific purpose. As well as first

language, L2 works as a tool for interaction or communication to convey thoughts, ideas, concepts or feelings in target language (Linguistik Id, 2016).

According to Krashen (1982, cited in Linguistics Id, 2016) second language acquisition deals with the study of the manner in which learners become able to use the second language different from his first language. This process can take place in a classroom or through formal instruction, but the degree of language proficiency to be achieved is still debatable. It may begin in childhood or in adulthood. Second language acquisition attempts to determine how the acquirer takes in a target language and what elements must be present for successful language acquisition.

Regarding the present study, the appropriate variable to structure the research stated problem was 'learning', thus second language learning was part of the issue to prompt this research along with the other variables, since students at the Linguistics and Languages Department, from the English area, undergo a formal instruction of the language for two years. During this time, they are supposed to get an intermediate level to use and understand the language.

After examining the definition of second language acquisition and second language learning, it is necessary to talk about the factors that could affect both, acquisition or learning. Sometimes those factors are known as individual/general factors, personal/social factors, internal/external factors, or affective/cognitive domains. However, the idea is the same, there are psychological factors and those in which the role of society and the individual's surrounding are involved. Therefore, in the next paragraphs definition about these factors are presented.

As claimed by Ellis (1985, as cited in Khasinah, 2014) there are learning differences that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality. In fact, in language teaching it is important to analyze and interpret these differences and their contribution to success or failure in second language acquisition (p. 157).

Lightbown & Spada (2013) stated that individual differences can predict success or failure in language learning. These notion is based on our own experience or through the relationship with people we have known. For example, extroverted students who interact in class and seek opportunities to practise language skills will be the most successful learners. In addition, there

are other characteristics that predict success in language learning: intelligence, motivation, and the age.

Brown (1987) theories of second language acquisition or teaching methods based on cognitive considerations cannot be separated from the most fundamental side of human behavior, that is that affective side. That is why we examined, in the present study, students' personality along with some features that involve it, those that can be perceived in students' behavior. In addition, Hilgard noted that "purely cognitive theories of learning will be rejected unless a role is assigned to affectivity" (p. 96).

Therefore, internal factors are as important as external factors. Both help us, as educators, to understand how students are learning, what their difficulties are, and what strategies to use in order to help them to make this process succeed. However, this research concerns the internal factors and the effects of them in the development of speaking activities.

In the bottom figure a scheme of language considerations in second language acquisition and teaching is shown.

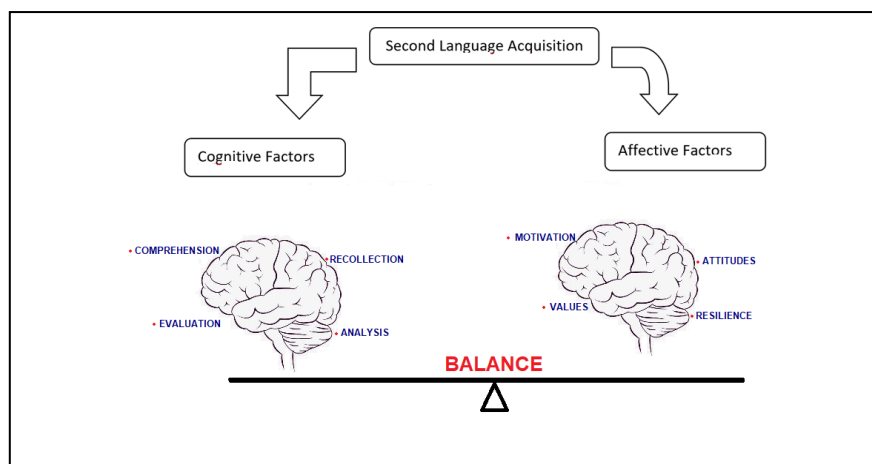


Figure 2.3 Second Language Acquisition Implications

### 2.3.1 PERSONAL FACTORS

According to Ellis (1985) personal factors are highly unique features of each individual's approach to learn a second language. These factors are different by definition. They can be

grouped together under three categories: group dynamics, attitude to the teacher and course material; and Individual learning techniques.

### **Group dynamics**

According to Leeming (2011) a good method to enhance teaching is the group dynamic. This kind of interaction is particularly important in the language classroom where many activities are carried out by the students when interacting in pairs or small groups. Teachers use to experience classes with a positive and productive atmosphere where students can work together and enjoy the learning process. However, there are also classes where it is difficult to teach due to the negative classroom atmosphere which is not advantageous for teacher, in addition it prevents students from active participation in the lesson (p. 147).

Leeming (2011) mentioned that a group dynamic is the central activity to evaluate how students perform in the language classroom. When groups are formed, the students adopt certain roles and they have both formal and informal leaders. In fact, according the field of social psychology, the role of all the members of a group may influence on the group. A group dynamic has a significant impact on how the group functions and the quality of work (p. 159).

### **Attitude to the teacher and course material**

As Ellis (1985) states, attitudes are crucial in language learning. Linguistic attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learner is likely to do. The internal state is a positive-negative or positive-unfavorable reaction to an object or person.

According to Ellis (1985), learners also differ in their attitudes toward instructional materials. In general, adult learners dislike having a textbook imposed on them in a rigid manner. They prefer a variety of materials and the opportunity to use them in ways of their own choosing. However, Pickett's (1978, cited in Ellis, 1985) study finds greater differences in attitudes towards the role of the teacher. Some learners wanted the teacher to act as an 'informant', while others praised teachers who were logical, clear and systematic. The main generalization that emerges from Pickett's study is that learners need to feel sympathy for their teachers and also want him or her to be predictable (p.103).

### **Individual learning techniques**

As stated by Montaña (2017) learning strategies concern the behavior, procedures, actions, or tactics that people use in order to manage situations when developing activities during the learning process. Teachers must be aware of their role in class, they are in charge of enhancing strategies in second or foreign language classrooms, since their mission is to provide good learning among their students and make their thinking meaningful. To succeed as language teachers, educators must take into account the needs and biographies of each learner, thus learners will be able to employ methodologies that guide themselves in using strategies to improve learning process (p. 480).

According to Brown (2000, as cited in Zafar & Meenakshi, 2012) learning strategies are tactics that a learner selects for language acquisition. He argues that the choice of learning strategies is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning (p.641).

### **2.3.2 GENERAL FACTORS**

Ellis (1985) the general factors are variables that are characteristic of all learners. They differ not in whether they are present in a particular individual's learning, but in the extent to which they are present or in the manner in which they are realized. General factors can be further divided into those that are modifiable (i.e., can change over the course of SLA), such as motivation, and those that are not modifiable (i.e., do not change in strength or nature when SLA occurs), such as aptitude (p. 100)

Ellis (1985) personal and general factors have social, cognitive, and affective aspects. The social aspects are external to the learner and concern the relationship between the learner and native speakers of his or her own language. The cognitive and affective aspects are within the learner. The cognitive factors concern the type of problem-solving strategies used by the learner, while the affective factors concern the emotional reactions triggered by attempts to learn an L2. Various personal and general factors affect all three aspects to varying degrees (p. 100).



## 2.4 PERSONALITY FACTORS

Gass & Selinker (1994, cited in Zhang, 2008) second language acquisition is defined as learning and acquiring a language that is not your native language. Once you have acquired a second language, you are proficient in that language. In order for second language learners to make maximum progress with their own learning style, their individual differences must be recognized and taken into account. A number of theories suggest that personality factors have a significant impact on the success individuals achieve in learning a second language (p. 58).

Cook (1996, as cited in Zhang, 2008) mentions that some aspects of the learner's personality can encourage or inhibit second language learning by improving certain stages of language learning while preventing others (p. 58).

Krashen (1981, as cited in Septianah, Susilawati, & Supardi) personality factors are interrelated with motivational factors. Briefly, it is hypothesized that the more self-confident a person is the more able to encourage intake will be and he will also have a lower filter.

The following figure concerns the aspects of personality in Second Language Acquisition.

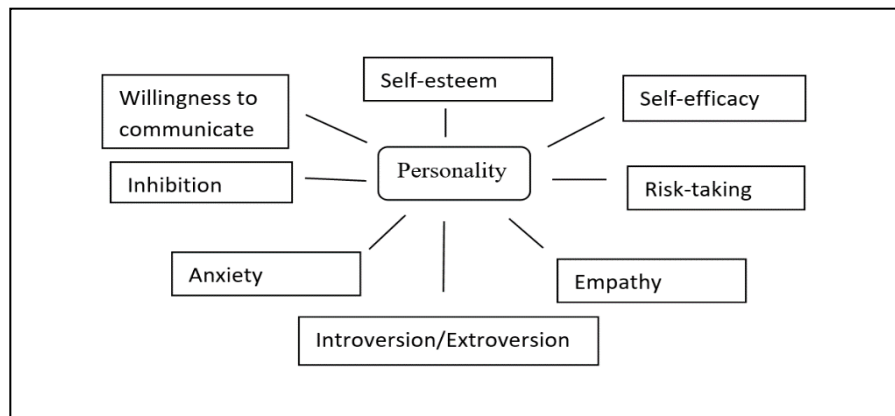


Figure 2.4 Features of personality in language learning

### 2.4.1 EXTROVERTED AND INTROVERTED STUDENTS

Furthermore, Parkinson (2004, cited in Septianah, Susilawati, & Supardi) defined personality as the behavior in which someone reacts to situations, or the preferred way of expressing toward particular events and other people. According to him, personality shapes a person as an individual; it gives a prediction of how he will behave in any situation. In personality, there

are extroverts and introverts. An extrovert is often outgoing, talkative, expressive and a risk taker. They prefer to be around a lot of people instead of being alone. An introvert, on the other hand, is quiet and calm. They prefer to take many things personally rather than interact with other people. Introverts are also very planful. He explained that "the introvert is a shy person and always keeps a distance from other people at work." However, students also do a great job because they think very well before deciding something (p. 2).

Zhang (2008) concluded that extroverts learn a second language better than introverts, and that it is also important for second language learners to develop a personality. This means that you should try to be extroverted while learning a second language. As everyone knows, individuality is one thing and personality is another. Some hereditary factors and some potential environmental factors contribute to personality development and help shape it. It is quite commendable to think about and strive to improve your personality, as this can help you learn a second language better (p. 58).

#### **2.4.2 RISK-TAKING AND INHIBITION**

Khasinah (2014), the concept of inhibition is closely related to the concept of self-esteem. All humans protect their ego by building a set of defenses. The higher the self-esteem, the lower the inhibition threshold and the greater the success in learning a foreign language. Inhibitions are thought to have a negative effect on second language acquisition because they interfere with risk taking, which is an essential element in the process. If you want to learn a foreign language, you have to make mistakes. This is mainly a problem of adults who are more confident than children. A child acquires a new language and accent more quickly than an older person who is less open to influence and change (p.266).

#### **2.4.3 SELF-ESTEEM**

Coopersmith (1967, cited in Khasinah, 2014) gave the following definition of self-esteem: "By self-esteem we mean the evaluation an individual makes and usually maintains about himself; it expresses an attitude of approval or disapproval and indicates the degree to which an individual considers himself capable, significant, successful, and worthy." People develop their self-esteem as a result of the information they receive about themselves from others (p. 265).

Mercer & Williams (2014) conceptualized self-esteem as a process of evaluation and the emergent evaluation, while the self-concept is the perceived entity that is evaluated. When we talk about self-esteem, we are in the process of perception and evaluation. Therefore, self-esteem is a process of evaluation and self-concept is the entity evaluated, according to the particular vision or view of that entity (p.10).

#### **2.4.4 EMOTIONAL REACTION**

Stated by Izard (2011, as cited in MacIntyre & Gregersen. 2012) emotion is an abstract term that represents several complex and multifaceted processes. A single emotion, such as fear or surprise, can be conceptualized as an emergent, integrated whole encompassing several coordinated processes, including subjective feelings, biological responses, and social phenomena (p.196).

Defining a concept like emotion is not a particularly easy task. Common usage seems to arrive at a circular definition in which emotions are defined as feelings and feelings are defined as emotional states. Johnmarshall Reeve (2005, cited in MacIntyre & Gregersen, 2012) Reeve settles on a multidimensional definition: "Emotions are short-lived, feeling-based arousal and expression phenomena that help us adapt to the opportunities and challenges we face during major life events." The feeling component reflects the subjective experience we so often equate with emotion. The second component, arousal, has been the subject of extensive research that has successfully found unique patterns of bodily responses associated with specific emotions, such as when heart rate and blood pressure increase with anxiety. The third component is goal-directed and reflects the purposefulness of the emotion. Finally, the expressive component gives emotions their social and communicative dimension. For example, involuntary (unlearned) facial expressions are associated with universal emotions and are usually easily recognized. But emotions are more than the sum of these parts. An emotion arises from the coordination of these four aspects of experience (p. 194).

#### **2.4.5 EMPATHY AND EXTROVERSION**

The other aspect of personality that has been studied is empathy. According to Stern (1993), it is "the willingness and ability to identify with others". It is considered an important factor in foreign language learning, but only in terms of communication skills, as it involves

participation in other people's feelings and ideas. Some studies have attempted to link empathy to the acquisition of native-like pronunciation, but it is considered "an essential factor in the overall ability to acquire a second language, not just in the ability to acquire authentic pronunciation" (Khasinah, 2014, p.266).

Ellis (1985, cited in Khasinah, 2014) claims that the effects of personality on SLA are difficult to study because these factors are not easy to define and measure as most of the tests used are not valid. Most personality traits are not fixed and can change depending on the situation. The same student may behave differently in a similar situation just because of external reasons like mood or tiredness. It is claimed that personality only affects the acquisition of language skills and cannot predict the overall success in learning a language. While it is true that talkativeness and responsiveness greatly enhance the acquisition of communicative skills, this in no way means that a shy person who prefers to learn alone has no chance of mastering a language. It all depends on how hard he works, how much time he spends learning a language and what motivates him to do so. It is important for a teacher to recognize the student's personality in order to provide him with appropriate instructions and create the right atmosphere for learning (p.267).

#### **2.4.6 ORAL PRODUCTION**

Bygates (1991, cited in Bula Villalobos, 2015) explains that oral production is essentially the ability to communicate effectively with others. He points out that oral production is the ability to produce sentences in different situations. Similarly, O'Malley and Valdez claim that oral production is the way people relay information about things they are familiar with, taking into account the context of the conversation (p.351).

##### **2.4.6.1 SPEAKING**

According to Bula Villalobos (2015) speaking is one of the most fundamental and common human behaviors. We speak every day to communicate and exchange meaningful information. Language teachers must know and understand the subtleties and intricacies of such a skill in order to make informed pedagogical decisions when dealing with speaking. Likewise, speaking is also a primarily skill for English language learners. When speaking, students need

to pay special attention to several variables, among others cultural, phonological, social, psychological, linguistic, and physical conditions (p.350).

According to Bailey, (2005, as cited in Bula Villalobos, 2015) speaking is an oral and productive skill. Speaking means producing systematic verbal utterances which have meaning. In addition, speaking constitutes “an interactive process of constructing meaning that involves producing and receiving and processing information,” for that reason, one has to acknowledge that speaking represents a challenging skill for language learners, especially at the beginning stages of the learning process (p.351).

#### **2.4.6.2 LANGAUGE SKILS**

Iankumaran (2018) Language has been a means of communication for centuries. It is the way to interact with people and understand their social behavior. Although there are many ways of communication, language is often used as a tool. The process of exchanging information is communication. The transmission and exchange of ideas, facts, feelings, or actions is called communication. Language is important for communication. Language is the expression of human personality in words, whether in the form of a speech or a letter. It serves as a universal medium to convey the general facts and feelings of daily life. Students communicate with each other and with the teacher. Basic language skills enable learners to improve their knowledge of the second language (p.670).

##### **2.4.6.2.1 RECEPTIVE SKILLS**

Iankumaran (2018) receptive skills are the ability to hear and understand a language. Reading and listening are receptive skills. Listening is the first stage of responding to a communicative event. Therefore, it is another important skill to receive sound and make meaning. It gives possibilities for further interaction. Language is received and meaning is decoded to understand the message. Imagination is enhanced through listening and reading (p.671).

##### **2.4.6.2.2 PRODUCTIVE SKILLS**

According to Iankumaran (2018) productive skills are speaking and writing. The learners who have efficient productive skills are able to produce something. They are also referred to as active skills. Learners need to produce language to communicate their ideas either in a speech

or in a text. Three elements are important when presenting a speech: who says it, how the persons say it, and what they say it. The ability to speak is shown in society in different styles such as formal, informal, normal, strong, etc. These styles are situational and it is important for speakers to hit the right thoughts. For example, learners have already spent time practicing receptive skills in the form of a poem by listening to it and reading it. Now they move on to productive skills by writing it themselves (p.671).

According to Murray and Mount, (1996, as cited in Tejada, 2018) the extent of an individual's ability to achieve information depends on his/her individual personality. Similarly, Montero (2014) expressed that the individual learner's factors can truly influence the outcomes in language learning, in fact these factors will either strengthen or weaken the language proficiency.

Moreover, Dorney (2005, as cited in Tejada, 2018) stated that "both extroversion and introversion may have positive features depending on the particular task in question." He points out that in first language and second language, the extroverts are more fluent and particularly in formal situation, while introverts are more focused on activities such as reading, writing and drawing than activities which require them to act in outgoing way (p.88).

## **2.5 MOTIVATION**

Gardener (1985, cited in Kiziltepe, 1972) explains that "motivation is the combination of effort and desire to achieve the goal of language learning and a positive attitude towards language learning. He defines motivation in second language learning as the individual's work or his exerts effort to learn the language because the learners have the desire to do like this, in fact motivation is the satisfaction they receive in learning the language. Thus, in this definition, there are two components: 1) effort expended to achieve the goal, 2) desire to learn the language, 3) satisfaction with the task of learning the language. Gardner distinguishes between instrumental and integrative motivation: motivation is said to be integrative when learners desire to be part of the culture of the language they are learning and when they identify with the people of that language, while it is instrumental when it has external factors such as passing an exam, getting a good job or a better salary. He further claims that integrative oriented L2 learners have stronger and long-term motivation, while instrumentally

motivated learners have less desire to learn the second language once the incentive is removed or they achieve their goal (p.146).

Gardener and Lambert (1972) define motivation in terms of the L2 learner's overall goal or orientation, and attitude as the persistence shown by the learner by striving for a goal. They agreed that there is no reason to expect a relationship between the two; the type of motivation is distinct from the attitude displayed to different learning tasks (Ellis, 1985).

Brown (1981) also distinguishes motivation and attitudes. He identifies three types of motivation: (1) global motivation, which consists of a general orientation of the goal of learning a L2; (2) situational motivation, which varies according to the situation in which learning takes place (the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning); (3) task motivation, which is the motivation for performing particular learning tasks (Ellis, 1985). Learning a foreign language clearly requires some of the three levels of motivation.

Brown (1987) understands motivation as an internal drive, impulse, feeling, or desire that moves a person to perform a particular action. More specifically, people in general have needs or drives that are more or less innate but whose intensity depends on the environment.

Hwckhausen (1991, as cited in Masgoret & Gardner, 2003) motivation is a behavior in which it is perceived that the individual has a goal, an objective, or a desire that impulse him to something. Motivation can be observed into a number of features of the individual. The motivated individual invest effort, is persistent and awake to any activity, has goals, desires, and aspirations, enjoys speaking activities, experiences reinforcement no matter if they success or fail, and uses strategies to in order to achieve goals. Therefore, motivated individuals express their behaviors, feelings, cognitions, etc. (p.173).

## **2.5.1 EXTERNAL PRESSURES**

### **2.5.1.1 INTEGRATIVE MOTIVATION**

Integrative motivation, defined as the desire to be like valued members of the community who speak the second language, is expected to be related to language competence in terms of the two functions. The presence of an integrative motivation should encourage the acquirer to

interact with speakers of the second language purely out of interest and thereby achieve inclusion. For similar reasons, low filters are also predicted for integratively motivated acquirers (Krashen, 1981).

In the words of Stevick (1976), "the integratively motivated speaker will not perceive any threat from the "other" group and will therefore tend to engage in "receptive learning" (acquisition) rather than "defensive learning." (Krashen, 1981, p. 22)

### **2.5.1.2 INSTRUMENTAL MOTIVATION**

According to Krashen (1981), instrumental motivation, defined as the desire to master a language for useful or practical reasons, may also be related to language mastery. The presence of this motivation encourages participants to interact with L2 speakers in order to achieve certain goals. For the integratively motivated speaker, interaction is valued for its own sake. For the instrumentally motivated speaker, interaction always has a practical purpose (p. 22).

Krashen (1981) suggests that instrumental motivation can be a strong predictor of second language acquisition when the practical value of second language skills is high and frequent use is necessary (p. 23).

### **2.5.2 ATTITUDE**

Ellis (1985, cited in Khasinah, 2014) clarifies that attitude is a set of beliefs about factors such as the culture of the target language, their own culture and, in the case of classroom learning, that of their teachers, as well as the learning task set before them. Richards (1985) explains that "language attitudes are the attitudes that speakers of different languages have towards other languages or towards their own language. The expression of positive or negative feelings toward a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, and social status". Stern (1983) talks about different attitudes which have been divided into three types: 1) attitudes towards the community and people who speak L2, 2) attitudes towards learning and the language in question, 3) attitudes towards languages and language learning in general (p. 259).



According to Khasinah (2014), certain personality traits and learners' general interest in foreign languages can influence them positively or negatively. It is also important how they feel when learning a second language in a specific course and from a specific teacher. It is obvious that learners who have a positive attitude learn more, but learners who learn well also acquire a positive attitude (p. 259).

### **2.5.2.1 COLLABORATIVE LEARNING**

According to Parupalli Srinivas (2019), collaborative learning takes place in English classrooms when role plays, performances, demonstrations and so on are conducted. Moreover, learners learn independently when they have the freedom to work together in groups and this leads to learner autonomy. This not only relieves the teacher but also leads to learners learning things independently. Therefore, it is the responsibility of the teachers to create a warm atmosphere in the classroom which will make the learners eager to learn.

According to Parupalli Srinivas (2019), the effectiveness of collaborative learning in the classroom also depends on how much the teacher focuses on the learners' performance during the task and how the learners do their work in groups. Here, the main responsibility of teachers is to teach the material well to the learners and use various methods to learn the subject matter. When collaborative learning is applied in learning, it encourages learners to be energetic in their studies and also builds emotional, social and academic skills that can extend outside the classroom.

Parupalli Srinivas (2019) Collaborative learning either happens in the form of direct communication. Collaborative teaching as well as learning creates a situation where learners aggressively cooperate by sharing their experiences and undertake various roles. In collaborative learning, the learners work on the main tasks including problem-solving, collaborative writing, study groups, discussions, group projects and some other activities that are related to finding a solution.

### **Advantages of Collaborative Learning (Panitz, 1996 et al., as cited in Parupalli Srinivas (2019))**

- Encourages the learners to work in a group.
- Promotes cooperation among the learners in the group.
- Helps learners reduce their anxiety because of their cooperation.
- Cultivates positive attitude towards their teachers.
- Promotes learner-centered approach.
- Creates situations and encourages learners to learn from each other.
- Prepares learners to be self-dependent.
- Promotes learners to work in a friendly environment.
- Develops oral communication skills.
- Promotes learners to engage actively in their learning activities.
- Provides more opportunities for personal feedback.
- Promotes learners' interpersonal development.
- Increases learners' retention.
- Encourages learners to have a constructive approach towards the subject they learn.

#### **2.5.2.2 ENJOYMENT OF LANGUAGE**

Csikszentmihalyi (1997, cited in MacIntyre, & Dewaele, 2018) affirmed that "people tend to experience pleasure when they are satisfying a need that is controlled by a biological function or social conditioning". Pleasure is pleasure that goes one step further. Pleasure is the emotion felt when one not only fulfills one's needs, but actually exceeds them and achieves something unexpected or surprising. If pleasure comes simply from performing an activity or completing an action, pleasure has additional dimensions such as intellectual focus, heightened attention, and optimal challenge. One way of comparing pleasure and enjoyment is to consider pleasure as a function of maintaining or sustaining needs and enjoyment as a function of progressing or challenging limits (p.153).

## **2.6 INTERACTION**

In the interactional approach to L2 input proposed by Long (198, cited in Muho & Kurani, 2015), input is defined as "the linguistic forms (morphemes, words, utterances), the streams of speech in the air directed at the non-native speaker, while interactional analysis means describing the functions of these forms in conversational discourse" (p.145). The interaction hypothesis states that interaction facilitates SLA because the conversational and linguistic changes that occur in discourse provide learners with the necessary intelligible linguistic input (p.145).

### **2.6.1 LEARNER'S ROLE IN SLA CLASSROOM**

Little (2002, cited in Bajrami, 2015) expressed that the role of the learner in a community or classroom should not be that of a passive learner. Learner autonomy is characterized as "the willingness to take charge of one's own learning in the service of one's own needs and goals." Autonomous learners are those who understand why they are learning particular topics, take responsibility for their learning, take initiative in planning and implementing learning activities, and are willing to evaluate their own learning. Learners' active participation and responsibility for their own learning process are essential in the field of foreign language learning (p. 425).

Dam (1995, cited in Bajrami, 2015) assumes that the learner must be prepared to "act independently and in collaboration with others as a socially responsible person". The role of the learner in an autonomous environment is not that of a passive receiver of information. Learners are the creators of their own happiness and valued members of a learning community that is their class. Autonomous learners have the ability and willingness to learn on their own (p. 425).

According to Lowes & Target (1999, as cited in Bajrami, 2015) learners become successful if they take responsibility for their own learning. It is up to learners if they want to learn. In addition, self-assessment is an important element to encourage learners' autonomy. Learners need to build up their own personal criteria for the quality of their work and develop independence from the teacher as the only concept of their weaknesses and strengths. Autonomy in language learning makes the learners take decisions about their next steps in the

learning process and separate from the dependence of the teacher. They do not have to wait for him to tell them what to do next and how well they are doing. Even though the teacher remains the more knowledgeable and experienced person in the classroom, the goal is for learners to increase their knowledge and level of competence (p. 426).

## **2.6.2 TEACHER'S ROLE IN SLA CLASSROOM**

Dam assumes that "the role of the teacher in an autonomous learning classroom is to provide learners with the skills and abilities to practice what they have learned, whether we are talking about a language class or some other course" (Bajrami, 2015, p. 426).

Lowes & Target (1999, cited in Bajrami, 2015) agree that teachers in an autonomous classroom do not play the role of information brokers or sources of facts. Rather, their role is that of a facilitator. The teacher's role is to guide the activities in the classroom and help learners plan their learning both in the long term and short term. The teacher must be able to establish a close working relationship with learners and ensure that all learners know what is expected of them at all times (p. 426).

According to Nunan (2003, Bajrami, 2015), teachers have the role of advisors. They must inform learners and enable them to choose the best learning strategies. Learners must be able to make informed decisions. This means that they need to know the rationale behind the strategies and have time to experiment to find out which strategy is best suited to the situation. However, teachers must be careful not to implicitly lead learners to the strategies they themselves prefer (p. 426).

Bajrami (2015), a classroom where learners are autonomous is a place where learners learn from each other, therefore teachers and students have meaningful interaction. The teacher is responsible for helping learners become aware of a variety of strategies and learning styles. A teacher who wants to promote autonomy among his learners should not only introduce different learning strategies but also give ample opportunities to his learners to try them out in different circumstances. It is necessary to create an atmosphere in the classroom that invites such experimentation and where learners feel comfortable sharing their findings with their teacher and classmates. Classroom interaction has a direct impact on learners' learning processes (p. 426).

### **2.6.3 ORAL PARTICIPATION**

Students' classroom participation can be viewed in two ways; it can be viewed in terms of oral participation and in terms of non- oral participation. This is related to behavioral responses while being in class. In the classroom, both teachers and students carry out a variety of different tasks in order to accomplish the classroom activities (Trila & Anwar, 2019, p.328).

According to Lim (1992) among these actions, classroom participation is a fundamental interactional and pedagogical task in which students display their engagement. A lot of teachers like to see students participating in their classroom discussions and answering their questions. Teachers' behavior are also ways to show students that they are interested in the class.

Studies conducted by Lim (1992, as cited in Trila & Anwar, 2019) have shown that the students' classroom participation is correlated with the improvement in language proficiency. It can be observed through students' behavior or actions during teaching and learning process in class. When students speak the language in class, they express their thoughts so that others understand them. When students ask questions, they may learn how to obtain information to enhance their own understanding of a specific topic. Therefore, the active or passive participation of students in class is perceived in their academic achievement. In addition, aspects, such as oral participation in classroom discussions, engagement, and involvement in the presentation of lessons are vital because it helps them practice and develop their speaking.

According to Abdullah (2012, as cited in Trila & Anwar, 2019) behavior of students in classroom is perceived as passive or active participations. They can be quiet, taking notes, listening, asking questions, giving opinions, or answering questions. The first characteristics belong to a passive type of behaviors or non-oral participation, while the other characteristics connect with an active behavior in which students participate in oral activities. In addition, Jones (1999, as cited in Trila & Anwar, 2019) states that oral participation in classroom is the most recognizable form to learn a language.

In retrospect, this chapter has described previous studies regarding internal factors in SLA, it has also presented the theoretical foundation, the conceptual definition of different terms which support the present study.

## **CHAPTER III**

### **DESIGN OF THE RESEARCH**

This chapter explains and describes the methodological research design. First, it describes the type of research regarding the method proposed to accomplish the aims of the research. Second, it presents the research approach and the main characteristics of a qualitative method. Third, it exposes the data gathering techniques, the description of the research context, population and sample. Finally, it describes the data analysis process: the categorization, the codification process, and the themes established in the analysis.

#### **3.1 RESEARCH TYPE**

This research about intermediate risk-taking learners and inhibited learners is descriptive and comparative. Firstly, it is descriptive since it illustrates behavior of risk-taking and inhibited learners in the development of speaking activities by observing it within a natural context (classroom environment) and also from learner's position, by talking about their experiences in English language speaking activities. In addition, this research has the purpose of identifying characteristics of personality, interaction and motivation through the students' behavior in class. Secondly, it is comparative because two types of behavior are studied in order to find differences and similarities in the development of speaking activities. Moreover, one of the aims of this research is to find factors that cause inhibition and explaining benefits of risk-taking in the development of speaking.

According to Danhke (1989) "descriptive studies seek to specify the properties, characteristics, and important profiles of individuals, groups and communities." (Hernández, Fernández, & Baptista , 2003, p.117)

With respect to comparative studies, MokhtarianPour (2016) mentioned that "a comparative study is a kind of method that analyzes phenomenon and then put them together to find the points of differentiation and similarity." Furthermore, Holt & Turner (1970) added that a comparative perspective exposes weakness in research design and helps a researcher improve the quality of research. Comparative researches focus on similarities and differences between units of analysis. Comparative analysis means describing and explaining the similarities and

differences of situations or consequences among large scale of social units such as regions, nations, societies and cultures (Mojtaba Miri, 2019, p. 25).

### **3.2 RESEARCH APPROACH**

The present research is labelled as non-experimental qualitative study. In this study it is not necessary to manipulate variables. As a matter of fact, behavior of inhibited and risk-taking students in the development of speaking activities can be observed in real classroom context, as intermediate English learners do when they participate in speaking activities in the classroom. Non-experimental research design is one of the broad categories of research design, in which the researcher observes the phenomenon as they occur naturally, and no external variables are introduced. According to Hernandez, Fernandez and Baptista (2003) there are not situations to be constructed in this type of study, but existing situations are observed, not intentionally provoked by the researcher. In this study, in order to collect the data, the researcher is going to observe only behavior of inhibited and risk-taking learners when they are in the classroom and when they are using the English language in speaking activities. These variables cannot be manipulated intentionally to produce changes because they are not part of an experimental study.

As stated by Bolderston (2006), qualitative approach is an interpretative approach, which attempts to go deeply into the specific meanings and behaviors experienced about a social phenomenon throughout the subjective experiences of the participants. The researcher builds, concepts, hypotheses, or theories by asking questions, such as “why”, “how” and “in what way?” Furthermore, qualitative studies are considered naturalistic approach that pretends to describe and interpret cultural or communicative behavior of a group. It provides a holistic and flexible point of view of the phenomena (Johnson, 1992). Regarding this approach, Hernández (2003) stated that descriptive studies aim to measure or collect information independently or jointly on the concepts or variables to which they refer. Certainly, they can integrate the measurements or information of each of these variables or concepts to say how the phenomenon of interest is and how it manifests.

Hence, the purpose of this study is to analyze and interpret two types of behavior: the inhibited behavior and the risk-taking one while carrying out speaking activities. Moreover, the observation and interview were done by considering three individual factors: personality,

attitude, and motivation, besides the analysis and interpretation of data were prompted in terms of interaction, motivation, and personality. The study also focusses on learners' experiences in speaking activities in a real context.

### **3.3 DATA GATHERING TECHNIQUES**

In order to achieve the objectives two techniques were used. The first was the observation, through this technique we could explore the behavior of risk-taking and inhibited students concerning the individual factors: attitude, motivation, and personality. In addition, two instruments were necessary to collect the data, they were an observation template and a data notebook. The second technique was the qualitative interview, it was a set of questions organized into a semi-structured interview which was recorded in the process. This technique let the individuals share their own experiences in speaking activities.

In this qualitative study both instruments were considered to support to each other because learners could give untrue information in an interview due to the pressure or intimidation they could feel in that moment. Consequently, we gathered the information from a specific group, in a specific place, and at a fixed period of time, to be described, compared, and analyzed then.

#### **3.3.1 OBSERVATION**

According to Mason (1996) observation is a “method of generating data which involves the researcher, immersing her/himself in a research setting”. In this method of data collection, the researcher observes the natural environment. It is important to collect observational data because what students say is not always connected to their behavior. This technique is typically carried out in qualitative research.

Hernandez (2006) claims that the role of the observer is as a moderate participant, because the observer participates in some activities but not in all of them. In addition, Ellis (1990) states that the observation technique allows us to understand how the “social events” of the language classroom are developed (Nunan, 1992, p.93).

According to the nature of the present research (descriptive/comparative - qualitative), the observation was done only with two of the four intermediate English parallels. The class was observed for almost one month, four days a week. Firstly, an observation template for each student was elaborated along with the observation guideline, this instrument was structured



according to the specific points to be observed about risk-taking learners and inhibited ones, such as attitude, type of personality, risk-taking ability, inhibition, and emotional reactions in the development of speaking activities, this template was useful for registering the aspects of students' behavior and personality. Secondly, a research notebook was used as a qualitative instrument to write down details of students' personality. Finally, these instruments facilitated the data gathering as much as possible by focusing on the specific points to be observed. (See the observation sheet and guideline in appendix A)

### **3.3.2 INTERVIEW**

The qualitative interview is catalogued to be flexible. This technique can be defined as a conversation between two people, the one who interviews and other who is interviewed (Hernandez, Fernandez and Baptista, 2003, p.455). In this study two parallels of the 4th level of English were interviewed. The interviews can be divided into structured, semi-structured, and non-structured interviews, thus in this study the semi-structured instrument was taken into account, since we applied a guide of issues related to risk-taking ability, personality, self-esteem, motivation, and class interaction. Moreover, there are many instruments to collect data, and the additional one we used in this research was the recording (See the interview sheet in appendix A).

### **3.3.3 PILOT STUDY**

In preparation for a larger study, a pilot study can be defined as “a small study to test research protocols, data collection instruments, sample strategies, and other research techniques.” A pilot study is an important stage in a research project and it aims to identify potential problem areas and deficiencies in the research instruments or protocol prior to the implementation during the research process. It can also help members of the research team become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using interviews rather than a self-administered questionnaire. (Abu Hassan, Schattner, & Mazza, 2016, p.73)

Before collecting the data for this study, a questionnaire was applied to intermediate students of the fourth level of English. It was about 38 students, who contributed in this research protocol, therefore the questionnaire was taken at the department of Linguistics in February,

2020. Students were asked to answer 14 questions, those were open and close once, and all the questions were about class participation, basically why they participate and how they feel when they speak in English activities and thus identify personal factors and behavior of risk-taking and inhibited learners in oral activities. Mainly, the objective of this questionnaire was to evaluate the real conditions in class environment and confirm deficiencies regarding the topic and the research problem for this study. In fact, with this test we could define the appropriate instruments and thus have a clear overview of the research methods stated before, all to prompt the analysis of data gathering. (see the questionnaire sheet in Appendix D)

Finally, the results gathered in this study, by using a questionnaire, helped to guide the elaboration of observation and interview instruments. In the following tables the result of the questionnaire, applied to 38 students of the intermediate level, is presented. (See the Questionnaire model and the general results of the questionnaire in Appendix E)

Q1. How long students have been studying the English language	Most of the students have been studying the language for 2 years and at least 5 students have been doing this for 4 years
Q2. Difficulty to learn English language	Only for 10 students learning English is difficult because of grammar, pronunciation, vocabulary and speaking; whereas most of them consider it is easy to learn English because it has similarities with Spanish.
Q3. Participation in oral activities	Only 23 students like to participate in class in order to practice and get more knowledge. Whereas 15 students do not like to interact in class because of lack of self-confidence.
Q4. Feelings experienced when participating in oral activities	A great deal of students feels nervous and insecure in oral activities, whereas few students feel comfortable and relaxed.
Q5. Reasons for participating in class	25 students affirmed that they participate in order to get knowledge and show abilities in class. Whereas 13 students said they do this to get good scores and because it is an obligation.
Q6. Reactions toward teacher's correction when	23 learners do not feel frustration because of teachers' correction, whereas the rest of the participants feel affected by

they make a mistake	teachers' correction.
Q7. Opinions about students who participate frequently in class.	All the participants had different opinions about their classmates, all of them were positive.
Q8. Attitude that students show when they have to _- participate in oral activities.	9 students feel competitive and active in class, but the rest only pay attention and wait for their classmates to participate.
Q 9. Evaluation of student's personality	Most of the students evaluated themselves as insecure and quiet. And few students evaluated themselves as self-confident and collaborative.
Q10. Attitude when speaking in front of the class	24 students said they feel nervous and discomfort when speaking in front of the class, but the rest said they fell clam.
Q11. Interaction in group activities	Most of the students said that in group activities they share ideas and sometimes only listen to others, but few students said the like to speak and take the role of a leader in group activities.
Q12. Reaction or attitude when doubting something in class.	Most of the interviewed students said they do not ask to the teacher when they do not understand something, in fact they prefer to ask their classmates or clarify themselves their doubts out of the classroom. Whereas 9 students said they prefer to ask to the teacher if they do not understand something.
Q13. Reactions toward student's attitude when one makes a mistake	Almost half of the interviewed students said they feel discomfort when they make mistakes in oral activities because of their classmates' reactions. But the rest of the students said that it does not disturb them.
Q14. Interaction with the teacher in oral activities during the class	13 students said they like to interact in oral activities by raising hands voluntarily, whereas the rest of the students said they prefer to be quiet.

Table 3.1 Students' answers. Pilot survey

### **3.4 DESCRIPTION OF THE RESEARCH CONTEXT**

The main objective of the Linguistics and Languages Department is to enable students to get communicative and Linguistic competence in one of the five areas: Spanish, English, French, Aymara and Quechua. By considering the English area, at the end of the career, students should have solid knowledge of the language and be competent enough in the four skills (reading, writing, listening and speaking) in the intermediate English level as it the case of this research, it is expected that learners should be able to interact with their classmates easily and also participate in speaking activities in the language classroom.

Regarding the text-book they work with, teachers are using four books: Level I=Life 1, Level II= Life 2, Level III= Life 3, Level IV= Life 4; the topics of the books are varied according to the level of the course.

The Linguistics and Languages Department is located in “Casa Montes building” on 6 de Agosto Avenue. In this facility there are classrooms available for English teaching, as also at the Monoblock building, on the 9th floor. In fact, the observation was carried out in two classrooms: 01.09.C at Casa Montes and 06.02.04 at Monoblock building.

The size of these English classrooms is able to room about 20 students. The language classrooms at the university provide the students the basic material to carry out the different activities in order to transmit knowledge. Each space has a white board, a Tv frame, DVD player, audio material, and also didactical pictures hung on the walls. In addition, the space is enough for students to give an oral presentation or perform dynamic activities to improve their language skills.

### **3.5 DESCRIPTION OF THE PARTICIPANTS**

According to the study plan of the Linguistics and Languages Department, the fourth level of English course is part of the fourth semester of “Plan Común”. Later, they go to the “English area” to continue mastering the English language. These students took a regular English class, which means one and a half-hour per day, from Monday to Thursday. The complete English course is divided into four levels, four semesters. These levels are:

Level I (basic or elementary level). Book: Life 1

Level II (high elementary level). Book: Life 2

Level III (pre intermediate level). Book: Life 3

Level IV (intermediate level). Book: Life 4.

In addition, the students were male and female who were between 20 and 28 years old, all of them had Spanish language as their mother tongue. Besides that, in the present research, they were identified in the observation sheets with the initials of their names and the group each student belongs to (risk-taking or inhibited), AG-RT1, A-RT2, E-I1, A-I2, etc., to keep their identity.

### **3.6 POPULATION**

Taking into account the research problem, the scope, and the type of research; the population is understood as a set of objects of study, (events, organizations, communities, people, etc.) that share certain common characteristics, functional to the investigation. That is, we must define from what or who we are going to collect the data (Marcelo M. Gomez 2009, p.101,102). Therefore, the chosen population of this research is the English course of Linguistics Department at Mayor de San Andrés University, 2019. Consequently, the IV level of the English course, which is part of this study, belongs to the intermediate level.

There are many reasons why the IV level was chosen to be part of this study. First, as it is the last level of the English course, the students are supposed to have language skills to be able to achieve a good development in the English specialization. Second, English language along with a critical personality, are tools for being competent professionals in this area. Finally, if there is something to adjust in students of the Linguistics and Languages Department, the fourth level will give as a background of how the conditions of learning process at the university are, and also expectative of the future professionals.

### **3.7 SAMPLE SELECTION**

According to the type of study and the scope of this research, the sample from which we gathered the information is a non-probabilistic one. This kind of sample requires an informal selection procedure, where the selection of a unit of analysis does not depend on the probability of being chosen, but on the decision of the researcher, when designing the field work (Marcelo M. Gomez 2009, p.108). Therefore, only two parallels of the IV level were selected to collect the data. Consequently, 17 students were classified in two groups, 9 risk-

taking students and 8 inhibited ones to be observed later and to get information of the studied phenomena: individual factors in the behavior displayed by risk-taking and inhibited learners in speaking activities in a natural environment. In fact, the main purpose is interpreting and describing their behavior when speaking, so that, the participants were selected regarding to the research question, sources, time and objectives.

The IV level of the English course is part of the second semester of our department. However not all the students registered in this level belong to the linguistics department at Mayor de San Andrés University. But anyway, all of them are going to be hold for the sample in this research, as it is broadly connected to second language learning.

### **3.8 DATA ANALYSIS**

Concerning to our research, once the data was collected, a general plan was considered to codify the data. According to the qualitative research characteristics, all the information gathered in both instruments (observation and interview) was organized systematically. First, the whole text of the transcription and notes of the observation was organized in terms of units of analysis. Second, the classification was made into subcategories by considering roles and certain patterns. Third, categories and codes were established for this classification. Finally, general categories (themes) were found to emerge the analysis of this study. This section of the study is supported by the transcription of the information collected from the instruments and the codification process. (See the data analysis tables in Appendix C)

#### **3.8.1 CODIFICATION PROCESS**

In most qualitative studies, the data is coded to have a more complete description units of analysis, eliminate irrelevant information, perform quantitative analysis and generate a greater sense of understanding of the analyzed material. The qualitative codification process has two planes or levels: in the first, the units are codified in categories; in the second, the categories are compared to each other to group them into themes (general categories) and search for possible links. Coding involves classifying and, in essence, requires assigning units of analysis to categories of analysis. Some authors call it categorization. Coding begins when we observe differences and similarities between segments of the data. For example, between lines or paragraphs. (Hernández, Fernández, & Baptista , 2003)

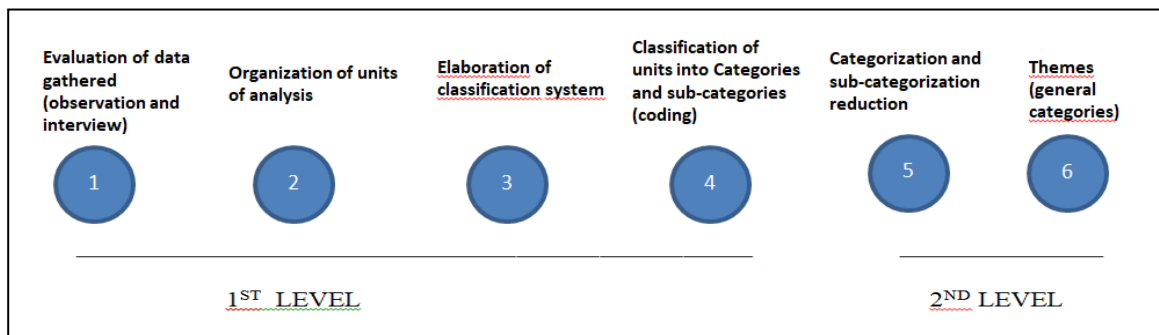


Figure 3.1 Classification process according to Hernández, 2003

In addition, according to Hernandez (2006) codification process consist of identifying units of analysis and finding similarities and differences between them. Hence, these segments of analysis allow us to form categories, subcategories, and themes. After getting the emerging hypotheses, theory is constructed. (Tenorio, 2010, p. 76)

In this study, the gathered information of the interview was transcribed, and then separated between lines. These lines which carry important meaning helped us to create the categories along with its codes. The process was about reading each line to find important meaning about students' behavior to be introduced in a category by following patterns and rules to include them. It is important to consider that one unit of analysis can be part of one, two or more categories.

The data gathered in the class observation had the same process. Different events, in which students showed how they behave in class, regarding speaking activities, were written down. Afterwards, these chunks of information were categorized. Many affective factors were also considered when classifying the sentences.

### 3.8.2 UNITS OF ANALYSIS

The units of analysis are segments of gathered data that have important meaning expressed by the participants. These segments are useful to prompt category schemes. In fact, the categories appear when units of analysis are reviewed. The units can be longer or shorter, the point is that they should be manageable; when we doubt, it is better to reduce its length, at least initially. It is common to make changes of units of analysis during the process (Hernández, Fernández, & Baptista , 2003).

Once the lines of the transcripts and the notes in the observations were analyzed, we went on to define the categories to which they belonged, then we gave them a name and a code. So that, a piece of text was read, and we immediately gave it a name and a code to insert the unit in a category. This process was repeated several times.

Here, there is a sample of the units of analysis which were extracted from the observation and the interviewed sheets. The interview was done in Spanish in order to provide them confidence and comfort, thus get more information about their personality. Whereas the observation about their behavior in speaking activities was reported in English. In addition, it was necessary to make a distinction with two type of colors: blue one for the report of observation and black one for the information gathered from the interview.



Features of personality and behavior of inhibited and risk-taking students in speaking activities gathered from the **observation instrument** (reported in English)



Features of personality and behavior of inhibited and risk-taking students in speaking activities gathered from the **interview instrument** (recorded and written in Spanish)

UNITS OF ANALYSIS
AG-I1: In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.
A-I2: It is difficult for her to speak the language, but she does not strive to improve.
J-I5: If the teacher does not insist him to work in groups he prefers to work individually.
M-RT2: "Porque pienso que el inglés te abre caminos, es una puerta grande para conocer nuevas cosas"
J-RT4: "...desde que salí del colegio fue una de las carreras que yo quise tomar. Me encantan los viajes, me encanta conocer otras culturas..."

Table 3.2 Samples of Units of analysis



### 3.8.3 SUB CATEGORIZATION

To create a category or a sub- category, the elaboration of rules and patterns is very important. They must be precise and clear (Hernández, Fernández, & Baptista , 2003).

In this study, to be more specific and organized, differences and similarities were found to classify the data gathered. Hence, many subcategories were assigned. It is an important detail to consider when codifying information in qualitative data analysis. Thus, units of analysis were codified by giving them a subcategory, which is intended to show and provide samples of individual factors (behavior and personality) towards oral activities: being quiet or active in class, being confident or nervous in oral participation, showing positive or negative attitude towards interaction, and so on.

Here, there is a sample provided of the unit of analysis that exemplify the subcategories.

SUB CATEGORY	UNITS OF ANALYSIS
Passive	AG-I1: She joins to a group only if someone asks her to do it.
Lack of self-confidence	A-I2: She makes facial expressions as doubting something, but she does not even clarify her doubt.
Showing positive attitude in class	J-I5: “Sí, mejor si me equivoco para que el docente pueda corregirme y así aprender más.”
Input skills preference	A-I7: “En listening y reading. Más me gusta entender, escuchar lo que hablan.”
Feeling comfortable when speaking	E-RT1: He speaks spontaneously the language and forms grammatical structures well.
Extrovert behavior	M-RT2: “Me siento cómoda cuando hacemos participación en grupos...”

Table 3.3 Samples of Sub categories of the units of analysis

### **3.8.4 CATEGORIZATION**

The main goal of this study is to describe behavior of risk-taking and inhibited learners in the development of speaking skills, furthermore the starting point was dividing those individuals, by considering the active or passive interaction, into risk-taking students and inhibited once. The unit of analysis gathered from these types of students led us find three categories to analyze their behavior: first, the manifestation of their personality in class; second, the way they develop the oral activities in class; third, the impulse that generates the desire to learn a second language.

The creation of categories, based on the units of analysis, is useful to understand why qualitative approach is mainly inductive. (Hernández, Fernández, & Baptista , 2003)

Grinnell (1997) mentioned that the coding process of the data implies the interpretation of the meaning of the categories gathered from the first level. (Hernández, Fernández, & Baptista ,2003, p. 595)

#### **3.8.4.1 CATEGORY 1**

After reducing the common subcategories into more significant categories, the next step of categorization was about finding general categories to interpret and describe how behavior and aspects of personality manifest in oral activities. Furthermore, we can see the students' speaking abilities (risk-taking and inhibited students) in the English language. The components of this categorization are: oral participation in class and language skills.

In the bottom part is an example of the codification of two types of students, risk-taking and inhibited once. These are examples of each category along with its subcategory and unit of analysis. Those were provided from the starting categories.

CATEGORY	SUB- CATEGORY	UNITS OF ANALYSIS
Oral participation	Practice awareness	M-RT2: "...me parece muy importante participar, porque en nuestro medio no tenemos lugares donde podemos compartir con personas que ya saben inglés...
	Participatory	S-RT3: "Si alguien no responde espero a que alguien responda. Entonces si alguien no responde yo también levanto la mano para que yo responda."
	Speaking preference	-----
Language skills	Reading and listening preference	C-RT5: He enjoys practicing in oral activities with his classmates.  N-RT7: "...me gusta leer cosas en inglés, me parece mucho más sencillo que hablarlo, que hacer un speaking o hacer un writing..."

Table 3.4 Samples of the First Category

**Oral Participation** refers to all the forms of students ‘oral contribution to learning during lessons. Aspects such as a passive or active participation, in which students participate voluntarily or remain quiet, are evaluated in this category. In fact, as stated by many authors, oral practice plays an important role in second language learning.

**Language Skills** is about the ability that each student has to use the language in different aspects; such as listening, reading, writing or speaking. It was relevant to mention that language skills are usually divided into two types: receptive and productive, since risk-taking and inhibited learners expressed their language skills preferences. Some of felt comfortable with those used in understanding; reading or listening. Other students preferred skills that involve producing language; speaking or writing.

### 3.8.4.2 CATEGORY 2

The second categorization was developed in order to describe behavior of risk-taking and inhibited students in class, in oral activities; and the stimulus towards second language learning. Three aspects were found in this categorization: attitude, enjoyment of language, and external pressures.

CATEGORY	SUB-CATEGORY	UNIT OF ANALYSIS
Attitude	Giving value to classmates 'abilities	N-RT7: "Pero me parece bien que otras personas sí puedan hacerlo, porque no tienen miedo."  J-RT6: "...me encanta equivocarme cuando hablo, me encanta que me corrijan."
	Positive in class	
Enjoyment of language	Enthusiastic	M-RT2: "...me encanta equivocarme cuando hablo, me encanta que me corrijan."  A-17: "Sí. Sí porque a veces no puedo entender lo que hablan rápido..."
	Less - enthusiastic- because of difficulty	
External pressures	Instrumental	I-13: "Y también dar algún día clases del idioma extranjero."  AG-11: "Es un idioma importante"
	Having no clear impulse to study the language	
	Not clear	A-17: "Eh...Bien, bueno en mi carrera era muy básico y he venido a buscar más aprendizaje..."

Table 3.5 Samples of the Second Category

**Attitude** is concerned with the positive or negative predisposition that students show in class; meanwhile they interact with classmates and the teacher, in individual or group activities.

**Enjoyment of language** is about the enthusiasm the students show towards English language and all the process it implies. This aspect of behavior could influence the voluntary participation in oral activities.

**External pressures** deal with the impulse each group of students (inhibited and risk-taking) had to learn a second language. It might be integrative or instrumental, and it depends on the goals or demands they have in life regarding English language.

### 3.8.4.3 CATEGORY 3

The third categorization shows aspects of students 'personality, thus two elements were found: emotional reactions towards oral activities and self-esteem. This information was gathered from the interview and the observation applied to risk-taking and inhibited learners.

CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
Emotional reactions	Nervous	I-13: “yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo.”
	Comfortable	J-RT6: He does not look nervous when he interacts in class.
Self-esteem	Overcoming nervousness	M-RT2: “Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.”
	Self-confident and conscious of necessities	J-15: “Tranquilo, a veces tengo dificultades, más con el vocabulario...”

Table 3.6 Samples of the Third Category

**Emotional Reactions** is related to those feelings that are expressed when students are asked to participate in class and speak the language. Some of them might feel nervous, anxious, or comfortable when expressing their thoughts in English. They can also feel these reactions in group interaction or when they have to speak to the teacher.

**Self-esteem** is concerned to the students' self-confidence which is manifested through their actions and behavior in oral activities and whole interaction in class. There are many factors that could influence in this aspect of personality, but it varies from an introvert and an extrovert student.

### 3.8.5 THEMES

In this stage, the main goal is to integrate the categories into topics and subtopics, based on their properties and characteristics. In fact, discovering themes involves locating patterns that appear repeatedly between categories. Each topic that is identified receives a code. The themes are the basis for the conclusions that emerge from the analysis. (Sampieri, Fernández Collado, & Baptista Lucio, 2003)

This is the last part of the codification process. To fulfill the requirements in this stage, we improved the codification of the data: first we interpreted the meaning of each category, then we compared the categories, next we integrated categories, and finally we generated general

categories (Themes). The result was a group of three individual factors: personality, motivation, and interaction. Those are factors noticed in the students' behavior (risk-taking and inhibited) during the learning process, basically during the speaking development in class. These were considered meaningful factors in the speaking development in classroom environment. Besides, they were appropriately explained in the theoretical foundation chapter, along with the main categories for each theme: oral participation in class and speaking skills placed into interaction; attitude, enjoyment of language, external pressures placed into motivation; and self-esteem and emotional reaction placed into personality.

With some examples we can show three groups in which aspects of behavior are involved. In addition, examples of how students' behavior is manifested in class are provided.

THEME	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Oral Participation	Participation awareness	I-I3: "Sí, es importante participar con los compañeros porque así también te desenvuelves más..."
		Rejecting participation	J-I5: "Personalmente, para mí, no mucho."
	Language Skills	Listening preference	A-RT9: <del>"Me siento más cómoda con el listening porque entiendo casi todo..."</del>
		Speaking Preference	L-RT8: "Creo que, más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda."
MOTIVATION	Attitude	Positive value to classmates' abilities	S-RT3: "Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo..."
		Giving value to classmates' abilities	M-RT2: "tiene más interés en la materia, o sea yo pienso que quieren aprender. No les importa equivocarse, pero participan..."
	Enjoyment of Language	Easy to learn	E-RT1: "Más bien yo considero que es más sencillo de aprender..."
		Less enthusiastic	J-I4: "Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra"
	External	Instrumental	A-I2: <del>"... porque necesito la licenciatura para mi futuro... yo quiero trabajar de azafata."</del>

	pressures	Instrumental and integrative	A-RT9: “Yo he decidido estudiar inglés para salir al extranjero y poder comunicarme, más que todo por nuevas oportunidades.”
PERSONALITY	Self-esteem	Lack of self-esteem	A-I6: “Ahh... en momentos, bueno mayores momentos me siento nerviosa porque no sé si voy a responder bien o alguna palabra me voy a equivocar.  J-RT4: “Me siento muy bien. Obviamente que al principio me costaba los primeros niveles, me costaba mucho la pronunciación...”
	Emotional Reactions	Nervous and anxious	AG-I: “Un poco, me siento como que bajoneada, me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme...”  N-RT7: “...tengo mucho miedo de ordenar mis ideas o hablar en público, siempre he tenido miedo, siempre con el temor de equivocarme, de estarlo haciendo mal.”
		Nervousness and fear	

Table 3.7 Samples of the General Themes

### 3.9 RESULTS OF THE CATEGORIZATION DEVELOPMENT

Consequently, from the codification process we obtained categories and sub categories which answered the stated objectives and the research questions of the study. The units of analysis were taken from two instruments: interview and observation. Below there are some tables that explain how the units of analysis were codified, and some samples are provide in this section. These tables were elaborated for each student of both groups, the risk-taking group and the inhibited one by considering three aspects: interaction, motivation, and personality.

In the following tables it is shown the representative table of categorization of both type of students. The first table is for inhibited learners and the second one if for risk-taking ones. (See the complete observation and interview data analysis tables for each participant in Appendix C)

**Categorization of units of analysis regarding the first objective: observation and interview.**

**Personal features that distinguish risk-taking learners from inhibited learners in the development of speaking activities.**

INHIBITED STUDENTS						
FIRST OBJECTIVE	THEME	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS	INSTRUMENTS	
Personal features of inhibited learners	Interaction	Oral participation	Participation awareness	E-I8: "Sí, porque ayuda en la pronunciación."	I N T E R V I E W  A N D  O B S E R V A T I O N	
			Focused	A-I2: She pays close attention to the explanation of the teacher.		
			Remaining quiet in group	J-I4: She takes the role of a listener and does not share her point of view.		
		Language skills	Difficulty in speaking the language	AG-I1: She has difficulty to express in English.		
			Preference of writing and reading activities	I-I3: "...más cómodo también me siento al leer y escribir."		
			Input skills preference	A-I7: "En listening y reading. Más me gusta entender, escuchar lo que hablan.  Sí. Sí porque a veces no puedo entender lo que hablan rápido..."		
	Motivation	Attitude	Giving positive value to classmates	J-I5: " Bueno, en realidad no siento nada porque es una competencia, quien sabe primero levanta la mano y si no, bueno, habrá otra oportunidad.		
			Positive	A-I7: "...pero no quisiera quedarme atrás". Quiero llegar al nivel de los jóvenes.		
			Expressing comparison of languages	J-I5: "...necesitas contextualizar, no todas las palabras significan lo mismo. A diferencia del español..."		
		Enjoyment of language	Less enthusiastic because of difficulty	A-I7: Sí. Sí porque a veces no puedo entender lo que hablan rápido...		
			Does not show enthusiasm	AG-I1: "...es complicado si no se tiene una base."		
			External pressures	Not clear		E-I8: ...era lo más fácil que he podido encontrar...
				Integrative		J-I4: "Porque desde hace tres años que me gustó el idioma, más que todo me gusta aprender..."



			Instrumental	A-I2: "... porque necesito la licenciatura para mi futuro, ...yo quiero trabajar de azafata.	R V
	Personality	Self-esteem	Lack of self confidence	E-I8: "A veces no estoy segura si estoy usando gramaticalmente bien las palabras, entonces me siento algo insegura en algunas respuestas."	I E W
			Introvert behavior	A-I6: She does not interact voluntarily with her classmates.	
			Speaking silently	J-I4: It is difficult for her to express in English.	
		Emotional reactions	Nervous but not anxious	A-I2: "me pongo nerviosa, estoy insegura y también tengo miedo de que la licenciada me esté gritando todo el rato."	I N T E R V I E W
			Nervous but not anxious	AG-I1: "...me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme..."	
			Nervous and anxious	I-I3: "yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo."	

Table 3.8 Categorization process model of Inhibited students

RISK-TAKING STUDENTS					
FIRST OBJECTIVE	THEME	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS	INSTRUMENTS
Personal features of risk-taking learners	Interaction	Oral participation	Learning awareness	M-RT2: "...nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral..."	I N T E R V I E W  A N D  O B S E R V A T I O N   I N T E R V I E W  A N D  O B S E R V A T
			Practice awareness	J-RT4: "Por eso la clave es participación, uno participando es donde se desenvuelve y aprende más..."	
			Participatory	J-RT6: "personalmente yo participo voluntariamente porque ahí es cuando se demuestra el compromiso y las ganas"  L-RT8: <i>She speaks English regularly.</i>	
		Language skills	Listening preference	A-RT9: "Me siento más cómoda con el listening porque entiendo casi todo..."	
			Reading preference	N-RT7: me parece mucho más sencillo que hablarlo, que hacer un speaking o hacer un writing...leer lo que está escrito ahí, sí puedo hacerlo.	
			Collaborative Intolerant	C-RT5: <i>He is a student who collaborates pleasantly to his classmates, he corrects and explains them.</i>	
	Motivation	Attitude	Giving value to classmates 'abilities	S-RT3: <i>Sometimes he looks impatient when some of his classmates give wrong answers in oral activities.</i>	
			Enthusiastic	E-RT1: ...yo creo que tienen bien cimentado el principio de que están yendo a un aula a aprender, no	
		Enjoyment of language	Difficulty in memorizing	M-RT2: "Pienso que es un idioma muy bonito y diverso..."	
			Difficulty	N-RT7: "...principalmente para mí es difícil lo que es memorizar la gramática. Me es muy difícil hablarlo."	
		External pressures	Instrumental and integrative	L-RT8: "Es complicado porque incluso la pronunciación... porque te dice una regla y a la vez cambia y tiene sus excepciones y todo eso."	
			Instrumental	A-RT9: "Yo he decidido estudiar inglés para salir al extranjero y poder comunicarme, más que todo por nuevas oportunidades."	
		Integrative	E-RT1: "...requisito indispensable en lo que es la formación integral de un profesional..."  S-RT3: ...te trae muchas oportunidades, incluso viajar al exterior, también conocer la cultura de otros países y otros lugares...		

	Personality	Self-esteem	Self-confidence	S-RT3: He shows self-confidence when speaking to the teacher and their classmates.	I O N
			Extrovert behavior	C-RT5: He starts easily any conversation in English with his classmates, during the activities; and in Spanish, to talk about any issue out of the context.	
			Extrovert behavior	N-RT7: She is a serious girl, but she has self-confidence.	
		Emotional reactions	Comfortable	A-RT9: “Cuando yo hablo en inglés me siento súper tranquila, súper relajada.	
			Nervous, but not an obstacle	L-RT8: “Nerviosa, un poco insegura digamos, porque a veces pienso que lo digo mal, pero puede estar bien...	
			Quiet/reserved with classmates	S-RT3: He does not speak too much with their classmate, only with some students, especially with Mayra.  He is a little bit uncommunicative with his classmates.	

Table 3.9 Categorization process model of Risk-Taking students

**Analysis regarding the second objective: observation and interview**

**Personal factors that inhibit learners to speak in class**

In this Table we can observe aspects of behavior which are manifested by inhibited students when they have to interact in oral activities in class. Those probably inhibit the speaking development and oral participation.

### Personal factors that inhibit learners to speak in class

Lack of knowledge	Low self-esteem	Emotional reactions	Lack of motivation
<ul style="list-style-type: none"> <li>- Lack of vocabulary</li> <li>- Grammar, difficult to learn</li> <li>- Difficulty to pronounce</li> </ul>	<ul style="list-style-type: none"> <li>- introvert behavior</li> <li>- Lack of confidence</li> <li>- Quiet and low voice</li> <li>- Speaking silently</li> </ul>	<ul style="list-style-type: none"> <li>- Nervousness</li> <li>- anxiety</li> <li>- Shyness</li> <li>- Discomfort</li> <li>- Seriousness</li> <li>- Fear</li> </ul>	<p>Motivation is not clear in those students. Most of them only express concepts about the English language.</p>

Table 3.10 Personal factors of Inhibited students

### Analysis regarding the third objective: observation and interview

An overview of type of attitude risk-taking learners show in class during speaking activities.

### Attitude of risk-taking students when developing speaking activities in class

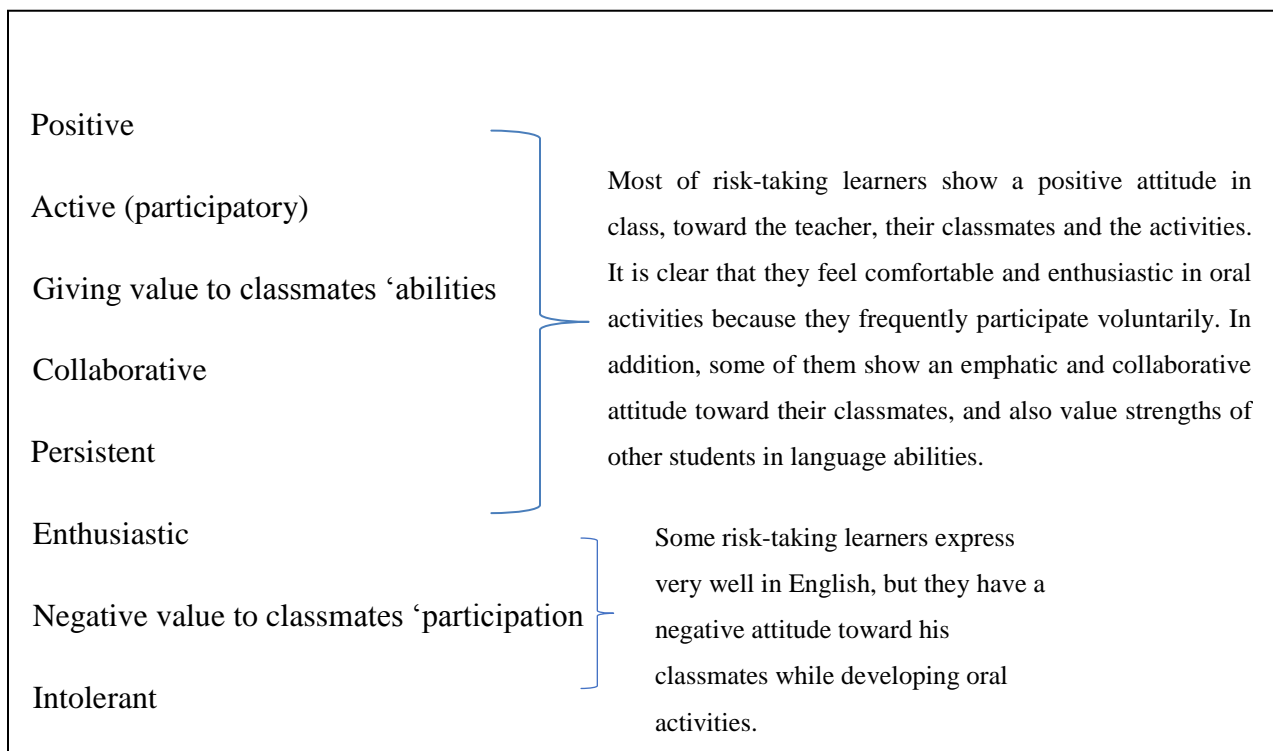


Figure 3.2 Attitudes of Risk-Taking Students

### **Analysis related to the fourth objective: observation an interview**

#### **Effects of risk-taking and inhibition on speaking development within the classroom.**

In this diagram, it is observed that students 'behavior and personality could have negative and positive effects in second language learning, basically in speaking development. It is noticed how learners behaved through different manifestations they showed during the class and in oral activities. In addition, introvert and extrovert behavior were also considered to understand a little bit about their personality, as many other aspects.

Effects of Risk-taking	Effects of Inhibition
Competitiveness	Frustration
Curiosity	Conformism
Concentration	Lack of attention
Interaction (opportunity to speak the language)	Isolation
Autonomy	Dependency
Ease to express in English	Difficulty to express in English
Enthusiasm	Boredom

Table 3.11 Effects of the inhibition and risk-taking phenomenon

The above tables have been structured according to the objectives of the present research, then it has been shown how the units of analysis of the observations and interview were codified. In fact, a scheme for each objective was shown to explain carefully the different issues in the research analysis.

At the moment, the data analysis tables of the class observations and the interviews were elaborated. In sequence, the qualitative interpretation and analysis are presented in the following chapter.

## **CHAPTER IV**

### **INTERPRETATION: FROM DATA TO THEORY**

This chapter presents the interpretation of the data obtained through the observation and interview techniques. First, the qualitative interpretation of the interview is presented through tables in which behavior of risk-taking and inhibited students is compared. This interpretation provides differences and similarities while performing speaking activities in class. Besides, this comparative interpretation was made by considering three factors: personality, interaction, and personality. Second, the interpretation of the class observation is also presented in tables in which behavior of risk-taking and inhibited learners was also described in terms of personality, interaction, and motivation. Third, the emerging hypotheses are presented as a result of the data interpretation. Finally, the validity and reliability of the study is discussed.

#### **4.1. INTERPRETATION OF THE CLASS INTERVIEW: RISK-TAKING AND INHIBITED LEARNERS**

##### **4.1.1. INTERACTION**

###### **4.1.1.1 ORAL PARTICIPATION**

###### **4.1.1.1.1. PRACTICE AWARENESS**

This category refers to the student's participation in class. Second language Learning implies practicing it to get abilities to communicate with each other. It means that students need to be conscious about speaking English language in class as much as possible. It is important to mention that this category deals with personality category.

Regarding this category, risk-taking learners express that they preferred to participate voluntarily because they want to take advantage of the only place where they can speak the language, the classroom. They also considered that practicing was a way to clarify doubts, besides the teacher can correct one's mistake and one can learn from others. Some of them also stated that practice depended on oneself, and others commented that they did not want to cover all the activities, only when it was necessary; but if there was no one to participate they would decide to express thoughts about the topic the teacher was talking. In fact, the majority expressed a willing to participate voluntarily in any activity that requires speaking,

individually or in group; but two students commented that they felt afraid to participate but anyway they try.

While inhibited students affirmed that participation in class was very important, nonetheless they did not like to do it. In fact, they stated that they felt comfortable by developing activities individually rather than grouped. In addition, those students were conscious about the importance of participation and that it was a good opportunity to learn from others, however they expressed that they felt insecurity and discomfort when participating in oral activities.

In the following table samples of students' utterances about practice awareness were shown. (See the complete table in Appendix D)

Comparative table of students' utterances about <i>practice awareness</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> .... Sí es importante, pero no me gusta participar.</li> <li>- .. y no me gusta hablar mucho.</li> <li>- <b>A-I2:</b> Claro, es importante. Es muy importante participar así aprendes más también y ves tus errores...</li> <li>- Pero en mi caso, no soy de los que participa mucho.</li> <li>- <b>I-I3:</b> Sí, es importante participar con los compañeros porque así también te desenvuelves más...</li> <li>- .. y también entre compañeros se corrigen el uno al otro, no.</li> <li>- ...ya que pueden intercambiar ideas...</li> <li>- <b>J-I4:</b> Sí, es muy importante.</li> <li>- Porque aun así aprendes mucho más, a pesar de que te equivoques puedes aprender más de tus errores, no.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...la participación es una forma directa de poder ejercer esa habilidad de comunicarse, no.</li> <li>- ...yo trato de aprovechar estos espacios...</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> <li>- Yo creo que, de manera voluntaria, ahí también se ve la actitud...</li> <li>- <b>M-RT2:</b> me parece muy importante participar, porque en nuestro medio no tenemos lugares donde podemos compartir con personas que ya saben inglés...</li> <li>- .. yo pienso que es muy importante la práctica de la expresión oral.</li> <li>- Prefiero ser voluntaria.</li> </ul>

Table 4.1 Comparative table of students' utterances about practice awareness

To conclude, risk-taking and inhibited learners agreed on the importance of language practice in class, but only risk-taking students told that they used to participate voluntarily in class to get knowledge and improve language skills; besides all of them said that they liked to participate in pairs or in group, it means that they were active students in class. On the other hand, inhibited learners were considered to be passive learners, because they did not like to participate nor work in groups

#### **4.1.1.1.2. LEARNING AWARENESS**

It is related to the commitment that all language learners must have into the process of learning. The second language learning success depends not only on the role of a student but also on the role of the teacher, the material, the environment, etc. All these issues have a specific role in learning process. But being conscious about it is an individual decision.

As this interview was developed in semi structured way, relevant information was gathered to describe behavior of risk-taking learners in speaking activities. They added extra information spontaneously; it was about the learning strategies they apply to improve language speaking. As it is noticed in the below table, only risk-taking learners mentioned different ways to practice English out of classroom: by listening songs, taking part in speaking clubs, by reading and memorizing words, by watching movies or tutorials.

In this table it is shown what students do in order to improve second language learning.



Comparative table of students' utterances about <i>learning awareness</i>	
Inhibited students	Risk-taking students
<b>AG-I1:</b>	- <b>E-RT1:</b> ...estos últimos niveles de inglés he tratado de mejorar mi speaking, y he mejorado bastante...
<b>A-I2:</b>	- <b>M-RT2:</b> ...nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral...
<b>I-I3:</b>	- Buscando he encontrado algunos grupos, pero no es tan conocido eso.
<b>J-I4:</b>	- <b>S-RT3:</b> Más cómodo me siento cuando voy a una actividad, como, por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.
<b>J-I5:</b>	- <b>J-RT4:</b> A veces a mí me gusta la música Rock, me encanta la música en inglés y lo práctico.
<b>A-I6:</b>	- ...voy aprendiendo el idioma incluso aprendo lo que es la forma de hablar...
<b>A-I7:</b>	- <b>C-RT5:</b>
<b>E-I8:</b>	- <b>J-RT6:</b> No sé, yo veo tutoriales en YouTube o escuchando música, memorizando músicas y solo eso, viendo videos.
	- <b>N-RT7:</b> Se muchas palabras.
	- ...me ha ayudado bastante las canciones y ver películas.
	- <b>L-RT8:</b>
	- <b>A-RT9:</b>

Table 4.2 Comparative table of students' utterances about learning awareness

To summarize, risk-taking learners were aware of language practice in class to improve speaking skills, for this reason they practice voluntarily in oral activities. Moreover, they like to get knowledge from their own. They asserted that nowadays we have access to many technological resources which we must take advantage of.

#### 4.1.1.2. LANGUAGE SKILL

Language skills are useful to develop a good communication in any language. English learning students, risk-taking and inhibited once, were interviewed with a questionnaire in which they

had to talk about language skills they prefer when practicing the language, or skills in which they are weak or strong.

#### **4.1.1.2.1. INPUT AND OUTPUT SKILLS.**

Only one risk-taking student expressed his preference to one receptive skill and one productive skill, for example, writing and reading. The student uttered that he felt more comfortable with both. Whereas other student declared that he liked the four skills, but he gave emphasis to the speaking skill; he said he likes to take part in speaking clubs out of the English classes at the university, and that he preferred to take oral tests and speak in front of people to practice the language. He mentioned many times about the importance of language practice in class.

In contrast, the situation was different in inhibited students. Only one student preferred listening and reading skills, but two of them uttered that they preferred writing and reading, the same as one risk-taking student.

In short, only one student showed interest in speaking skill, he belongs to the risk-taking group. The rest, one risk-taking student and 2 inhibited once chose one receptive skill and one productive skill (writing and reading/reading and listening). In fact, 4 students talked about output and input skills.

#### **4.1.1.2.2. INPUT OR OUTPUT SKILLS**

In this category, some risk-taking students said that they felt more comfortable with listening activities and agreed that these activities were easier than speaking or writing. Some of them also appeared fascinated with listening activities. On the other hand, some risk-taking individuals told that listening activities were their favorite once, and one of them compared himself as a parrot, he meant that he loved speaking in English.

About inhibited students, nearly all of them mentioned that they liked writing activities, they added that they did it better than speaking or that these types of activities were easier. On the contrary, one student said that he liked speaking activities.

In the bottom table students' language skills preferences were compared. (See the complete table in Appendix D)

Comparative table of students' utterances about their <i>language skills preferences</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...yo me siento cómodo en lo que es lectura y escritura...</li> <li>- <b>M-RT2:</b> -----</li> <li>- <b>S-RT3:</b> Todo, las cuatro estrategias de inglés.</li> <li>- Más cómodo me siento cuando voy a una actividad, como, por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.</li> <li>- ... más cómodo me siento hablando en público que participar ahí sentado</li> <li>- Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes...</li> <li>- Mejor es hablar ante el público.</li> <li>- <b>J-RT4:</b> Eh... me encanta mucho la gramática...</li> <li>- Y lo que me gusta mucho, mucho, mucho es el listening.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> Writing. Porque sólo es escribir, no. Y no tengo que estar hablando....</li> <li>- <b>A-I2:</b> Eh... en speaking.</li> <li>- <b>I-I3:</b> ...más cómodo también me siento al leer y escribir.</li> <li>- <b>J-I4:</b> En la escritura.</li> <li>- <b>J-I5:</b> Mucho más cómodo me siento en el writing.</li> <li>- <b>A-I6:</b> Creo que en writing, no sé, siento que lo hago mejor cuando escribo que al hablarlo....</li> <li>- <b>A-I7:</b> En listening y reading. Más me gusta entender, escuchar lo que hablan.</li> <li>- Sí. Sí porque a veces no puedo entender lo que hablan rápido...</li> <li>- Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar.</li> <li>- <b>E-I8:</b> En writing and reading.</li> </ul>

Table 4.3 Comparative table of students' utterances about their language skills preferences

To summarize, among the students who chose one language skill; 4 affirmed they prefer writing skill, 4 students said they prefer speaking skills, and 3 of them preferred listening skills. It means that most of them liked productive skills, but inhibited students feel comfortable with writing and risk-taking students with speaking and listening.

#### 4.1.2. MOTIVATION

Motivation concerns the impulse students have to participate voluntarily in class. On the other hand, if students do not participate in class, it could be inferred that they are lack of motivation. This factor is manifested in the desire to learn, in the satisfaction experienced in

the speaking activities, and in the enjoyment or passion students feel when they speak the language.

#### **4.1.2.1. ATTITUDE**

The attitude in class refers to the predisposition students have to learn the language and the relationship among all the individuals who take part in the learning process. In the below table it is showed how inhibited and risk-taking students value their classmates according to the abilities they have.

##### **4.1.2.1.1. GIVING VALUE TO CLASSMATES' ABILITIES**

This category concerns the appraisal students have toward classmates who they have to interact with in class. In a second language learning environment, it was seen that there were students with different abilities which let them succeed in second language learning. For this reason, this category involves all the reactions toward these abilities.

In the interview, most risk-taking students expressed their thoughts about oral participation of their classmates. They realized that those students had a clear mind of what they come to classes for. They value the desire, the confidence, commitment, and interest they put in learning English throughout the active participation they reflect in oral activities. In addition, they mentioned that their classmates did not feel afraid of making mistakes when participating, even so they continue practicing. They considered this type of attitude a good one because it helps teachers to know they are doing well, they also stated that this attitude motivated them to speak in class. Even though some risk-taking students thought that a frequent participation disturbed them, there were others who thought that class development was more interesting if students speak the language all the time to practice.

With reference to inhibited students, most of them also value the active participation of their classmates. They thought they had a good level of English and that it was nice to listen to them, and that they learned from them as well. They value those students 'learning speed, knowledge and the extent of vocabulary.

Briefly, risk-taking students value their classmates 'ability to participate and speak in class. Besides, they stated clear and many reasons why they value these abilities. This group of students admires the commitment, interest, and confidence of students who participate in oral

activities. In fact, they show a positive attitude regarding these students. While inhibited students talked not too much about these students. They told they value the ability to memorize vocabulary and the knowledge they have. The common phrase they used was, “we learn from them”. In other words, inhibited learners were brief when talking about it.

#### **4.1.2.1.1.1. NEGATIVE JUDGMENT TOWARD THE TEACHER**

In English classes, not all students like the method of a teacher and not all the students feel comfortable with their classmates’ attitude or behavior, but it has to do with type of attitude of all members. However, language learning is a teamwork and demands practice; but regarding this category, few students talked negative aspects about teachers which they feel uncomfortable with.

One inhibited student said that the way the teacher teaches was not appropriate; she meant that teachers were the only responsible individuals of the learning process. She expressed that teachers at the university used to yell the students if they make mistakes and teachers consider students to be very proficient in speaking the language, and she did not agree with that perspective. In fact, she demanded tolerance and individual teaching with students who have difficulties to learn.

Risk-taking students along with the rest of inhibited once did not mention negative attitude from the teachers. Nevertheless, in oral participation category, they mentioned teachers were a good support in the learning process, because they used to encourage them.

As a result, few inhibited students talked about negative attitude from the teacher. But risk-taking students did not add aspects like this in the interview.

#### **4.1.2.1.1.2. DISAGREEMENT WITH CLASSMATES’ ATTITUDE**

In a language class it is important to consider that not all the students have the same aptitude to learn a language. Students have different ways to react to any situation; toward the teacher, a classmate, the material, the environment, etc. In this category students expressed their thoughts about their classmates, these statements concern the oral participation of learners.

With regard to risk-taking group, only one student affirmed that she felt frustrated when she cannot answer correctly in oral activities, though this student possesses the risk-taking ability, she gets angry when another risk-taking student was right when answering to the teacher. She

said: “Bueno... me parece bien, por un lado, aunque a veces mal por el otro. Él le va a dar siempre lo correcto y yo no. Así que me quedo restringida en mi opinión...”

About the opinion of one inhibited student, she mentioned that frequent participation of her classmates was unfair because they covered most of the activities in class other students and did not give the chance to others. Besides, she added that the teacher had better communication with over participatory students. Her posture was, “Está bien que sepan, pero...yo pienso que deberían dar oportunidad también a los que no saben.”

In the below table students’ attitude and motivation is shown. (See the complete table in Appendix D)

<b>Comparative table of students’ utterances about their <i>motivation and attitude in class</i></b>	
<b>Inhibited students</b>	<b>Risk-taking students</b>
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ...yo creo que tienen un nivel más avanzado de inglés.</li> <li>- ...ya tienes la confianza. Y sí, también me gusta escucharlos...</li> <li>- .. aprendo con ellos...</li> <li>- <b>A-I2:</b> Pues me siento feliz la verdad. Me alegra mucho que sepan bien, que tengan un buen nivel de inglés más elevado que nosotros.</li> <li>- Pero en parte también me parece injusto que solamente estén ellos.</li> <li>- Está bien que sepan, pero...yo pienso que deberían dar oportunidad también a los que no saben.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...yo creo que tienen bien cimentado el principio de que están yendo a un aula a aprender, no.</li> <li>- ...creo que se puede ver el interés que ellos tienen en la clase, se puede ver también las ganas</li> <li>- <b>M-RT2:</b> Pienso que quieren mejorar, porque al participar me parece que es algo bueno también...</li> <li>- ...me parece que están ellos mejorando en su comprensión, en el avance.</li> <li>- tiene más interés en la materia, o sea yo pienso que quieren aprender. No les importa equivocarse, pero participan.</li> <li>- <b>S-RT3:</b> Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo...</li> </ul>

Table 4.4 Comparative table of students’ utterances about their motivation and attitude in class

In essence, only two students, one inhibited and other risk-taking one, get discomfort with classmates' attitude when participating frequently in oral activities in class. The rest of the students said that participating depended on oneself and that it was good for oneself. Even though some students thought that a frequent participation disturbed them, there were others who thought that class development was more interesting if students speak the language all the time to practice.

#### **4.1.2.2. ENJOYMENT OF LANGUAGE**

This category is connected to motivation because this is the way in which learners manifest their desire to use the language and participate to improve their skills. Besides a positive attitude was reflected in class.

##### **4.1.2.2.1. DIFFICULTY**

This category is associated to many obstacles that students experience when learning a second language: pronunciation, grammar rules, or skills development. But these obstacles can be managed by students in different ways. As there are language learner differences, each student is going to learn the language in different ways. But both, personal and cognitive aspects play an important role in this process.

About risk-taking learners, three of them stated that English was difficult to learn, even more if a student starts learning without any knowledge about it. They also said that pronunciation, speaking and exceptions in grammar made it difficult. But these learners thought that practice helped them to improve, so they liked to participate voluntarily in oral activities.

Whereas, inhibited students compared English with other languages and concluded that English was a little bit complicated, but not too much as other languages. They added that lack of previous knowledge was a disadvantage to start learning at the university. They stated some arguments about language learning difficulties: speaking, because of fluency; pronunciation, grammar, vocabulary and language context.

In short, both groups felt that English was difficult to learn. What makes the difference is that risk-taking learners tried to practice despite the difficulty, they also affirmed that they preferred to participate voluntarily, but inhibited remained quiet or waited their turn.

#### 4.1.2.2.2. EASE

This category is related to the learners' cognitive abilities to learn the language or the previous knowledge about English. Those could be an advantage for a good learning.

About risk-taking students, they uttered that English was easy to learn and they also mentioned language skills which they enjoy when practicing: speaking and listening. In addition, these students considered English as an interesting, beautiful and funny language.

But inhibited learners did not mention anything about this category, furthermore they considered that English was not easy to learn.

#### 4.1.2.2.3. NEGATIVE OPINION ABOUT LANGUAGE TEACHING

This category reflects learner' discomfort about teachers.

Regarding this category only one student, who belongs to the inhibited group, expressed her discomfort about that teachers, she stated the following arguments: "teachers do not teach correctly, teachers assume that all students learn in the same way". But she generalized these judgments, because she said: "for me, teachers do not teach well at the university", so she probably had bad experiences with other teachers. In fact, her judgment did not address her actual teacher necessarily. Besides, from 8 inhibited learners, only one had this kind of thought, therefore it was not considered a factor that inhibit students to participate.

The following table refers to student's language learning enjoyment.

Comparative table of students' utterances about <u>enjoyment of language in class</u>	
Inhibited students	Risk-taking
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ...es complicado si no se tiene una base.</li> <li>- <b>A-I2:</b> ...o sea te agarran como si ya supieras todo el inglés, o sea no te enseñan bien. Para mí al menos, no enseñan bien.</li> <li>- <b>I-I3:</b> Eh... se ve en parte que es bonito y es algo que cuesta aprender, pero mayormente en la gramática...</li> <li>- <b>J-I4:</b> Eh... la gramática es simple, no es tan complicado para mí, pero en la parte</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> más estructurado gramaticalmente, no. Es más sistemático, es muy rígido con su gramática...</li> <li>- Considero que es mucho más sencillo el inglés.</li> <li>- <b>M-RT2:</b> Pienso que es un idioma muy bonito y diverso...</li> <li>- <b>SRT3:</b> En español me cuesta expresarme, en cambio el inglés es</li> </ul>



<p>del speaking sí.</p> <ul style="list-style-type: none"> <li>- Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra</li> <li>- <b>J-I5:</b> ...necesitas contextualizar, no todas las palabras significan lo mismo. A diferencia del español...</li> <li>- <b>A-I6:</b> En parte sí es complicado porque... o sea, nuevas palabras, una diferente pronunciación...</li> <li>- Pero a veces resulta más fáciles que otros idiomas que tienen diferente escritura...</li> <li>- <b>A-I7:</b> Sí. Sí porque a veces no puedo entender lo que hablan rápido...</li> <li>- <b>E-I8:</b> Me parece más fácil que francés.</li> </ul>	<p>más fácil.</p> <ul style="list-style-type: none"> <li>- <b>J-RT4:</b> Eh... me encanta mucho la gramática...</li> <li>- Y lo que me gusta mucho, mucho, mucho es el listening.</li> <li>- <b>C-RT5:</b> Es interesante su gramática debido a que no usa tildes y eso es muy conveniente...</li> <li>- ...es bien interesante.</li> <li>- <b>J-RT6:</b> Ohh... a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés.</li> <li>- ...me encanta equivocarme cuando hablo, me encanta que me corrijan.</li> <li>- <b>N-RT7:</b> ...principalmente para mí es difícil lo que es memorizar la gramática...</li> <li>- me es muy difícil hablarlo</li> <li>- <b>L-RT8:</b> Es complicado porque incluso la pronunciación...</li> <li>- ...porque te dice una regla y a la vez cambia y tiene sus excepciones y todo eso.</li> <li>- <b>A-RT9:</b> El inglés es bien complejo, o sea no es fácil para un principiante que recién está viendo el idioma...</li> <li>- Definitivamente no es fácil, pero como todo idioma lleva su tiempo, su práctica.</li> </ul>
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Table 4.5 Comparative table of students' utterances about enjoyment of language in class

#### 4.1.2.3. EXTERNAL PRESSURES

The external pressure in language learning concerns impulse or force that drives students to learn English. This is an important factor to understand students' willing to communicate or remaining quiet in oral activities. In fact, language learning success depends on the interest or

neglect to practice the language in class. In the below table the different postures risk-taking and inhibited learners have about learning English impulse were organized, along with everything that it implies.

#### **4.1.2.3.1. INSTRUMENTAL MOTIVATION**

This category involves the desire to study a language because of the necessity that it demands in professional environment. Sometimes it can be considered as an instrument to reach professional goals.

About risk-taking learners, some reasons why learners decided to study English were found. Those students observed that this language was an essential requirement for any professional, besides it gives them the chance to have better labor opportunities, it is like a plus. Furthermore, one of them announced that he was an English teacher in a high school, so he got a metalinguistic tool to work. Only one student could not express a clear reason about his motivation, he said he had previous knowledge about the language. But Most of them agreed that learning English was a golden opportunity to get a job.

On the other hand, most of inhibited learners expressed unclear reason about their impulse to learn English. For instance, they uttered phrases such as “it was the easiest decision I made, it is a beautiful language, it is necessary, I like to learn,” etc. But only two of them thought that they wanted to learn English to work as a teacher, and other as an air hostess.

In sum, most risk-taking students were conscious about their decision to study English, they were motivated with the advantages that learning a second language could have in their professions, better opportunities. Whereas inhibited learners, few of them agreed with the same idea and the rest did not have clear reasons.

#### **4.1.2.3.2. INTEGRATIVE MOTIVATION**

This category deals with the desire students have to integrate into a spoken English country, because it has social implications. Besides, students who have this kind of motivation show favorable attitudes in the second language learning process.

In the below table it is shown that Risk-taking students had an integrative motivation. In the interview they talked about the reasons which motivated them to study English: the desire to

travel to a foreign country, the willing to know cultures from other countries, to get a master's degree, to communicate with foreigners. They were conscious about the importance of this language as an international one. It was necessary to mention that these students talked about integrative motivation as well as instrumental one.

Besides, there were no inhibited learners whose desire was to travel and integrate other community through English language. Hence, few of them were instrumentally motivated, with the desire to learn English to accomplish external purposes. But most of inhibited learners could not explain their reason to study English; they did not have it clear.

In the next table aspects of instrumental and integrative motivation is shown. (See the complete Table in Appendix D)

Comparative table of students' utterances about <i>type of motivation</i> they have	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-II:</b> Es un idioma importante</li> <li>- <b>A-I2:</b> ... porque necesito la licenciatura para mi futuro...</li> <li>- yo quiero trabajar de azafata.</li> <li>- <b>I-I3:</b> ...por una parte para buscar fuentes laborales...</li> <li>- Y también dar algún día clases del idioma extranjero.</li> <li>- <b>J-I4:</b> Porque desde hace tres años que me gustó el idioma, más que todo me gusta aprender...</li> <li>- <b>J-I5:</b> Porque es muy necesario en estos tiempos.</li> <li>- <b>A-I6:</b> Porque creo que es un idioma que se necesita mucho, es el idioma más conocido en el mundo</li> <li>- <b>A-I7:</b> Eh... Bien, bueno en mi carrera era muy básico y he venid a buscar más</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...requisito indispensable en lo que es la formación integral de un profesional, ...</li> <li>- ...las exigencias de nuestro tiempo así lo piden...</li> <li>- <b>M-RT2:</b> Porque pienso que el inglés te abre caminos, es una puerta grande para conocer nuevas cosas.</li> <li>- <b>S-RT3:</b> ...te trae muchas oportunidades, incluso viajar al exterior.</li> <li>- ...también conocer la cultura de otros países y otros lugares...</li> <li>- <b>J-RT4:</b> ...desde que salí del colegio fue una de las carreras que yo quise tomar. Me encantan los viajes, me encanta conocer otras culturas...</li> <li>- ...trabajo en un colegio donde enseñó gramática...</li> <li>- <b>C-RT5:</b> He decidido estudiar inglés</li> </ul>

aprendizaje... - <b>E-I8:</b> ...era lo más fácil que he podido encontrar... - Me parece más fácil que francés.	debido a que ya tenía base en el idioma. - <b>J-RT6:</b> ...la enseñanza no es muy buena, por ende, es importante ir a estudiar al exterior...
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Table 4.6 Comparative table of students' utterances about type of motivation they have

In short, risk-taking students have interpersonal goals, such as communicating with a spoken English community, whereas inhibited students have personal fulfillments, to be promoted or having better positions at work, for example.

### 4.1.3. PERSONALITY

#### 4.1.3.1. SELF-ESTEEM

This category is about the evaluation the students give to themselves; their strengths or weaknesses in the process of language learning. Aspects of self-esteem were also found in students' behavior by considering every action they develop in the class. Hence, we can understand if there are high or low esteem among risk-taking and inhibited learners. Self-esteem could be reflected in the way they speak in classroom as well.

##### 4.1.3.1.1. LACK OF SELF-CONFIDENCE

This category is an aspect of personality, and most of the times it affects negatively to any activity students develop. This aspect generally is perceived in students' behavior in class, but also in the way they speak. Below, in the tables, there are some sentences in which we can see how lack of self-confidence manifests in learners.

It was identified that all inhibited students felt insecure when speaking or participating in class. They affirmed that they felt afraid of making mistakes while speaking: formulating wrong sentences, lack of vocabulary, difficulty to express thought, and grammar use. For these reasons they were quiet in class and let others participate. In addition, the evaluated themselves as nervous and insecure students because. Then, few of them said that they felt intimidated by other classmates' knowledge and abilities to speak; and other by the teacher.

While risk-taking students, few of them assumed that they felt nervous sometimes, but they overcome it and participate anyway. That was the difference; those students did not remain quiet in class despite difficulties. That is why they were classified into the risk-taking group.

In sum, all inhibited students evaluated themselves as nervous and insecure students, whereas only 2 risk-taking learners added that they felt insecure of expressing, but it was not an obstacle to participate in oral activities.

#### 4.1.3.1.2. SELF-CONFIDENCE

This category also concerns the students' personality. But it influences in language learning in a positive way. Every word or phrase in sentences that belong to this category carries important information about students' thoughts and behavior. This information makes us understand a little bit about learners' personality in class while developing oral activities.

It was found that only risk-taking learners expressed that they felt comfortable and self-confident in class while speaking in oral activities. They were conscious about the language learning process, and see classroom environment as a place to practice, and teacher as a guide to learn. This group of learners affirmed that they liked to participate voluntarily in oral activities. Besides, some of them recognized their abilities and the commitments to learn the language.

The next table is about characteristics of students' personality.

Comparative table of students' utterances about features of <i>personality</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ...me quitan las ganas de participar. ...bajan la moral,</li> <li>- <b>A-I2:</b> ...y si me equivoco en algo me digan: "No, no sabe, que se vaya." Tengo miedo a eso, no me siento segura.</li> <li>- <b>I-I3:</b> ...por ahí lo digo mal. Por eso prefiero callarme y dar paso a otro compañero</li> <li>- sí quisiera responderlo, pero hay momentos que me pongo nervioso porque me siento inseguro...</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo...</li> <li>- <b>M-RT2:</b></li> <li>- <b>S-RT3:</b> Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de expresarse...</li> <li>- <b>J-RT4:</b></li> <li>- <b>C-RT5:</b> Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido...</li> </ul>

<ul style="list-style-type: none"> <li>- <b>J-I4:</b> A veces siento temor a equivocarme o a formular mal una oración</li> <li>- <b>J-I5:</b> Tranquilo, a veces tengo dificultades, más con el vocabulario...</li> <li>- pero si tuviera más vocabulario yo creo que estaría más tranquilo hablando en inglés.</li> <li>- <b>A-I6:</b> Ahh... en momentos, bueno mayores momentos me siento nerviosa porque no sé si voy a responder bien o alguna palabra me voy a equivocar.</li> <li>- <b>A-I7:</b> Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar.</li> <li>- <b>E-I8:</b> A veces no estoy segura si estoy usando gramaticalmente bien las palabras, entonces me siento algo insegura en algunas respuestas.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>J-RT6:</b> personalmente yo participo voluntariamente porque ahí es cuando se demuestra el compromiso y las gana...</li> <li>- O sea, no importa lo que digan los demás, tú tienes el compromiso y sabes a dónde vas.</li> <li>- <b>N-RT7:</b> Pero en mi caso por ejemplo es un poco difícil de que a veces no puedo ordenar bien mis ideas o me es muy difícil hablarlo...</li> <li>- No siempre intento, pero mayormente me da miedo...</li> <li>- Me gusta participar cuando estoy segura de la respuesta o cuando se.</li> <li>- <b>L-RT8:</b> Nerviosa, un poco insegura digamos, porque a veces pienso que lo digo mal, pero puede estar bien...</li> <li>- <b>A-RT9:</b></li> </ul>
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Table 4.7 Comparative table of students' utterances about features of personality

To summarize, only risk-taking students feel comfortable and self-confident in oral activities, moreover they were aware of the importance of speaking practice in class.

#### 4.1.3.1.3. INTROVERT BEHAVIOR

This category reflects another important aspect of personality. Every action that students develop carries important information to understand their passive behavior in class.

For instance, inhibited students expressed that they preferred to work individually in class rather than in group, they agreed that it was more comfortable for them. They also preferred to work in pairs, but not in many members group. It was one aspect of inhibited behavior; students did not like to interact so much with other students in class. In addition, some of them expressed that they were accustomed to work like individually, they felt more confidence. And got a seat in the back part of the classroom, and tried to speak few words when they worked in group. Regarding oral activities, they mentioned that they felt uncomfortable in oral activities.

About risk-taking learners, only two of them expressed introvert behavior in the interview. They said that they felt afraid of participating in oral activities, but they used to participate only when it was necessary.

To conclude, inhibited learners assumed themselves that they felt uncomfortable when they work in group and when they have to interact in oral activities, so they remain quiet in class. Whereas risk-taking students feel afraid of participating, so they did not raise their hands frequently, only when it was necessary.

#### 4.1.3.1.4. EXTROVERT BEHAVIOR

In this category it is usually reflected the student's active participation in class. This kind of behavior is seen in the way students speak in class, toward the teacher or their classmates.

Students who expressed an extrovert behavior in the interview were risk-taking once. They affirmed they did not mind working in pairs or in group to learn from others, besides they felt comfortable in oral activities because that was the way to interact in class. Furthermore, they said they prefer to participate voluntarily in oral activities despite nervousness which is natural, they said. Most of them also noted they feel confident when speaking in front of the class and the English class was more interesting if everybody interacts.

In the following table introvert and extrovert personality is compared. (See the complete Table in Appendix D)

Comparative table of students' utterances about <i>type of personality</i> (extrovert/introvert)	
Introvert students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ..., me gusta hacer sola...</li> <li>- ...algún momento, entonces prefiero lo que es en pares.</li> <li>- Buena, siempre me sacan palabras.</li> <li>- <b>A-I2:</b> bueno normalmente trabajamos de dos personas, creo que me siento más confiada.</li> <li>- <b>I-I3:</b> En el oral no tanto, me siento un</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> Yo creo que, en grupos de dos, porque siempre va haber es interacción más directa.</li> <li>- Yo creo que de manera voluntaria...</li> <li>- Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo...</li> <li>- <b>M-RT2:</b> Me siento cómoda cuando hacemos participación en grupos...</li> </ul>

<p>poco incómodo.</p> <ul style="list-style-type: none"> <li>- Hay momentos que pienso de forma individual, pero a veces pienso que es bueno grupal o de dos...</li> <li>- <b>J-I4:</b> De forma individual.</li> <li>- ...me confundo cuando trabajo en grupo. Cuando estoy mejor, sola, hago mejor el trabajo.</li> <li>- <b>J-I5:</b> De forma individual, como te decía estoy más acostumbrado a trabajar así, solo.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuando preparo el tema me gusta exponer...</li> <li>- Prefiero ser voluntaria.</li> <li>- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.</li> <li>- <b>S-RT3:</b> Yo, por ejemplo, voy a compartir lo que ellos no saben.</li> </ul>
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Table 4.8 Comparative table of students' utterances about type of personality extrovert/introvert

In conclusion, a great deal of risk-taking learners feels comfortable by participating voluntarily in oral activities. They expressed an outgoing behavior through their answers; because that said they learned from others, they feel willing to participate, they liked speaking activities in front of the class and felt boring if the rest did not interact in class.

#### 4.1.3.1.5. OVERCOMING WEAKNESSES.

This category deals with students' attitude to improve speaking skills and thus interact in class despite any difficulty in second language learning.

As it is perceived in the below table, risk-taking learners talked more about weaknesses they overcome; for example, they said they felt nervous, anxious, or shy at the beginning, but they tried to overcome it to communicate in class. In addition, for one of them pronunciation was the most difficult part at the beginning. Whereas inhibited students did not talk about weaknesses, in fact only one of them affirmed she felt more confidence when working in pairs so her classmate helps her and she feels comfortable and less nervous.

The bottom table is about students' weaknesses in the learning process and how the overcome them.



Comparative table of students' utterances about <i>overcoming weaknesses</i>	
Inhibited students	Risk-taking students
- <b>AG-I1:</b> -----	- <b>E-RT1:</b> -----
- <b>A-I2:</b> ...mi compañera ya me ayuda. O sea, me siento más segura, más tranquila, menos nerviosa.	- <b>M-RT2:</b> En un principio tenía muchos nervios, me sentía ansiosa.
- <b>I-I3:</b> -----	- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.
- <b>J-I4:</b> -----	- <b>S-RT3:</b> ...al principio, al aprender inglés me sentía tímido, tenía miedo.
- <b>J-I5:</b> -----	- ...con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.
- <b>A-I6:</b> -----	- <b>J-RT4:</b> Me siento muy bien. Obviamente que al principio me costaba los primeros niveles...
- <b>A-I7:</b> -----	- ...me costaba mucho la pronunciación...
- <b>E-I8:</b> -----	- <b>C-RT5:</b> -----
	- <b>J-RT6:</b> -----
	- <b>N-RT7:</b> -----
	- <b>L-RT8:</b> -----
	- <b>A-RT9:</b> -----

Table 4.9 Comparative table of students' utterances about overcoming weaknesses

#### 4.1.3.1.6. CONSCIOUSNESS AND RESPONSIBILITY

Those categories are really linked to students' personality; it means they are able to understand the learning process as a group work, where teachers and students have roles.

Few risk-taking students talked about extra activities they did to improve English skills: attempting speaking clubs, and watching videos and tutorials. It means that they were aware and responsible of second language learning. While inhibited students, only one expressed he was lack of vocabulary which affects his development. He was conscious about it, but he did not say what to do to improve it.

This table is about the responsibility students assume when they learn a second language.

Comparative table of students' utterances about <i>consciousness and responsibility</i> in the learning process	
Inhibited students	Risk-taking students
- <b>AG-I1:</b> .....	- <b>E-RT1:</b> .....
- <b>A-I2:</b> .....	- <b>M-RT2:</b> ...nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral...
- <b>I-I3:</b> .....	- Buscando he encontrado algunos grupos, pero no es tan conocido eso.
- <b>J-I4:</b> .....	- <b>S-RT3:</b> Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes...
- <b>J-I5:</b> Entonces quizá necesite pulir un poco más...	- Mejor es hablar ante el público.
- pero si tuviera más vocabulario yo creo que estaría más tranquilo hablando en inglés.	- <b>J-RT4:</b> .....
- <b>A-I6:</b> .....	- <b>C-RT5:</b> .....
- <b>A-I7:</b> .....	- <b>J-RT6:</b> No sé, yo veo tutoriales en YouTube o escuchando música, memorizando músicas y solo eso, viendo videos.
- <b>E-I8:</b> .....	- <b>N-RT7:</b> .....
	- <b>L-RT8:</b> .....
	- <b>A-RT9:</b> .....

Table 4.10 Comparative table of students' utterances about consciousness and responsibility in the learning process

#### 4.1.3.2. EMOTIONAL REACTIONS

This category concerns feelings and emotions students experience when they speak in English in class. Both, risk-taking and inhibited learners experienced similar or different feelings in oral activities.

**Nervous.** Most of inhibited students affirmed they felt nervous while developing speaking activities in class. They mentioned reason such as, being insecure of their answers, the audience attention (classmates and teacher), and making mistakes. In addition, they evaluated themselves as very nervous students because they were shy; and others because of the teacher's attitude.

About risk-taking students, only one affirmed she feels nervous because of insecurity.

**Anxious.** This feeling is usually seen in students' behavior and attitude. But in the interview, it was identified that one inhibited student felt embarrassed in oral activities. He said: "my face blushes; I look red as a tomato." So, he experienced a level of anxiety.

**Comfortable when speaking.** Almost all risk-taking students felt comfortable when developing speaking activities. They stated that the classroom was the appropriate place to practice, others said that it was difficult to learn the language when they started, and others assumed they feel more confident.

**Uncomfortable when speaking.**

**Relaxed.** Two risk-taking students said they feel relaxed when they speak English in class. The phrase the used was "very calm." One of them told he speaks as anything else matters. And the other student said she only feels frustrated when she cannot find the exact word to express her thoughts.

**Shy.** Two inhibited students described themselves as shy students in class. Therefore, they did not participate frequently.

**Worry.** Three inhibited students affirmed they feel worry about: making mistakes or formulating sentences incorrectly, speaking activities and one of them affirmed she was worry about the teacher's attitude. For this reason, they did not participate in oral activities. Regarding risk-taking students, only one said she feels worry about organizing her ideas and talking in front of the class.

**Comfortable** Some risk-taking learners asserted they felt comfortable when they speak in class. They also remarked that it was difficult in the first level and they felt nervous at the beginning, but now they feel well in English class. Besides, one of them told he feels intelligent when he speaks in English.

**Quiet.** Only one risk-taking student considered himself as a quiet student. He said: “Tímido, callado, en silencio, callado. Pero también me siento relajado.

In the below table different feelings students have in speaking activities were compared. (See the complete Table in Appendix D)

<b>Comparative table of students' utterances about <i>emotional reactions</i></b>	
<b>Inhibited students</b>	<b>Risk-taking students</b>
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> Un poco, me siento como que bajoneada,</li> <li>- ...me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme....</li> <li>- soy un poco tímida y me pongo nerviosa, son muy nerviosa.</li> <li>- <b>A-I2:</b> me pongo nerviosa, estoy insegura y también tengo miedo de que la licenciada me esté gritando todo el rato.</li> <li>- yo soy muy nerviosa en la clase por la licenciada.</li> <li>- <b>I-I3:</b> pero hay momentos que me pongo nervioso...</li> <li>- yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo.</li> <li>- ...cuando no lo estudio digamos lo que voy a decir, me pongo un poco nervioso.</li> <li>- <b>J-I4:</b> Principalmente en el speaking creo que siento más temor. A veces siento temor a equivocarme o al formular mal una oración</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo...</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> <li>- <b>M-RT2:</b></li> <li>- <b>S-RT3:</b> ...al principio, al aprender inglés me sentía tímido, tenía miedo.</li> <li>- ...con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> <li>- <b>J-RT4:</b> Me siento muy bien. Obviamente que al principio me costaba los primeros niveles...</li> <li>- <b>C-RT5:</b> Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido...</li> <li>- <b>J-RT6:</b> cuando hablo al frente es como que, si estoy en blanco, se me va todo y es como que _Ay tengo miedo_</li> <li>- ...pero cuando salgo de clases y estoy con mis amigos como que hablo ahí fluido.</li> </ul>

Table 4.11 Comparative table of students' utterances about emotional reactions

## 4.2. INTERPRETATION OF THE OBSERVATION

### 4.2.1. INTERACTION

#### 4.2.1.1. ROLE OF THE STUDENT IN INDIVIDUAL ACTIVITIES.

This category, found in the observation session, refers to the active or passive participation that inhibited and risk-taking learners show in class while developing speaking activities. Students can show risk-taking behavior or remain quiet in class.

**Active participation.** All risk-taking students participated voluntarily in oral activities when the teacher asked for it. These learners showed the following behavior: they raised hands to participate, most of them felt confident, enthusiastic, and spontaneous when participating; they paid attention and concentrated a lot in class; they used to ask the teacher for doubts or relevant information about the language and the activities; and they expressed thoughts, ideas, anecdotes, and experiences in oral activities. In addition, half of these learners participated frequently and the other part did it regularly. Furthermore, among particular aspects, a few students used e-dictionaries and others used to help their classmates in activities.

In sum, risk-taking students were active participants in class since they participated voluntarily. They made a lot of effort in oral activities and focused on their material and the teacher's explanation as well.

**Passive participation.** This is a type of behavior that was manifested only in inhibited students. There were traits which students showed in class: all of them did not raise hands to participate in oral activities when the teacher asked to do it, they only waited turns, and some of them were serious and did not socialize with their classmates, they hesitated a lot when answering, they made pauses when speaking and they did not clarify doubts. In addition, there were other traits which were particular in some inhibited students: some of them got distracted easily, others paid attention to the teacher and focused on their material, and few students used cellphones to look up meaning of words. Besides, few students felt sorry when making a mistake and few shifted the language (from English to Spanish).

In the following table participation of both type of students is described. (See the complete Table in Appendix D)

Descriptive table of students' <i>participation in individual activities</i> (active or passive)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She does not raise her hand to participate voluntarily.</li> <li>- She usually waits her turn to speak in oral activities.</li> <li>- She gets distracted easily with her cellphone.</li> <li>- She does not ask to the teacher to clarify anything.</li> <li>- <b>A-I2:</b> When it is her turn to participate, she makes it confidently.</li> <li>- When she speaks in English, she makes it carefully not to make mistakes.</li> <li>- She pays close attention to the explanation of the teacher.</li> <li>- She focuses on her material and follows the activities.</li> <li>- <b>I-I3:</b> He does not raise his hand to participate.</li> <li>- He shifts his thought from English to Spanish and he feels sorry when the teacher asks him not to do that.</li> <li>- He pays close attention to his material.</li> <li>- He uses his cellphone frequently to look up meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He participates and answers voluntarily when the teacher asks something to the whole class.</li> <li>- He sometimes raises his hand when he wants to participate. But regularly he speaks spontaneously expressing his point of view.</li> <li>- He follows the teacher's explanation and expresses his opinions to the teacher by speaking extensively.</li> <li>- He also expresses his thoughts with examples to be clear.</li> <li>- <b>M-RT2:</b> She pays attention to the book activities and to the class in general as well.</li> <li>- When she does not understand something, she asks to the teacher.</li> <li>- She puts a lot of effort in oral activities.</li> <li>- <b>S-RT3:</b> He focuses on his material.</li> <li>- He pays close attention to the class.</li> <li>- He likes to add extra information to the topic they are talking about.</li> <li>- <b>J-RT4:</b> He does not need the teacher to clarify doubts.</li> </ul>

Table 4.12 Descriptive table of students' participation in individual activities (active/ passive)

Finally, most of inhibited students were passive in oral activities, they used to remain quiet, they did not socialize too much, they did not express their thought in speaking activities, but they were respectful in class.

#### **4.2.1.2. ROLE OF THE STUDENT IN GROUP ACTIVITIES**

**Active.** Risk-taking learners were identified as active members in group activities. Most of them reflected a good predisposition to work in class: they joined easily to a group activity, a few students liked to work as leaders of the group because they started the conversation and start organizing the activity, the rest of the students only expressed thoughts and ideas in the group, risk-taking students enjoyed practicing English in group, most of them were polite and collaborative with their classmates by helping them and explaining them the process of the activity, few students used to select the members of their group by selecting participatory students as they were, and all risk-taking students socialized into the group activities in English and in Spanish.

To summarize, risk-taking learners showed a good and respectful attitude in group activities, besides they expressed thoughts and opinions confidently and some of them took the role of leaders. In fact, they enjoyed the speaking activities; even some of them encouraged the members of the group.

**Passive.** Evidently, inhibited students remained quiet in group activities. Thus, these were some characteristics of these students' behavior: it was difficult for most of them to join to a group when the teacher asked for it, whereas it was not for others; only two of them expressed their opinions in group activities, the rest took the role of listeners and agreed with their classmates' commentaries in the activity; those students spoke only short phrases or single words when they had to interact in group; most of them remained quiet in group and others spoke only with the side classmate, but they did not socialized at all; and only two students felt comfortable when sharing opinions to the group, the rest were quiet.

In the bottom table active or passive participation in group activities is described. (See the complete Table in Appendix D)

Descriptive table of <i>students' participation in group activities</i> (active or passive)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> <li>- If she has to speak in the group, she says short sentences or phrases.</li> <li>- <b>A-I2:</b> She joins to a group easily. She is not the leader, but she contributes with her opinions.</li> <li>- She socializes with her closest classmates. (in Spanish)</li> <li>- <b>I-I3:</b> He answers when the participation is in choir.</li> <li>- He does not joint to a group easily. He generally talks with his side classmates, and if there is no one there he keeps quiet.</li> <li>- When he talks with his classmate, he focuses on his doubts rather than the activity.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> In group activities he does not take the role of a leader, but he contributes with ideas and opinions about the activity.</li> <li>- It seems He likes to participate with students who are active as he is when he speaks.</li> <li>- He socializes little with the rest of the group.</li> <li>- <b>M-RT2:</b> She joins to a group activity easily when the teacher asks for it.</li> <li>- She does not act as a leader in a group, but she likes to contribute with ideas and give her opinion regarding the topic.</li> <li>- <b>S-RT3:</b> He joins to a group without any difficult and also speaks in it.</li> <li>- He does not take the role of a leader in the group, but gives his opinion and participate.</li> <li>- <b>J-RT4:</b> In group, he takes the role of a leader, he starts the conversation pleasantly.</li> </ul>

Table 4.13 Descriptive table of students' participation in group activities (active or passive)

In short words, inhibited students did not feel comfortable to make oral activities in group; in fact, they were forced by the teacher to do it. Few of them spoke in group activities, but the rest took the role of a listener.

#### 4.2.1.3. ENGLISH LANGUAGE PROFICIENCY.

This category deals with the ease or difficulty students have to communicate in English. Furthermore, it involves the ability intermediate learners have to use grammar, vocabulary, pronunciation, etc.



**English language deficiency.** About inhibited students, most of them remained quiet all the class, therefore it was difficult to check language proficiency because they did not participate voluntarily, however when the teacher encouraged them to speak the following aspects were noticed: it was difficult for these students to speak the language and express in English, they hesitated a lot in their answers, they spoke single words and short phrases, most of them were corrected by the teacher in pronunciation, besides two students felt anxious and nervous when speaking the language because they felt embarrassed, lack of concentration in some students was also perceived, and others felt sorry when teacher corrected mistakes.

To conclude, it was difficult for inhibited students to speak the language. In fact, it was difficult for them to keep long structures to express opinions, besides pronunciation was another weakness. Finally, another negative aspect was the nervousness, hence they remained quiet in oral activities.

**English language ability.** The group of risk-taking learners showed language abilities to communicate. Detailed below, the next students' characteristics of language proficiency were found: those learners used to speak spontaneously in any activity, some of them took care about the correct use of grammar, most of them have a good level of English and the rest made a lot of effort to improve, students who were corrected by the teacher did not felt nervous.

In the below table the students' abilities to use the English language and communicate with each other is described. (See the complete Table in Appendix D)

Descriptive table of students' English <i>language proficiency</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-II:</b> She has difficulty to express in English.</li> <li>- <b>A-I2:</b> She does not pronounce correctly when she speaks the language, and she hesitates a lot.</li> <li>- She speaks only phrases.</li> <li>- She shifts her thoughts from English to Spanish.</li> <li>- It is difficult for her to create or keep long sentences in her ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He speaks spontaneously the language and forms grammatical structures well.</li> <li>- <b>M-RT2:</b> She speaks the language well.</li> <li>- She tries to be careful with the grammatical structures.</li> <li>- <b>S-RT3:</b> He has a good level of English.</li> </ul>

- It is difficult for her to speak the language, but she does not strive to improve.	- <b>J-RT4:</b> He speaks the language very well.
- <b>I-I3:</b> It is difficult for him to express in English.	- <b>C-RT5:</b> He expresses himself regularly in English, but he puts a lot of effort in it.
- He shifts his thought from English to Spanish and he feels sorry when the teacher asks him not to do that.	- <b>J-RT6:</b> He expresses with the language very well.

Table 4.14 Descriptive table of students' English language proficiency (active or passive)

In short, some intermediate risk-taking learner spoke English very well and the rest made it regularly, but they tried to improve all the time.

## 4.2.2. MOTIVATION

### 4.2.2.1. VOLUNTARY PARTICIPATION

According to the category "Role of the students in class", in individual and group activities, it was identified that risk-taking learners were really motivated in class. They were curious and participatory in oral activities, when they have some doubt they ask to the teacher or another classmate, they also speak confidently to the teacher. Then, when those students participate in oral activities, they express themselves with examples or anecdotes and speak more time than the rest. In addition, they concentrate a lot in the activities and raise their hands frequently, they did it enthusiastically and others even feel eager to be selected by the teacher to answer any question. In fact, this kind of attitude and the active participation showed the students' interest to learn the language, besides it was seen there was commitment and willing to speak the language in class.

### 4.2.2.2. INVOLUNTARY PARTICIPATION

On the other hand, inhibited students seemed not to be motivated in class. They only participated if the teacher asked to, they remained quiet in group activities and the whole class. Even they showed doubt in their facial expression they did not clarify any doubt. In addition, they agreed all the time, they did not discuss any point of view with their classmates and the teacher either. In fact, those learners had a passive participation in class, they were frequently forced to speak the language, and felt uncomfortable when interacting.

#### **4.2.2.3. ROLE OF THE TEACHER IN CLASS**

This category deals with teachers' attitude toward students and the motivation they provide in the second language learning process. In this research two intermediate level parallels (population) were observed, in fact it was identified that the level of motivation varied from one parallel to the other. Teacher from parallel C used to interact little with the students: she asked to form groups, but not all the students did it and the teacher did not insist on it, she did not interact with the whole class, besides in this group the teacher and students used to shift the language (from English to Spanish) while speaking during activities, individual participation was frequent in this group, then the teacher did not encourage to the students to practice the language, she did not use to correct students' mistakes at all, she used to interact more with active students (risk-taking). However, the teacher in this group explained clearly the topics and the activities as well, but the class was not dynamic.

On the other hand, teacher from parallel B used to interact and motivate the students in different ways: she encouraged students all the time by asking them to speak in English, she corrected students' mistakes in different language aspects as it was necessary, she interacted with everybody even she could not memorize all the students' name at the beginning, she used to insist to form group activities to speak the language, besides she supervised any activity in class to help students, she also used to cheer students' good performance, in addition she thought and explained clearly the class content and if it was necessary she repeated the explanations more than one time.

#### **4.2.3. PERSONALITY**

##### **4.2.3.1. NON- VERBAL BEHAVIOR**

This category is about physical movements students do in class, usually unconsciously. In fact, different gestures and body could show state of students' mind in oral activities, so in learners' behavior we can get information about confidence or nervousness while speaking in class.

**Body movements of nervousness.** Regarding inhibited learners' behavior, most of them felt nervous and anxious in oral activities. For example, when they entered to the class they used to find a place in the back part of the class and sometimes in the middle; those learners did not raise hands to participate, as it was the inhibited group; it was difficult for them to keep eye contact when speaking to the teacher or classmates in oral activities; they made facial

expressions when something was not clear for them, but they did not ask to either; most of them felt sorry, embarrassed and worry when the teacher corrected their mistakes, besides they moved their heads up and down when it occurred; another aspect was that those students lowered the head when the teacher wanted to select a participant. Those were aspects that almost all inhibited learners shared, but there were other aspects which were not common in all the students: a few of them, specially girls, touched her hair many times because of nervousness; others smiled and blushed when they were corrected; two students seemed comfortable when speaking, but they did not raise hands to participate; and finally one girl used to chew a gum in class.

**Body movements of confidence.** About risk-taking learners' behavior, there were many expressions they reflected self-confidence while speaking in oral activities: most of them used to raise their hands voluntarily to participate many times, others spoke directly without raising hands, they also kept eye contact when talking to the teacher and classmates, those students liked taking a seat in front of the class or near the teacher, it was identified that some risk-taking learners expressed their thoughts by moving hands and by giving examples, others paid close attention to the activities, finally none of them looked nervous when speaking. In addition, there were particular aspects of behavior among these learners: a few of them felt sorry when they were corrected by the teacher; one student looked serious in some activities; besides another student displayed a kind of tic, he used to read the book by approaching it too much to his sight, besides he used to wink his eyes constantly; and other student made facial expressions as doubting.

The following table is about the students' body language which reflects their personality in class. (See the complete Table in Appendix D)

Descriptive table of features of <i>students' personality</i> (body language)	
Inhibited students	Risk-taking students
- <b>AG-II:</b> She feels embarrassed when she cannot answer to the teacher.	- <b>E-RT1:</b> He keeps eye contact when talking to the teacher and their classmates.
- She touches her hair many times when she delays in answering.	- He sometimes raises his hand when he wants to participate. But regularly he speaks spontaneously expressing his point of view.
- If the teacher corrects her, she moves her head like affirming.	- He does not appear nervous.
- She does not keep eye contact when she answers	- He always locates a seat near to the teacher when

<p>to the teacher. She only looks at her book.</p> <ul style="list-style-type: none"> <li>- <b>A-I2:</b> She hardly ever raises her hand to participate in oral activities.</li> <li>- She sits down in the middle of the class.</li> <li>- She chews a chewing-gum during the class.</li> <li>- She makes facial expressions as doubting something.</li> </ul>	<p>he enters to the class.</p> <ul style="list-style-type: none"> <li>- He pays attention to the teacher's explanation.</li> <li>- He is a serious guy.</li> <li>- <b>M-RT2:</b> She raises her hand voluntarily when she wants to participate</li> <li>- She smiles when the teacher corrects her mistakes (she feels sorry)</li> </ul>
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Table 4.15 Descriptive table of features of students' personality (body language)

In short, inhibited students expressed many gestures and body language of nervousness. They looked nervous while interacting with the teacher or a classmate. Whereas risk-taking students were not nervous while speaking in the activities, besides they expressed themselves as self-confident learners because they kept eye contact and spoke by moving hands, which were main characteristics of active students in the learning process.

#### 4.2.3.2. TONE AND VOLUME OF VOICE

This category deals with the way students express what they say, which communicate aspects of personality. A voice is considered to be normal and clear when the students pronounce correctly and thus all the members of the class can hear and understand them clearly. In fact, tone refers to the attitude which students choose a word with and how they feel about it, whereas volume is about the force and spread of air while speaking in class.

**Confident/Normal voice.** As this study does not have to do with accuracy, but the way students speak, it was observed that risk-taking students spoke confidently and clearly. It was not necessary that teacher tells them to repeat again their answers, and it was favorable for the teacher to correct mistakes. In addition, those students showed a polite and respectful attitude toward the teacher and classmates, besides they did not hesitate to express their thoughts.

**Quiet/Low voice.** Whereas inhibited learners spoke differently. Most of them had an insecure tone of voice, besides they pronounced short sentences and single words in group activities while developing speaking activities. Then, when they had to speak to the teacher, she could not hear them at all, so she asked them to repeat, furthermore they were corrected in pronunciation many times. In fact, inhibited learners spoke silently and insecure.

To summarize, risk-taking students spoke spontaneously and secure. Whereas, inhibited students hesitated a lot and spoke silently. Although all students (in both groups) were corrected sometimes, inhibited learners were asked to repeat more because the teacher could not hear them. In fact, risk-taking students spoke clearly and inhibited did it silently.

#### **4.2.3.3. PERSONALITY**

Students' ways to express, deals with the students' type of personality too. In this study we did not pretend to measure or affirm students' real personality. But the study was focused on the type of personality students showed in class, especially in oral activities. For example, students' real personality could be introvert, but they could decide to express an extrovert attitude while developing oral activities as a strategy to overcome weaknesses and improve language learning.

**Introvert.** Regarding the type of personality of inhibited students, it was identified that those learners felt nervous and shy in oral activities, in fact there were many actions that made us understand they were introvert in class. It does not mean those students were introvert at all in his everyday life, it only means they showed an introvert behavior in class.

Introvert students' personality was manifested in different ways in class. For instance, most of them were quiet individuals who preferred to work individually or in some cases in pairs, furthermore it was necessary that someone else forces or encourages them to speak the language because they felt nervous and worry. In addition, when those learners were in group, they only took the role of listeners and agreed everything, in fact those students spoke little, and when they were corrected or chosen to participate, they lowered the head or looked their books. However, few of them tried to socialize with some classmates (in Spanish), but the rest remained quiet and did not want to participate voluntarily.

Another aspect of personality was that they did not join to a group in oral activities by their own; they waited someone (classmate or teacher) else to ask for it or insist on it. Furthermore, lack of confidence was perceived when they spoke in English; they hesitated many times in their answers, most of them could not keep eye contact when interacting, and then remained quiet when the teacher corrected them, they did not ask their doubts either.

Including other behavior, some students interacted little with a selected group; for example, one boy used to interact usually with girls, and others used to interact with another inhibited student. In addition, when it was time to read answers as a choir (the whole class), those learners did it comfortably. But those learners were not collaborative with their classmates; they did not paid attention to other classmates' participation either. Another detail was that they looked very concentrated in their material and the activities, but others got distracted easily. About the comfort in class, all of them found places in the back part of the class to sit, and when they entered to the class, they greeted neither the teacher nor classmates.

To conclude, inhibited learners showed an introvert personality in class. The quiet participation, the lack of confidence to ask questions, lack of collaboration among classmates, the passive interaction in groups, and the hide-back part of the class behavior were some actions which made us understand they did not contribute to the learning process and there was an obstacle to speak the language. However, there were few students who expressed no nervousness, moreover they felt comfortable when the teacher asked something, and in group activities they contributed with some opinions, but they were passive students anyway.

**Extrovert.** This category is about the good predisposition learners have to learn the language. Extrovert students were conscious of class dynamic and the important of the role of a language learner in the learning process. Extroversion does not refer to a hyperactive behavior only, neither to be the center attention of the class. In fact, this type of personality goes further.

It was identified that risk-taking learners possessed this type of personality while developing oral activities. To illustrate, those students raised hands frequently to participate, thus they clarified some doubts by asking to the teacher too. Then, they liked to share opinions in any topic the teacher held, of course they expressed it in English, and they showed self-confidence as well. Most of them used to speak spontaneously, some made mistakes and others did it very well, but all of them had the willing to speak the language. It was also perceived that those students felt nervous sometimes; in fact, they were also corrected by the teacher in some opportunities, but it was not an obstacle to participate. In addition, most of them got enthusiastic to participate by speaking the language, they showed a positive and competitive attitude. And some were polite and respectful by giving the chance to their classmates to participate, so there was empathy from those learners.

Regarding group activities, those learners used to interact comfortably with everybody, they started forming groups easily, and a few of them took the role of leaders and the rest as supportive students by sharing opinions. A few of them were also collaborative, they used to help and explain their classmates when they got difficulties,

Another important aspect was the self-confidence, it was manifested in different ways: risk-taking learners interaction used to keep eye contact when interacting with the teacher or classmates, they also liked to find a place at the back part of the class to sit, when those learners had to speak they made it by moving their hands or by giving examples, so they used to speak much time than inhibited students, in addition it was observed that risk-taking learners socialized (by speaking in Spanish) in some opportunities with their classmates; Moreover, there were students who expressed a serious, intolerant, and non-collaborative attitude, but they held the participatory attitude. Finally, it was easy for some risk-taking learners to start a conversation with the teacher and other students.

In the next table, aspects of behavior were described as part of their personality. The personality dichotomy that was considered in this research is introversion vs. extroversion. (See the complete Table in Appendix D)

Descriptive table of features of students' type of personality (introvert or extrovert)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She only shares ideas with her side classmate.</li> <li>- She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> <li>- <b>A-I2:</b> When the teacher corrects her, she does not want to participate anymore.</li> <li>- She hardly ever raises her hand to participate in oral activities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He is very participatory and sociable with the teacher, but he remains a little bit serious with their classmates. In fact, he tries to speak with those students who have a good level of English.</li> <li>- He concentrates a lot in individual activities and keeps his space avoiding distractions.</li> <li>- <b>M-RT2:</b> She collaborates with her classmates when they ask for help.</li> <li>- She speaks by moving her hands.</li> <li>- She starts easily any conversation with her</li> </ul>



<ul style="list-style-type: none"> <li>- She makes facial expressions as doubting something, but she does not even clarify her doubt.</li> </ul>	<ul style="list-style-type: none"> <li>classmates, ones regarding English activities and others in Spanish, all to clarify her doubts.</li> </ul>
<ul style="list-style-type: none"> <li>- <b>I-I3:</b> He lowers her head when he answers and he is not assured of what he answered.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>S-RT3:</b> He does not need the teacher to clarify anything.</li> <li>- He likes to add information regarding the topic the class is talking about.</li> </ul>

Table 4.16 Descriptive table of features of students' type of personality (introvert or extrovert)

In conclusion, risk-taking learners showed an extrovert behavior in class. Behavior mentioned above showed that those students were self-confident and active learners. However, the most important actions were the willingness and the positive attitude they had to take part in oral activities.

### 4.3. EMERGING HYPOTHESES

After developing the analysis and interpretation of the results, the emerging hypotheses were established by considering many aspects of the data gathered. Below, 4 hypotheses were shown.

**H1: By considering interaction in class, motivation and personality of the students, intermediate risk-taking language learners display an active behavior in oral activities, whereas inhibited learners express a passive behavior.**

The class observation and the interview made both groups of learners indicated two types of behavior in which aspects such as motivation, interaction, and personality influence in oral participation. Below, it is mentioned actions which differ one group from the other, and about similarities, there were a few as well.

Interaction. The class observation permitted us to see that risk-taking learners were quite participatory students in speaking activities. It means they wanted to show their abilities and the willingness to get knowledge, furthermore there was a frequent hand-raising in class when they wanted to clarify doubts and add more information. In fact, they interacted easily with all class members. It was also perceived they have a good level of English; at least they were hardly ever corrected by the teacher in aspects of pronunciation and grammar.

While inhibited students only waited turns to participate, so they were forced to speak the language because they did not volunteer to participate, they were not curious either to learn more about the language. In fact, they spoke largely, only short sentences or single phrases. They were quite students; they did not socialize either. In addition, their language performance was not optimum; they made mistakes in many language aspects.

In short, Risk-taking students were active learners in speaking activities, whereas inhibited were passive.

Motivation. According to the students' contribution in the interview, risk-taking learners have clear goals for learning English. It was found that they felt motivated integratively and instrumentally. Regarding their attitude and enjoyment of language, they were positive and enthusiastic in class, so that they understood English as an easy and beautiful language.

However, inhibited learners did not express understandable reasons of motivation, so these students were not self-motivated. About their attitude in class, they considered this language as a difficult one, even when someone does not have a background before entering to the university, so expressions such as "it is difficult", "I do not understand", "I do not like to participate", "Others have studied the language before", "I feel worry about making mistakes, etc...." meant that they did not enjoy English language learning or they got frustrated as well.

Personality. It is difficult to determine the real students' personality in class, especially when students feel worry about the teacher and classmates' reactions toward one's level of English. Moreover, there were some patterns which show some considerable aspects of their personality.

Risk-taking students showed an extrovert personality, for example, they felt comfortable in group activities, they supported the interaction with thoughts and opinions, they also started conversations and organized the activities as leaders, and they also possessed empathy by respecting and helping their classmates when needed. And about the emotional reactions when speaking the language, they felt comfortable and self-confident, they also felt nervous, but took the risk many times.

In contrast, an introvert personality was observed in inhibited students; they felt comfortable by working individually, and in group activities they took the role of listeners, so they

concentrated in their own space by looking at their books. Regarding affective factors, they felt nervous, shy, shamed, and worry in speaking activities.

Finally, risk-taking students were considered to have features of an extrovert personality and high self-esteem at the same time because they did not mind be the center of attention. On the contrary, inhibited learners showed actions of an introvert personality; in addition, they preferred to be unnoticed in class, so those actions were characteristics of low self-esteem.

**H2: Features which inhibit learners to speak English in class are: lack of knowledge, low self-esteem, and lack of motivation.**

Lack of knowledge. Lack of vocabulary is an obstacle for them inhibited learners to speak the language. In addition, grammar turned difficult to learn and understand for most of them. Pronunciation is another factor that inhibits learners to speak, they do not participate because they feel worry about mispronouncing.

Low self-confidence. Those students felt intimidated by students who had a good level of English, or students who participated frequently, and according to the theory it deals with lack of self-esteem. Another aspect is the quiet and low tone of voice of the students when speaking in class. Furthermore, low self-esteem and the introvert personality did not allow them to participate voluntarily, on the contrary it was necessary to force them to speak the language.

Emotional reactions. Most of inhibited learners showed uncomfortable reactions when developing speaking activities, such as nervousness, anxiety, fear, etc. These reactions inhibit them to raise their hands to participate. They also felt nervous when interacting with the teacher or a classmate; in fact, they felt worry and afraid when the teacher corrected, it was clear after this that they did not want to participate anymore,

Lack of motivation. Inhibited students were not self-motivated in class. Most of them did not have clear the purpose of learning the language. There is not neither integrative nor instrumental motivation from their own.

**H3: Risk-taking learners display an effective attitude during speaking activities in class.**

Risk-taking learners are active. It was seen that these students enjoyed learning this language because they participated many times in oral activities despite the teachers' correction, most of

them liked being sat in front of the class or near the teacher to ask questions in order to clarify their doubts.

Risk-taking learners are positive. They showed a good predisposition to participate in group and individual activities. In addition, they were conscious about practicing the language in class and about the importance of updating everyday by their own to improve language skill

Risk-taking learners are collaborative. They also showed an empathic and collaborative attitude toward their classmates in group activities. Furthermore, it was easy for the teachers to carry out speaking activities because they participated voluntarily and used to help their classmates when they did not understand the activity.

Risk-taking learners are persistent. No matter the situation they faced in any activity, they never gave up, on the other hand they continued practicing the language. these learners considered that speaking the language in class was the only way to improve language skills.

Risk-taking learners are motivated. It was found that they were integratively and instrumentally motivated. First, in the interview they mentioned that English language was very important to communication with English speakers in a foreign country, and then they also expressed their interest of learning English culture, for example the way English speakers speak the language, the slangs they use, the contextualization of it, and the easy way which English grammar is learned with. Second, they also considered English as an instrument to get a job or better opportunities in life, some of them also considered English as an instrument to work as teachers, for that reason they participated in oral activities voluntarily.

In sum, risk-taking learners' goals are really clear and it was seen in their personality as well.

**H4: There is a variety of effects of risk-taking and inhibition in speaking development. Thus, the effect of risk-taking are: perseverance, curiosity, and easy to communicate in class. Whereas, effects of inhibition are: frustration, conformity, and difficulty to interact in speaking activities.**

About risk-taking effects, in class environment it was identified that risk-taking learners liked to improve their speaking abilities by expressing their curiosity and by taking advantage of the teacher's knowledge and communication in class (because of their commitment, autonomy, and learning awareness). In addition, risk-taking, as factor of personality, helped students to be

perseverant in speaking activities, and it was noticed because these learners took advantage of all the opportunities to speak in English despite all their mistakes or the teachers' correction in linguistics aspects. Furthermore, risk-taking behavior made learners express their thoughts and communicate by using the language spontaneously, in fact it was useful for the class environment and the teachers' performance.

Nevertheless, the inhibited effects were reflected in the learners' frustration in speaking activities, thus they did not want to participate frequently and it was because of lack of knowledge. Besides, this behavior created a conformist attitude, students concentrated only in their weaknesses and tend to admire the abilities of those students who participated frequently. Afterwards, for them it was difficult to form utterances or pronounce correctly to communicate in English.

In sum, according to the data analysis obtained from observation and interview, it can be concluded that inhibited and risk-taking display different behavior while developing speaking activities. This descriptive and comparative analysis focused on three individual factors: personality, interaction, and motivation. These factors were categorized into self-esteem and emotional reactions (personality), oral participation and language skills categories (interaction); and attitude, enjoyment of language and external pressures (motivation).

#### **4.4. RELIABILITY AND VALIDITY OF THE RESEARCH**

According to the research problem which was established at the beginning, the data collection allowed us to get enough information about students' behavior in speaking activities. Thus, in this section of the study two important requirements for the research are mentioned; reliability and validity of the results, those elements are part of the process to develop a qualitative research.

The reliability of a measuring instrument refers to the degree to which its repeated application to the same individual or object produces the same results. Whereas, validity broadly speaking, refers to the degree to which an instrument measures really the variable you are trying to measure. (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014, p. 200)

Grinnell, Williams and Unrau (2009) state that an appropriate measuring instrument is the one that records observable data that truly represents the concepts or variables that the researcher has in mind. (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014, p. 199)

By considering many aspects, the analysis of the data involved the population which was the intermediate English courses in which students were divided into two groups, inhibited and risk-taking students to analyze their behavior in speaking activities. Then, the period of time applied to those learners during the interview and the observation was about three weeks, it was an average of 12 classes of one hour and a half per class, they were students from two parallels, one in the afternoon and the other in the morning. Furthermore, different elements helped the study to be reliable: aspects of the population, sample, instruments (interview and observation), data gathering phase, characteristics of the research, units of analysis and emerging categories and results.

Due to the nature of this research, a strategic method was applied in order to increase validity and credibility of the research' results. It was the combination of two data sources (triangulation): observation and interview. In this qualitative research both instruments were considered to support to each other because students can give untrue information in an interview due to the pressure or intimidation they could feel in that moment. Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be employed in both quantitative (validation) and qualitative (inquiry) studies. Triangulation can also be achieved by using different research techniques. Triangulated techniques are helpful for cross-checking and used to provide confirmation and completeness, which brings 'balance' between two or more different types of research. The purpose is to increase the credibility and validity of the results. Often this purpose in specific contexts is to obtain confirmation of findings through convergence of different perspectives. (Yeasmin & Ferdousour Rahman, 2012)

The way of organizing the data was by categorizing the units of analysis into categories, subcategories, and themes. Then it was analyzed by describing behavior of inhibited and risk-taking students into tables (observation), and by interpreting information that those learners

provided about themselves, regarding the pre-established objectives. Finally, a comparison of the information gathered with both instruments was made to get the emerging hypothesis and the results.

Maxwell (1992) identified five different types of validity: descriptive, interpretive, theoretical, generalization and evaluative. The most important types of validity for qualitative studies are the descriptive, interpretative and theoretical validities.

In descriptive validity, the researcher does not embellish or distort the information, situations and facts reported are those that were seen and heard. For Maxwell (1992) this category is related to the concepts of “reporting” and “primary understanding.” Another important issue highlighted by the author is the interdependence of observations and descriptions with the theory used in the research. Interpretive validity, this refers to the researcher’s sensitivity and mental processes in order to capture and interpret /construct the meaning of the objects, events and behaviors of the people engaged and involved in the studied phenomenon. Such validity encompasses the conscious processes, hidden intentions, beliefs, concepts, and values of the participants. Theoretical validity, this refers to how much a theoretical explanation that is developed through research analysis is consistent with the data. Every theory has two components: concepts and categories and describes how they relate. Thus, this validity will also have two aspects: the validity of the blocks (concepts, categories) with which the researcher builds the model and the ways that the blocks interact and relate when they are put together. ( Hayashi Jr, Abib, & Hoppen, 2019, p. 100)

Camarillo (2011) mentioned that researcher who works in qualitative studies is the person in charge of understanding, observing and perceiving the reality of the individual participating in the study. The researcher tries to capture reality, such as perceived by the subjects participating in the study. It is not interested in capturing the reality "that exists" but the reality that is perceived and that in the end is what exists for participants. According to Lincoln and Guba (1987) the "reality is a set of mental constructions of beings humans". By this he means that the researcher will build his reality according to what the participating subjects manifest. ( Plaza Guzmán, Uriguen Aguirre, & Bejarano Copo, 2017, p. 346)

Therefore, in this research both instruments observation and interview were elaborated according to the designed objectives. The observation and interview patterns were based on

the natural English participation in oral activities and different features which each type of student develops according to their personality. Furthermore, a pilot study was developed before applying the instruments in order to know the reality of oral participation and language abilities of the students in class. About the role of the researcher, it did not take part of the class, as it was on open observation, so the researcher only observed the students' performance and they knew they were being observed in oral activities. After that, the second instrument was applied, it was the interview. It was a semi-structured interview in which inhibited and risk-taking students talked about their own experience in oral participation, about their emotions/feelings and motivation, many other aspects. Finally, all the information gathered from both instruments was compared, codified, analyzed and interpreted.

In sum, the research has validity and reliability because two instruments were applied in order to support to each other, in addition the data was collected based on the objectives of the research. The observation and the interview techniques allowed us to get meaningful results because information gathered is really connected with features of two types of students' behavior (risk-taking and inhibited learners) in class, and in oral participation. Besides, the results show how these behaviors affect speaking activities.

In other to have this research completed, in the following chapter conclusions and recommendations are presented.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

Taking into account the accomplishments of this research and after exploring the behavior displayed by risk-taking and inhibited learners in the development of speaking activities, it was perceived that risk-taking behavior facilitate the language learning process, and as it is a feature of an extrovert personality it helps to improve speaking skills because students who take the risk perform speaking activities effectively since they possess self-confidence. Whereas, an inhibited behavior reflects features of an introvert personality which limit the enhancement of language skills as it demands an active participation in speaking activities. Therefore, in the following paragraphs the most relevant findings are presented.

Regarding motivation, risk-taking learners felt really motivated in class; most of them liked to participate all the time in speaking activities by raising their hands enthusiastically and voluntarily; they expressed straight goals for studying the English language, in fact some of these learners possessed an instrumental motivation rather than integrative; in addition it was clear that risk-taking learners enjoyed practicing the language because they found ways to improve speaking out of the English classroom, as autonomous learners; and they demonstrated strong determination, hard work, and persistence. Whereas, inhibited learners did not had clear goals for studying the language, they only assumed that English was an interesting language; they did not look enthusiastic in speaking activities, as a matter of fact participation in class looked like an obligation for them; besides they preferred to participate only if the teacher request to do it; and they were not aware of how important the communication in class was in order to improve their skills.

With regard to attitude, risk-taking students reflected a positive, active, collaborative, motivated, and persistent attitude. They were positive because of the good predisposition they had to take part in group or individual activities, besides they communicated their thoughts to the whole class because they were conscious about the importance of practicing the language in class, they considered it as an opportunity to improve speaking. They were active learners since the raised their hand voluntarily to participate in speaking activities, furthermore many times they took the role of leaders in group activities. They were collaborative, it means they

helped their classmates by correcting mistakes regarding grammar or pronunciation, and also felt empathic with those learners who had difficulties in understanding the teacher's explanation. They were also motivated, these learners really enjoyed practicing the language, besides they had their goals clear and it was noticed in the way they participated. These learners were also curious about linguistic aspects since they asked to the teacher for it. And lastly, they were persistent, these learners also felt nervous in while carrying speaking activities and were corrected by the teacher many times, the difference is that they overcame it because of their strong determination and with hard work to improve their abilities.

Concerning to personality, risk-taking students expressed features of an extrovert personality; they looked very confident in speaking activities; they did not feel intimidated neither from the teacher nor from a classmate; they did not feel nervous or anxious when making a mistake. They recognize their strengths and weaknesses; and they were also sociable with the members of the classroom, in fact they liked to have the role of a leader in group activities. Whereas inhibited learners demonstrated an introvert personality; they looked nervous and anxious when answering a question; they felt intimidated by the teacher and other classmates because of the level of English they have and the self-confidence they expressed; in group activities, they were only listeners and did not argue anything about the topic; in fact, these learner are lack of self-confidence.

With respect to interaction, risk-taking learners did not have difficulties for working in group, in pairs or individually; these learners were conscious about the importance of practicing the language by speaking it in class; in addition these students used to ask for their doubts to the teacher and did not hesitate when they wanted to express their opinions to the whole class; they were also very careful when making utterances to communicate with the teacher or when participating in speaking activities. Whereas, inhibited students remained passive and quiet in class; they preferred to work individually and spoke little in speaking activities; they also hesitate a lot when start forming utterances; and they never asked their doubts to the teacher. In sum, risk-taking students had an active participation in class, considering that inhibited ones were passive and conservative the whole class. According to the theory, it is important to mention the interactionist hypothesis states that the key elements to succeed in language learning are negotiating of meaning, conversation, and linguistic modification.

In addition, the main factors which inhibit learners to speak are: lack of self-esteem, in speaking activities these students felt embarrassed and nervous, and also experienced anxiety states; personality was another factors which entailed hesitation and lack of confidence in speaking activities; another factor was the lack of knowledge, for most inhibited learners grammar, pronunciation and vocabulary were something difficult to learn, understand and memorize, furthermore they admired their classmates' abilities to communicate in English; the next factor was the intimidation they felt toward the teacher and the fear of being wrong when participating; lastly, and the most important factor, was the lack of motivation to enhance their speaking abilities.

Besides, the effects of risk-taking, as personal factors, were positive in the development of speaking activities. Whereas, the effects of inhibition were negative.

Effects of risk-taking. First, it made students more perseverant since they showed a competitive attitude in class, and although they made mistakes, they continued participating in speaking activities voluntarily. Second, risk-taking helped students to be curious, in fact most risk-taking learners were autonomous by getting knowledge out of the classroom on order to improve their skills. Finally, the facility and spontaneous way to use the English language, and mainly the confidence they showed to communicate in speaking activities.

Effects of inhibition. First, it generated frustration since there was not motivation in inhibited learners, in addition it was difficult for students to understand aspects of grammar, memorize vocabulary. Second, this personality factor made students be conformist with the teacher's explanation, and the activities in class, besides they were not motivated. Lastly, inhibition made students have difficulties to use the language in class since they hesitated a lot in pronunciation and speaking activities, furthermore there was lack of knowledge.

As a result, risk-taking facilitate the learning process because it could be easy for teachers to carry out group discussions and encourage the communication among the students and the use of English language since active learners get involved in speaking activities very quickly and easily, in addition teachers could correct and evaluate their mistakes and errors as to avoid the frequent repetition or even worse, the fossilization of these mistakes and errors. Whereas, inhibition implies a deficit to get language proficiency which is the student's main profile at the Linguistics Department.

## **5.2. RECOMMENDATIONS**

In this section it is important to mention that the study did not focused on scientific tests to evaluate risk-taking and inhibited students' real personality neither tests to analyze inhibition factors. Regarding interaction, the root of a passive/active behavior was not studied since it is a social and psychological phenomenon that involves cultural aspects, interaction was analyzed only by observing when and how these learners participate in oral activities while being in group or individual activities; in addition personality deals with psychology because it implies affective domain which is abstract in any individual, for that reason types of personality (extroversion/introversion) were not studied scientifically, that is why the data was collected by observing then to recognize two types of personality. However, motivation, as it is associated to learners' personality, was evaluated by asking questions about goals, impulse and emotions related to their professions. Therefore, this research only focused on behavior in class and specifically in oral activities of two types of students (risk-taking and inhibited). Behavior of risk-taking and inhibited students was limited into three factors: motivation, interaction and personality as mentioned above.

Consequently, according to the final results the following recommendations are stated below:

### **1. Teachers' awareness of creating a self-confidence atmosphere and raising self-esteem**

It is important to mention that this study did not focus on teacher's role in class, neither teacher's attitude toward students in level 4. However, risk-taking and inhibited learners talked about their experiences in previous levels. Risk-taking students evaluated teachers as good teachers who motivated and encouraged them, whereas inhibited learners expressed they felt isolated because teachers used to interact only with risk-taking students, besides they felt insecure because of their classmates' good level of English. As a result, teachers' attitude in previous levels affected students' self-esteem and self-confidence in oral activities.

Consequently, many researchers show that the key point to accomplish second language learning depends on personality differences among learners, so this study paid attention to internal factors, namely risk-taking and inhibition, but the last one needs to be treated to encourage participation in oral activities, thus impulse risk-

taking ability. Therefore, the first step is creating a self-confidence atmosphere and raising self-esteem of inhibited learners and to accomplish it, it is necessary to increase teachers' awareness about the problem because in the data analysis it has been observed that students' personality affected speaking activities in class, in fact it affected positively in risk-taking students, but negatively in inhibited students. One way of increasing awareness might be: offering workshops for teachers on psychology regarding personality of students. The workshop could present suggestions about how to deal with personality of introvert students and what could be the appropriate atmosphere to provide self-confidence for those students who are shy or nervous; and raise self-esteem in those learners. The workshop could also suggest how to take advantage of extrovert students in benefit of inhibited students. for example, teachers could foment collaboration from those learners who are extrovert and have the ability of taking the risk to be wrong in order to help quiet students in oral activities.

Recommendations suggested by this study focus on ways to reduce inhibition in oral activities, therefore teachers' role must be the following:

- Get to know the student that practicing the language implies to interact in oral activities with any member of the class, individually or in group, in order to improve speaking skills. Besides, a passive attitude will neglect the abilities to communicate in English.
- Get to know the students that an introvert personality affects the learning process, not only for themselves but also for the teachers. Because learning is seen from two perspectives. The first is from teacher's side (instruction), and the second from the students' side (desire to learn). It can be done by motivating them and raising self-esteem at the same time.
- Make students not to feel isolated in oral activities because of their classmates' good level of English. Teacher's interaction with students must be equally, furthermore teachers have to encourage group activities and encourage a collaborative attitude among students.
- Monitor that all students share opinions and ideas in group activities without creating a threatening classroom climate in order to provoke participation in

oral discussion, provide self-confidence, and impulse risk-taking ability. This can be done by teachers' friendly and collaborative behavior, in this way students could feel comfortable when speaking.

- Establish a good class atmosphere to ensure that there is respect among classmates. It is also an important element to provide self-confidence to those learners who do not have the willing to participate in oral activities. Furthermore, establishing a good atmosphere implies to impulse the collaborative attitude among students, especially in pair activities to eliminate inhibition to speak the English language.

## **2. Strategies to encourage risk-taking abilities**

According to the results, the inhibition phenomenon happens because of lack of knowledge from some intermediate English learners and also because of internal factors such as nervousness, insecurity, and afraid of making mistakes. Inhibited learners are conscious about it, they value their classmates' abilities to speak and interact in class.

Consequently, in order to increase risk-taking ability to improve the spoken language, it is presented an approach to solve this problem. According to Ermyna Seri, the following methods address the learners' personal problems which include inhibition to speak, low self-esteem, lack of motivation, and low risk-taking ability.

1. Teachers may say their students not to laugh at their classmates because they might make the same mistake. They could encourage inhibited students in their learning to be brave to speak out and neglects whatever circumstances his/her classmates may behave.
2. Teachers must drill students to practice the language by increasing their vocabulary, by studying English language structures, and by practicing pronunciation. It could be done by motivating students and saying not to worry

about making mistakes, because learners learn from mistakes. If students never try, they would never know they make mistakes and never know how to improve.

3. Teachers may reinforce group discussion activities and monitor it to assure that every student shares his/her opinion. Always encourage students to try out what they know and take the risk to be wrong. By practicing conversation in pairs, the students may increase their self-confidence, because the students will be given the opportunity to speak their learned language in English in real life situations. So imitation and analogy techniques can be used to increase students' self-esteem and gradually they will gain knowledge and skills and develop self-confidence.
4. Teachers could also motivate their students by developing communicative activities with native speakers in class or at least offering talks with English speakers. By doing this practice, the students who never speak in class or during conversational and oral practice before then become motivated.

In fact, these strategies will help students to encourage risk-taking ability and build their self-confidence and raising self-esteem when using English.

In sum, it is important that English learners and teachers to understand that inhibition is an internal factor (affective domain) which works as an obstacle in the learning process by affecting the speaking activities at the same time. Therefore, teachers should assist inhibited students to take the risk of being wrong in order to improve communicative skills.

Finally, the recommendations were made on the findings of this study, but it is also important to highlight that language teachers should find different ways to deal with students' personality according to what they observe in behavior displayed. This study offers some strategies for teachers to overcome inhibition to speak the language in class. In fact, the correct use of these strategies by language teachers and students may help to gain self-confidence to express students' knowledge and can potentially increase confidence and self-esteem to participate and speak the language in class. For that reason, this research has been focused on behavior displayed by inhibited and risk-

taking learners in oral activities, then characteristic of personality led us perceive the effects on class interaction, oral participation, language skills, and motivation.

Therefore, in the forward research it could be considered to study more about students' personality in classroom. Besides that, it would be interesting to research broadly pedagogical behavior from teachers, namely: aspects of classroom interaction, classroom activities, teacher's role in language teaching, and others that may provoke inhibition to speak or participating in class. Moreover, this study would be broadened by considering students' point of view about teachers' behavior in class and to know if it is a factor that influence the lack of risk-taking ability or not. Additionally, another area of research could be: cognitive aptitudes and learning styles of extrovert and introvert students.



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**APPENDIX “A”**  
**Research Instruments**

**APPENDIX A.1**

**Observation sheet of students' behavior in speaking activities**

Objective: To get deep information about risk-taking or inhibited behavior of students in oral production.

PARTICIPANT:

DATE:

LEVEL:

SCHEDULE:

MATERIAL:

PLACE:

TIME OF OBSERVATION:

<b>Student's participation (voluntary or involuntary)</b>	<b>behavior of the student in individual activities</b>	<b>behavior of the student in group activities</b>	<b>Description of the student's personality</b>	<b>Physical reactions towards teachers and their classmates</b>

## APPENDIX A.2

### **Guideline observation for English learners**

Objective: To focus specific items that are going to be observed in the behavior displayed by risk-taking and inhibited students in oral production. In addition, this guideline is going to facilitate the data gathering as much as possible to avoid deviations at the moment of analyzing

The specific points to be observed are:

**Behavior in class:** Implies the actions, moves, conduct or functions of students towards activities, the teacher and their own classmates. These actions are external expressions of attitude.

**Risk-taking:** Strong desire to participate or try out new information in class in order to achieve success in learning. Students with this affective factor are willing to absorb and new knowledge from their teacher spontaneously.

**Inhibition:** Feeling of embarrassment and worries that prevents students from transmitting their ideas and participates in class.

**Self-esteem:** It is the perceptual evaluation (thoughts, feelings and behavioral tendencies directed towards oneself), that students show about themselves: the way of being and the way the react towards oral participation in English class.

**Competition:** A competition, in English class, is an event in which students take part in order to find out who is best at a particular activity.

**Anxiety:** Emotional and physical reactions which make students get nervous in oral production.

**Oral production:** Refers to speaking. Students produce oral texts (utterances) which is received by their classmates and the teacher.

**Personality:** (introvert and extrovert students)

## APPENDIX A.3

### Semi-structured interview

Date: \_\_\_\_\_

Student Code: \_\_\_\_\_

UMSA, Department of: \_\_\_\_\_

Semester: \_\_\_\_\_

#### OBJECTIVE:

To get relevant information about personal factors (risk-taking and inhibition) in oral production, and thus understand the reasons why they participate or not. As this is a semi-structured interview, there will be open questions to give the student the opportunity to express their thoughts, so the information will be precise and complete.

1. Why did you decide to study English?
2. What do you think about English language?
3. Do you think that it is important to participate in oral activities when you learn English?
4. How do you feel when you speak in English classes?
5. In what kind of activities do you feel more comfortable when you participate?
6. What do you think about your classmates that participate a lot in class?
7. Do you feel uncomfortable when one of your classmates has better answers than yours? Why?
8. When do you feel more comfortable, when you participate in front of the class or from the place where you are sat?
9. Do you prefer participating in group activities or individual ones?
10. Do you prefer to participate voluntarily or wait for the teacher to choose a participant?

## **APPENDIX “B”**

### **Data Transcriptions**

#### **Class observation and Interview Transcriptions**

**(Class interview transcription of inhibited and risk-taking students)**

## APPENDIX B.1

### INHIBITED STUDENTS

Ana Gabriela- Lingüística

Bueno, siguiendo con las entrevistas, tenemos acá a una estudiante de cuarto nivel. Ana Gabriela... vamos a comenzar con las preguntas. Ana, ¿Por qué decidiste estudiar?

Bueno, porque creo que es un idioma importante. O sea, es un idioma que se usa en la mayoría de los países, reconocidos internacionalmente, no.

Ya que has ido cursando varios niveles del idioma, ¿Qué piensas sobre este idioma?

Bueno, me parece, en mi opinión personal, es complicado si no se tiene una base. Ahora, si se empieza desde cero, bueno, hay que ponerle mucha atención porque hasta el más mínimo, en la gramática, hasta es más mínimo desliz que se te da por alto, es como que ya te perdiste.

Anita ¿Consideras que es importante participar en actividades orales cuando aprendes el idioma?

En sí, sí es importante, pero no me gusta participar.

Cuando hables inglés en clases, al practicar, bueno siempre hay el caso en que el docente pregunta. ¿Cómo te sientes cuando hablas inglés?

Ehh... me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme y no me gusta hablar mucho.

¿En qué tipo de actividades te sientes más cómoda? Hay diferentes: Reading, talvez gramática, writing, listening, speaking. ¿En cuál de ellas te sientes más cómoda cuando participas?

Writing. Porque sólo es escribir, no. Y no tengo que estar hablando, solo cuidar la gramática y todo eso.

En siempre hay estudiantes que participan constantemente. Están aclarando sus dudas ¿Qué piensas sobre esos estudiantes?

Bueno, en lo personal, yo creo que tienen un nivel más avanzado de inglés y es por eso que pueden participar, ya tienes la confianza. Y sí, también me gusta escucharlos porque también de esa manera aprendo, a veces se equivocan y el docente corrige y todo eso, entonces también aprendo con ellos, no.

Ahora ¿Te sientes cómoda cuando hay una estudiante que responde mejor que tú, o da una respuesta más certera que la tuya al docente?

Un poco, me siento como que bajoneada, pero o sea también de esa manera veo, oigo y escucho, no, cuál es la respuesta, a más o menos qué es lo que tengo que tomar en cuenta al momento de responder.

¿Y por qué bajoneada? ¿Cómo explicas esto?

Bueno, o sea, es como que, se puede decir como que me quitan las ganas de participar. O sea, me bajan la moral, esa intención que tenía que participar.

¿Cuándo te sientes más cómoda?; participando al frente de la clase, es decir en una exposición, porque siempre hay exposiciones en clases, o te sientes más cómoda participando desde tu lugar, dando opiniones desde el lugar donde estas sentada.

Si se trata de participar, prefiero desde mi lugar. Usualmente no participo, pero si es que sí o sí tendría que hacerlo, refiero hacerlo desde mi lugar porque una vez adelante siento que ya es sí, tengo la atención de todos ellos, y no, no me gusta eso.

Al momento de participar en las actividades orales, bueno no solo en actividades orales, sino en cualquier tipo de actividades ¿Prefieres trabajar en grupo, en pares o de forma individual? individualmente no estás sola, pero entiendo que sí.

Usualmente, bueno, me gusta hacer sola, pero entiendo que sí o sí tendríamos que interactuar en algún momento, entonces prefiero lo que es en pares.

Ahora. En algún momento, cuando el docente o la docente pregunta algo, ¿Prefieres participar voluntariamente o esperas a que te nombre o te llame por tu nombre para participar?

Buena, siempre me sacan palabras. Porque de participar, no puedo participar porque de paso que soy un poco tímida y me pongo nerviosa, son muy nerviosa. Entonces no puedo participar por mi voluntad.

### Analy- Lingüística

Continuando con las entrevistas... Analy nos va a dar su punto de vista, no. O decimos porque ha decidido estudiar el idioma inglés.

He decidido estudiar el idioma inglés porque necesito la licenciatura para mi futuro, ya que yo quiero trabajar de azafata. Y entonces en la institución me pidieron de que tengo que tener licenciatura en inglés. Por eso entré a lingüística.

¿Y qué piensas del idioma ahora que ha sido cursando cuatro niveles?

A mí me parece que la forma de enseñanza de los licenciados no es buena. Muchos estudiantes no tienen base, o sea ya entran y como que te agarran y que ya sabes inglés.

En los colegios, nosotros sabemos que no te enseñan el inglés, lo mucho que te enseñan el verbo “To be” y nada más.

Lo básico, ¿no? Casi nada.

Súper mega, exactamente. Y entonces vas a la universidad y aquí, por ejemplo, yo cuando me estaba inscribiendo yo le dije eso y entonces la secretaria me dijo: “No, aquí te vamos a enseñar desde cero.” Ya, entonces yo me sentí confiado- Bueno si es así, claro le entro. Además, porque realmente necesita y pues no. Mi primer día de clases, y ya me hablan. Y yo era de\_ ¿Qué?, o sea que, ¿Dónde estoy? \_ No me pareció justo ese tipo de enseñanza. Pienso que deberían también pensar. Sí, habían chicos que sí entendían bien el idioma, pero también habían chicos que no. Para que sea equivalente, yo pienso que deberían emparejar a los que no saben y a los que ya saben

Clasificarlos de acuerdo al nivel.

Exactamente, clasificarlos y hacer un poquito más niveles para que realmente podamos aprender.

Y pues las licenciadas no, simplemente ya, entraban y daban su clase y ya está, eso es todo. No me parece la verdad bien.

Pese a que hay un examen de clasificación que les hacen al inicio.

Exactamente, pero te mandan al nivel uno. Pero es lo mismo, o sea te agarran como si ya supieras todo el inglés, o sea no te enseñan bien. Para mí al menos, no enseñen bien.

Ese es tu punto de vista y se respeta.

Ahora, al aprender un idioma, ya sean los que tienen buena base o los que no tienen base, siempre hay eso de la participación ¿Tú consideras que es importante participar al aprender cualquier idioma? O en este caso que has ido viendo el idioma inglés ¿Es importante la participación?

Claro, es importante. Es muy importante participar así aprendes más también y ves tus errores, o sea, para ir mejorando. Pero en mi caso, no soy de los que participa mucho. (Risitas)

¿Por qué no participas? ¿Cómo te sientes?

Porque me pongo nerviosa, estoy insegura y también tengo miedo de que la licenciada me esté gritando todo el rato. No me importa que me corrija, o sea, me siento bien cuando me corrige, pero si lo haces de buena forma. Normalmente las licenciadas, cuando te corrigen te gritan y ya te está diciendo de que eres una estúpida siempre... entre comillas, exactamente en otras palabras, ya. Y pues no me parece justo. Cuando alguien enseña tiene que enseñar bien, por eso está ahí, y se le está pagando. Exactamente.

Hay formas correctas de enseñar a alguien y decirle: “Mira, aquí te estás equivocando. “Pero en cambio hay licenciadas que te gritan: “Mira, eres una estúpida, salí de aquí, no sabes nada, perjudica.

Sí, ha habido casos en que se los intimida a los estudiantes e incluso no vuelven. Y claro esa no debería ser la forma de enseñar, no.

Pero cuando tú estás en clases y hablas, tienes que hablar o participar, hablar en grupo, en pares, ¿Cómo te sientes al hablar en inglés?

Eh... cuando se trata de trabajar en grupo, bueno normalmente trabajamos de dos personas, creo que me siento más confiada porque con la persona que estoy trabajando no me grita, no me dice: “Haber, eres una estúpida, no sabes.”

Claro, y puedes preguntar.

Exactamente, le pregunto, digamos: “¿Cómo puedo decir esto? ¿Cómo ordeno esta oración?”, y pues mi compañera ya me ayuda. O sea, me siento más segura, más tranquila, menos nerviosa. Y para mí que eso es mucho mejor a que la licenciada me enseñe, la verdad. Creo que aprendería más inglés que si practicara con alguien así, o sea con calma.

Que te de confianza, no. Para que te desenvuelvas

Exactamente, exactamente.

Ahora, al haber diferentes tipos de actividades, ¿En cuáles de ellas te sientes más cómoda?

Eh... en speaking.



Ah, ya.

Ahora, hay estudiantes que participan, como dices: “A mí me da miedo participar, un poquito me pongo nerviosa”, pero hay estudiantes que sí están levantando la mano, participando, opinando ¿Qué piensas de ellos?

Pues me siento feliz la verdad. Me alegra mucho que sepan bien, que tengan un buen nivel de inglés más elevado que nosotros. Pero en parte también me parece injusto que solamente estén ellos. Tal vez hay una estudiante que realmente quiera decirlo, pero porque está nerviosa, tiene miedo de que le griten o que le digan algo, no dice nada. Y pues tal vez quiera levantar su mano, así bien flojita, como yo, por ejemplo. Y pues no me toman en cuenta porque ya está la otra persona, ya la está respondiendo, ya está participando y como que no... Está bien que sepan, pero simplemente yo pienso que deberían dar oportunidad también a los que no saben.

O a los que quieren practicar y dar su opinión, ¿verdad?

Exactamente.

Ahora, entre las preguntas que siempre el docente o la docente hace, no. Y tú quieres opinar, y das tu respuesta, no; pero resulta que tu compañero Carlos no sé Mayra, da una respuesta más certera a la pregunta de la licenciada, ¿Cómo se siente después de haber dicho algo?

Me siento aliviada porque siento que me ha salvado. Me siento como que \_ya, perfecto, tú lo has dicho bien, me salvaste, eres mi héroe\_ La verdad sí, así me siento. Normalmente cuando paso clases respondo algo y la licenciada me dice: “Mal” y pues está ahí mi compañero y le dice... y yo soy como que \_ gracias, gracias\_ eres mi compañera y le dice yo soy como tú crees.

Y de esa forma aprendes, no. Y se aclara digamos la duda.

Exactamente, aprendo más.

Ahora, ¿Cómo prefieres participar tú? ¿Hablando frente a la clase?, es decir, te pones de pie y hablas ante todos o al frente de la clase. ¿O desde tu asiento?, que la licenciada te diga: “Haber, tú Analy respóndeme la pregunta” ¿Cómo te sientes? O ¿Cuál prefieres?

Como ya te había dicho, yo soy muy nerviosa en la clase por la licenciada. Es muy intimidante. Entonces prefiero participar desde mi lugar sentadita.

Porque es importante la participación como decías al principio.

Exactamente, pero prefiero de mi lugar a que me estén viendo todos. Me siento como que me miran y si me equivoco en algo me digan: “No, no sabe, que se vaya.” Tengo miedo a eso, no me siento segura.

Ya

Me decías que prefieres participar en grupo que de forma individual. O ¿Consideras que también en algún momento podrías tú participar o hacer tus actividades, sola en clases?

En clases, ¿Sola?

Sí.

No, no puedo mucho, normalmente trabajo de dos personas.

Prefieres trabajar en grupo.

Exactamente, pero cuando estoy en mi casa, sí trabajo sola, o sea practico sola y en inglés. Y ahí también no trabajo así totalmente sola, sino que me ayudo con el traductor.

Ahora ¿Crees que es importante participar voluntariamente? ¿Tú lo haces en clases? o ¿Prefieres que la docente te escoja como víctima o te señale de tu nombre? y te diga respóndeme ¿Cómo prefieres?

Ehh... varias veces practiqué voluntariamente, respondí voluntariamente. Pero hay momentos en que la licenciada me ignora, es como que me hace sentir mal, como que: “A ti para que te voy a tomar en cuenta, si tú no sabes.” Eso me pasó ayer, ya. Entonces me sentí mal, yo había practicado, yo había estudiado hasta las 3 de la madrugada con el tema y todo, y a la hora de responder la licenciada cómo que: “Tú respóndeme” y yo era como que\_ yo estaba levantando mi mano\_ Entonces, para que no me pasen esas cosas prefiero que la licenciada me diga: “Ana, tú Respóndeme esta pregunta.

Bueno, esa es tu forma de pensar. Gracias Analy.

### Ivan- Lingüística

Tenemos aquí a otro estudiante del cuarto nivel, Iván, quien nos va a facilitar con algunas preguntas.

Ivan, ¿Cuál ha sido tu motivación para estudiar inglés? ¿Por qué has decidido estudiar este idioma?

Para aprender el idioma extranjero, por una parte, para buscar fuentes laborales ya que mayormente es el idioma del futuro, no. Y también dar algún día clases del idioma extranjero a estudiantes, poderles dar esa capacitación.

Ahora, como has ido cursando ya cuatro niveles de inglés ¿Qué piensas de este idioma a comparación con otros idiomas? ¿Cuál es tu forma de ver este idioma?

Eh... se ve en parte que es bonito y es algo que cuesta aprender, pero mayormente en la gramática se puede ver que te pone trabas. Pero de que, si uno tiene el objetivo de aprenderlo, puede lograrlo.

Ahora, en actividades que se presentan al aprender un idioma, en este caso el inglés, ¿Consideras que es importante participar en actividades orales cuando uno aprende un idioma?

Sí, es importante participar con los compañeros porque así también te desenvuelves más y también entre compañeros se corrigen el uno al otro, no.

Se aclaran dudas digamos, no.

Sí

Al hablar en inglés en clases, ¿Cómo te sientes? ¿Hay nervios? ¿Ansiedad? tal vez que te sientes tranquilo. Cuando hablas en inglés, ¿Cómo te sientes?

Hay momentos que me siento bien, cuando estoy seguro de mí mismo o de mis respuestas, o de lo que voy a decir. Pero hay momentos cuando no lo estudio digamos lo que voy a decir, me pongo un poco nervioso.

Ahora, ¿En qué tipo de actividades te sientes más cómodo? Al aprender un idioma hay diferentes tipos de actividades ¿En cuál te sientes más cómodo?

Ehh... por ejemplo al leer, como le dicen reading; más cómodo también me siento al leer y escribir. En el oral no tanto, me siento un poco incómodo.

Ya... Ahora, en clases hay diferentes estudiantes que participan, no. Levantan la mano, están opinando, ¿Tú qué piensas de eso estudiantes?

mmm... no, es bueno. Yo pienso que, si para ellos está bien así, ya que ella tiene esas ganas de participar o llamar también la atención con la licenciada, dar su punto de vista.

¿No te afecta en nada?

No.

Ahora, supongamos que en clases el docente o la docente hacen una pregunta, y tú tienes una respuesta, pero no es tan certera o no va con la pregunta. Pero hay otro estudiante, otro de tus compañeros que da la respuesta, que acierta a la respuesta. ¿Cómo te sientes después de haber participado?

Claro, sí quisiera responderlo, pero hay momentos que me pongo nervioso porque me siento inseguro, por ahí lo digo mal. Por eso prefiero callarme y dar paso a otro compañero que si tiene una buena respuesta.

Cómo te sientes más cómodo ¿Participando desde tu asiento? o si es que hubiera una actividad donde requiera que tú vayas al frente de la clase ¿En cuál de estas actividades te sientes más cómodo?

En mi persona, yo me siento más cómodo estar en mi lugar, de donde estoy sentado, responder de ahí las preguntas que me harían.

Si fuera al frente de la clase ¿Cómo te sentirías?

En mi persona, yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo.

Los nervios, ¿no?

Si

Ahora, ¿Prefieres tú participar en actividades grupales?, ¿De a dos tal vez?, o ¿Prefieres trabajar de forma individual?

Hay momentos que pienso de forma individual, pero a veces pienso que es bueno grupal o de dos; ya que pueden intercambiar ideas, dar respuestas que son correctas o incorrectas. Autocorregirnos, nos corrige el compañero. Sería.

Porque hay que practicar el idioma, ¿Y con quién vas a practicar? ¿Solito? Pues tal vez no, ¿verdad?

Sí.

Ahora, ¿Prefieres tú, en la participación, hacerlo voluntariamente? O ¿Prefieres que la docente te asigne la participación? ¿Cómo prefieres?

Ehh... sí en caso sería eh... Voluntariamente, ya que la licenciada o la docente nos dice: "Tú respóndeme." Hay veces que uno se siente inseguro y va a hablar cualquier palabra, una respuesta incorrecta en sí. Mejor sería voluntariamente, no. Sin presión.

¿No esperas a que te digan? ¿Prefieres levantar la mano y participar?

Sí. No espero eso, simplemente responderle a mi conveniencia.

## Jaquelin- Lingüística

Buenas tarde, vamos a continuar con la entrevista a una estudiante de cuarto nivel, Jaquelin. Nos va a decir por qué ella ha decidido estudiar el idioma inglés.

Porque desde hace tres años que me gustó el idioma, más que todo me gusta aprender idiomas y por eso aprendí portugués y al mismo tiempo aprendí inglés, aunque me falta el inglés mejorar.

Ahora, entre el portugués y el inglés ¿Qué te parece el idioma inglés? ¿Complicado? ¿Cómo has visto este idioma?

Eh... la gramática es simple, no es tan complicado para mí, pero en la parte del speaking sí. Sí es complicado, en esa parte creo que es muy complicado.

Al aprender un idioma, cualquier idioma ¿Tú consideras que es importante participar en actividades orales para aprender el idioma?

Sí, es muy importante.

¿Por qué es importante participar?

Porque aun así aprendes mucho más, a pesar de que te equivoques puedes aprender más de tus errores, no.

Ahora, cuando hablas en actividades orales, ya sea en lectura, en actividades en grupo ¿Cómo te sientes al hablar el idioma inglés?

A veces siento temor a equivocarme o al formular mal una oración

¿En qué tipo de actividades tú te sientes más cómoda cuando aprendes el idioma? Hay actividades de lectura; de escritura; el audio, escuchar; o hablar, speaking lo que es, no ¿En cuál de estos tipos te sientes más cómoda?

En la escritura.

¿Por qué no en las otras actividades?

Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra tal vez.

En clases vemos que hay estudiantes que participan, que están preguntando a la docente o al docente, aclarando sus dudas ¿Tú qué piensas de esos estudiantes que participan constantemente en clases?

A veces pienso que tienen un nivel más alto, quizás dominan el idioma. Es por eso.

Ahora, supongamos que el docente o la docente hace una pregunta y tú respondes, te animas a responder; pero hay otro estudiante que da una mejor respuesta que la tuya ¿Cuál es tu sensación? ¿Cómo te sientes en ese momento? ¿Hay frustración tal vez? ¿tal vez arrepentimiento en haber respondido?

No, no me arrepiento porque así aprendo más.

¿Cuándo te sientes más cómoda ¿participando en frente de la clase cuando hay exposiciones? O ¿Cuándo la docente te asigna o te pregunta algo desde tu lugar? O ¿Cuándo quieres participar desde el lugar donde estás sentada?

Eh... cuando quiero participar desde el lugar donde estoy sentada.

¿Por qué prefieres este tipo de actividad?

Porque me siento más cómoda y pienso más mejor la respuesta.

¿Prefieres participar en actividades grupales, de a dos, o de forma individual? ¿Cómo te sientes más cómoda?

De forma individual.

Vemos que en la clase de inglés generalmente la docente dice “Ya, trabajen de a cuatro, de a dos” ¿Por qué digamos no habría mucha comodidad trabajando en grupo?

Porque. Eh... a veces las actividades no la entienden tal vez otros mejor, verdad. Es ahí que más me confundo cuando trabajo en grupo. Cuando estoy mejor, sola, hago mejor el trabajo.

En las actividades del aula ¿Prefieres participar voluntariamente o que la docente escoja a otro participante? ¿O que te escoja directamente, esperar a que te llame por tu nombre para que participes?

En algunos casos voluntariamente.

Por ejemplo, digamos ¿En qué actividad?

En las actividades del libro, por ejemplo. Actividades que sí se que estoy segura que la respuesta está bien.

¿Ahí participas voluntariamente?

Sí.

Ese sería todo el cuestionario. Gracias Jaqueline.

### Jorge- Matemáticas

Buen día, vamos a comenzar con la entrevista el día de hoy. En este momento me encuentro con el estudiante Jorge que es de la carrera de Matemáticas. Él nos va a facilitar con algunas preguntas. Para empezar, Jorge ¿Por qué decidiste estudiar el idioma inglés?

Porque es muy necesario en estos tiempos. Porque casi todo el mundo necesita hablar, por lo menos entender el idioma.

Ahora, ¿Qué piensas del inglés? ¿Cuál es tu postura de este idioma? Tal vez has visto otro idioma y tal vez puedas compararlo.

A lo que he visto el inglés es mm... Depende mucho del contexto, cuando usas las palabras necesitas contextualizar, no todas las palabras significan lo mismo. A diferencia del español hay muchas más frases, hay más frases pero que pueden significar otra cosa, no.

Al momento de aprender un idioma ¿Tú consideras que es importante la participación oral en el aula, en este caso aprender en inglés?

Personalmente, para mí, no mucho. Pero supongo que, en el papel del docente, sí, se necesita hacer participar. Es un lenguaje, tienes que hablarlo.

Claro, requiere de práctica, no.

Ahora, en las diferentes actividades obviamente se requiere hablar en inglés, la docente les pide que hablen en inglés ¿Cómo te sientes cuando tú practicas o hablas en inglés en la clase?

Tranquilo, a veces tengo dificultades, más con el vocabulario porque tengo las palabras en la mente, pero las traducciones no a veces. Entonces quizá necesite pulir un poco más en el vocabulario, tampoco por cuestiones de tiempo lo hago, pero si tuviera más vocabulario yo creo que estaría más tranquilo hablando en inglés.

En el proceso del aprendizaje del idioma hay varias actividades respecto a listening, reading, writing and speaking ¿En cuál de ellas tú te sientes más cómodo?

Mucho más cómodo me siento en el writing.

¿Por qué en writing?

Porque estoy más acostumbrado a escribir. En mi carrera lo que uno hace es sentarse, leer el libro y escribir, escribir todo lo que he entendido, entonces estoy más acostumbrado a eso.

Ahora, en clases obviamente es importante la participación. Y ves no, en tus compañeros hay personas que participan, constantemente levantan la mano, preguntan, aclaran sus dudas ¿Tú que piensas de esos estudiantes?

Que hacen muy bien. No hay peor pregunta que la que no se hace, siempre hay que estar preguntando. Entonces igual contribuye al aprendizaje en conjunto porque no todos pensamos igual, no todos tenemos las mismas dudas, uno puede subsanar las dudas que tiene el otro y así se aprende mejor.

Ahora, en clases cuando la docente o el docente hace una pregunta, claro nos referimos al idioma, hace una pregunta. Tú tienes más o menos una respuesta, pero resulta que otro compañero acierta con la respuesta y la docente le dice “Correcto, está bien” ¿Cómo te sientes tú en ese momento?

Bueno, en realidad no siento nada porque es una competencia, quien sabe primero levanta la mano y si no, bueno, habrá otra oportunidad.

Ya, entonces no hay nervios, no hay molestia si es que te has equivocado en responder o si la docente te corrige.

Sí, mejor si me equivoco para que el docente pueda corregirme y así aprender más.

¿En qué actividades te sientes más cómodo? ¿En qué tipos de participación? Estando aquí al frente de la clase, hablando para todos tus compañeros o participando desde el lugar donde estas sentado.

Eh... sinceramente me siento más cómodo desde el lugar donde estoy sentado. Sí.

Ahora, en actividades que se realizan en el curso, ¿En cuáles de ellas prefieres participar? Grupal, de a tres, de a cuatro; en pares o de forma individual.

De forma individual, como te decía estoy más acostumbrado a trabajar así, solo.

Al momento de participar, ya sea en una pregunta o en una actividad ¿Tú prefieres hacerlo esto voluntariamente o prefieres que la docente te asigne para participar o que otro participante participe?

Mmm... tomaría un punto intermedio, dependiendo mucho a la actividad que se realice podría ser voluntariamente o según la docente.

## Ariadne- Lingüística

Nos encontramos con la estudiante Ariadne, ella nos va a facilitar con unas preguntas.

Ariadne, en primer lugar ¿Por qué decidiste estudiar el idioma inglés?

Porque creo que es un idioma que se necesita mucho, es el idioma más conocido en el mundo, entonces en cualquier parte que vayas, si no sabes el idioma del país entonces el inglés es muy importante.

¿Te parece complicado el idioma? O ¿Qué piensas de este idioma?

En parte sí es complicado porque... o sea, nuevas palabras, una diferente pronunciación a tu idioma. Pero a veces resulta más fáciles que otros idiomas que tienen diferente escritura, unos extraños símbolos que tú no conoces o no has visto nunca.

Porque eso más o menos se parece al español, no. El alfabeto, el mismo, entonces....

Sí.

Al aprender un idioma, en este caso ya que llevas cursando el cuarto nivel ¿Tú piensas que es importante participar, hablar, o sea participar de forma oral en las actividades?

Eh... pienso que es importante porque mientras vas participando vas aprendiendo más, digamos si estas con el profesor entonces participas, si te equivocas te corrige.

Ahora, ¿Tú cómo te sientes cuando tienes que hablar en inglés?, en la clase el docente siempre les exige que hablen en inglés, practiquen el idioma ¿Tú cómo te sientes al hablar?

Ahh... en momentos, bueno mayores momentos me siento nerviosa porque no sé si voy a responder bien o alguna palabra me voy a equivocar. Entonces un poco incómoda, pero al final es algo bueno porque me van a corregir y voy a poder hacerlo mejor.

De las cuatro habilidades que consideramos importantes al aprender un idioma: writing, listening, speaking, and reading ¿En cuál de ellas tú te sientes más cómoda?

Creo que en writing, no sé, siento que lo hago mejor cuando escribo que al hablarlo o tratar de estructurar oraciones.

¿Cuál es tu opinión sobre los estudiantes, sobre tus compañeros, aquellos que participan, que están aclarando sus dudas o que están de alguna forma ayudándose entre compañeros? ¿Qué piensas de ellos?

Pienso que están muy bien, de hecho, tienen mucha valentía para mí, porque se atreven a levantar su mano, decir sus opiniones y en sí ayuda mucho a los que digamos teniendo esa pregunta, pero por miedo no la hacen, entonces ellos lo hacen y ayudan al otro que quería levantar, pero por miedo no.

¿Cómo te sientes cuando la docente te corrige en una... en algo de gramática, pronunciación?, ¿Cómo te sientes?

Al principio un poco nerviosa, pero luego pienso que es mejor porque así aprendo la palabra o lo que me ha corregido.

Ya... ahora ¿Tú te sientes más cómoda participando desde el lugar donde te encuentras sentada? o si es que hay el caso de que tienes que venir aquí adelante a participar, a hablar de algo. ¿En cuál de ellas te sientes más cómoda?

Personalmente desde mi lugar.

¿En qué tipo de actividades te gusta participar o te sientes más cómoda? De a dos, de forma individual.

Yo me siento más cómoda cuando lo hago sola, me siento mucho más tranquila.

Al momento de participar en clases, siempre la docente hace una pregunta ¿Tú prefieres participar voluntariamente? O ¿Prefieres esperar a que la docente te diga: “Ariadne, ¿Cuál es tu respuesta a esta pregunta?”

En momentos prefiero que me diga ella, pero a veces si tengo la respuesta correcta podría intentar decirle...eh... participar para que me corrija.

### Antonio- Administración de empresas

Ahora nos encontramos con el estudiante Antonio, él es de la carrera de administración, está cursando actualmente el cuarto nivel del idioma inglés. Él nos va a decir cuál ha sido su motivación para estudiar el idioma inglés.

Eh...Bien, bueno en mi carrera era muy básico y he venido a buscar más aprendizaje en la carrera de Lingüística, por eso me he animado.

Y ¿Te parece complejo el idioma? Aprender la escritura, la gramática. Tal vez lo puedes comparar con otro idioma, si es que has visto otro idioma.

Sí. Sí porque a veces no puedo entender lo que hablan rápido o lo que hablan otras palabras nuevas, es complejo.

Al aprender un idioma ¿Tú consideras que es importante participar hablando, es decir en actividades orales?

Sí, yo pienso que es más que todo la práctica. Hay que participar, aunque sea errando, fallando.

¿Cómo te sientes cuando hablas el idioma en las diferentes actividades?

Tímido, callado, en silencio, callado. Pero también me siento relajado.

¿En qué tipo de actividades te sientes más cómodo participando? De las cuatro habilidades que les mencionaba.

En listening y reading. Más me gusta entender, escuchar lo que hablan.

Pero la docente les exige, no. “Hablen, participen en grupo”. En ese momento tienes que hacerlo, no. ¿Cuál es la sensación ahí tal vez? ¿Vergüenza al hablar, al pronunciar?

Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar. Entonces trato de hablar pequeñas cosas, aunque sea... unas dos palabras o tres.

Has visto que tus compañeros participan, están constantemente levantando la mano, o dando su propia opinión ¿Qué piensas de ellos?

No... yo me siento bien porque ellos han aprendido más rápido que yo. Yo digo: “Bien por ellos, pero no quisiera quedarme atrás”. Quiero llegar al nivel de los jóvenes.

¿Te sientes nervioso, tal vez ansioso, o avergonzado cuando la docente tiene que corregirte n pronunciación, en gramática? ¿Cómo te sientes en ese momento?



Más que todo me siento solo, eh... callado, me siento a veces con un poco de vergüenza de cometer errores. Trato de aliviar eso, salir de eso.

Pero te equivocas y ¿Ese rato te sientes nervioso?

Sí, pero a veces también me río.

Para ti, cuál sería la mejor forma de participar. ¿En frente de todos tus compañeros? ¿Dar un speech, hablar de algo ahí, al frente de todo? ¿Es para ti una buena actividad o prefieres las actividades donde te asignan una participación desde el lugar donde estás sentado?

Sí, más que todo me gusta sentarme atrás, no me gusta participar mucho, prefiero estar como desapercibido.

Y ¿Cómo te sentirías si es que forzosamente tienes que ir al frente de la clase? Está ahí la docente, todos tus compañeros te miran ¿Cuál es la sensación?

Me siento solo, un poco tendría que tranquilizarme y tratar de hablar, aunque sea lo poco y tratar de explicar lo poco que yo sé, ayudarme.

Siempre la docente les asigna participar, de a cuatro, de a dos, de a tres o en algunos casos de forma individual. Para ti ¿Cuál es la actividad más cómoda?

Mínimo de dos, de tres o de cuatro; pero solo no. No me gusta porque no puedo practicar y además no puedo entender mejor y entonces los compañeros me ayudan mucho.

¿Prefieres participar de forma voluntaria o esperar que la docente te asigne para que participes? O ¿tal vez esperas a que otro más participe? ¿Cuál es tu preferencia?

Espero, siempre espero y en último caso ya yo tengo que participar porque si no hay nadie me gusta participar.

Eso sería todo, gracias.

**Esbenka- Lingüística**

Buenas tarde. Continuando con las entrevistas tenemos acá a la estudiante de cuarto semestre de la carrera de Lingüística, quien nos va a decir un poco acerca de por qué ha decidido estudiar el idioma inglés.

Porque eh... era lo más fácil que he podido encontrar, y lo que me gustaba más, hasta en colegio.

¿Has visto otro idioma aparte del inglés? ¿Tienes conocimiento de otro idioma?

Sí. He pasado francés y portugués.

Y al hacer esta comparación del idioma portugués y francés y el inglés ¿Qué te parece el idioma inglés?

Me parece más fácil que francés.

Fácil, ¿En cuestión a qué? A gramática...

A la gramática y a la pronunciación, estoy más familiarizada con ese idioma.

Al aprender un idioma, en este caso el inglés, ¿Tu consideras que es importante participar de forma oral, a la participación oral en clase?

Sí, porque ayuda en la pronunciación y siempre es todo oral.

¿Hay confianza? O ¿Cómo te sientes cuando hablas el idioma inglés en las actividades, ya sea al leer o al hablar  
¿Cómo te sientes al hablar el inglés?

A veces no estoy segura si estoy usando gramáticamente bien las palabras, entonces me siento algo insegura en algunas respuestas

En las diferentes habilidades de un idioma que es el writing, speaking, reading, and listening ¿En cuál de esas te sientes más cómoda participando?

En writing and reading.

¿Por qué en estas dos habilidades?

Porque es más fácil leer y escribir.

En clases has visto, no, que hay estudiantes que participan constantemente, levantan la mano, están opinando ¿Tú qué piensas sobre esos estudiantes?

mmm... Que tal vez tienen más conocimiento, más vocabulario. Tal vez están estudiando en algún otro lugar, o están estudiando.

Cuando participas en clases y el docente o la docente te corrige en un error que has tenido, ya sea en pronunciación o en gramática, ¿Cómo te sientes?

Me ayuda mucho, siento mm... no me molesta que me corrijan, más bien me ayuda.

Si es que el docente hace una pregunta, tú respondes, pero no le aciertas mucho a la respuesta y hay otro compañero o compañera que sí lo hace ¿Tú cómo te sientes en ese momento?

Tal vez digo\_ debí haber pensado bien\_

Ahora, en las diferentes actividades, bueno actividades en donde puedes participar en frente de la clase, hablando frente a todos o también participando desde el lugar donde estás sentada ¿En cuál de esas actividades te sientes más cómoda?

Cuando estoy sentada.

¿Qué sensación habría, digamos, si es que estás ahí delante de toda la clase?

Eh... me sentiría nerviosa de que todos me estén mirando, tal vez me equivoco porque me están mirando.

Hay nervios, ¿no?

Sí.

Hay actividades donde se participa de forma grupal, de a dos, de a tres o de forma individual ¿Cuál de estas prefieres? O ¿En cuál de estas te sientes más cómoda?

mmm... grupal.

¿Por qué piensas que es más cómo participar entre varios?

Porque todos dan sus opiniones y recolectamos más información.

Cuando la docente hace una pregunta ¿Tú prefieres participar voluntariamente, que la docente te elija de tu nombre para que participes o esperar a que otro más participe y que no sea tu turno? ¿Cómo prefieres?

A veces participo cuando se, estoy segura de la respuesta. A veces no, espero a que alguien más responda, y sí tengo la respuesta, pero espero a que alguien más responda para ver si estaba bien lo que estaba pensando.

## **APPENDIX B.2**

### **RISK-TAKING STUDENTS**

Edson- Lingüística

Bueno, en esta oportunidad nos encontramos con el estudiante Edson de la carrera de lingüística. Él nos va a comentar un poquito sobre poquito sobre por qué decidió estudiar el idioma inglés

Para empezar, he decidido estudiar el idioma inglés porque creo que es un requisito indispensable en lo que es la formación integral de un profesional, sobre todo porque es un idioma mundial y que nos abre puertas en todo campo, tanto en conocimiento, tecnología, trabajo, en todo aspecto.

Muy bien... Ahora que has ido cursando cuatro niveles del idioma, ¿qué piensas sobre este idioma? Bueno, pienso que como ya lo había mencionado, es muy importante aprenderlo, dada que las exigencias de nuestro tiempo así lo piden, ¿no? Y considero que si es bueno enfatizar en las habilidades lingüísticas que aquí tratamos de aprender. Y si, lo veo que es muy productivo para la formación estudiantil.

¿Consideras que es un idioma difícil de aprender? tal vez podrías comparar con otro idioma, si es que has visto otro idioma.

Mas bien yo considero que es más sencillo de aprender, por ejemplo, yo traté de aprender aymara, me costó mucho más. ¿Por qué digo que es más sencillo de aprender inglés? Porque está más estructurado gramaticalmente, no. Es más sistemático, es muy rígido con su gramática, la orden de la oración, las reglas gramaticales que posee, comparándole incluso con el Castellano, que lo hemos vuelto a ver aquí en la misma carrera. Considero que es mucho más sencillo el inglés.

Ahora, al aprender un idioma, en este caso el idioma inglés, ¿Tú consideras que es importante participar en actividades orales en clases?

Claro que sí, porque el enfoque comunicativo de cómo se desarrolla el lenguaje determina eso no, que mientras naturalices tu lenguaje va a tener mayor comprensión y la mejor forma de naturalizar un lenguaje es hablando, así hemos aprendido nuestra lengua materna, no desde un proceso de escritura directa, digamos. Hemos aprendido primero hablando, comunicándonos. Entonces la participación es una forma directa de poder ejercer esa habilidad de comunicarse, no.

Cuando tú participas en clases, en cualquier tipo de actividad, obviamente se les pide hablar en inglés, no. ¿Cómo te sientes cuando hablas el idioma?

Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo y es muy importante también cómo la docente, en este caso, reacciona a tal participación, por ejemplo, cuando alguna vez tenemos algún error, la corrección se hace al final, no. Eso evita que exista miedo, tal vez al expresarse. Algunos tal vez temen que se van a expresar mal o algo, pero tal vez si piensas que estamos en un espacio donde todos

estamos aprendiendo. Es bien importante realizar este tipo de intervenciones. Y también con la guía correcta del docente fortificas tu aprendizaje.

Ahora, entre las cuatro habilidades que conocemos para el proceso del aprendizaje de un idioma ¿En cuál de estas te sientes más cómodo?

Principalmente yo me siento cómodo en lo que es lectura y escritura, sin embargo, estos últimos niveles de inglés he tratado de mejorar mi speaking, y he mejorado bastante también con la práctica y con la autoformación también, por otros medios.

Ahora, en clases has visto que hay compañeros que participan constantemente, levantan la mano, aclarar sus dudas, o dan su opinión, no ¿Qué piensas sobre sus estudiantes?

Bueno, para empezar, yo creo que tienen bien cimentado el principio de que están yendo a un aula a aprender, no. Porque no todo, o sea, de eso consta una clase presencial, de la interacción continua. Entonces yo creo que se puede ver el interés que ellos tienen en la clase, se puede ver también las ganas que tienen de aprender, porque a veces no siempre uno habla para expresarse totalmente en inglés, a veces preguntan cómo se dice esta palabra o si está pronunciando bien. Yo creo que en esas actitudes uno puede ver cuánto le está metiendo de ganas a su aprendizaje, a su formación.

Y tú ¿Te consideras uno de esos estudiantes que participa, que quiere aprender o aclarar dudas?

Si, principalmente yo trato de aprovechar estos espacios porque no siempre se tiene a una persona que sea tu guía, digamos presencialmente privados. Tú sabes que a veces hay que pagar instituciones privadas. Entonces hay que aprovechar este tiempo donde te puedes corregir, donde puedes aprender también de tus compañeros, no sólo del docente, no.

¿Cómo te sientes cuando te equivocas en clases en alguna pregunta y la docente tiene que corregirte, ya sea en gramática o en pronunciación? ¿Cómo te sientes?

Bueno, yo creo que no me siento feliz, pero al menos siento que estoy aprendiendo, porque mediante la corrección de los errores uno aprende. Además, pienso que es mejor equivocarse en este tipo de espacios de formación, que tal vez en algún espacio donde realmente voy a usar mi inglés, ya sea en trabajo académico donde cometes esos errores. Entonces yo prefiero equivocarme en estos espacios de aprendizaje.

En las diferentes actividades que hay en clases, en donde los estudiantes tienen que participar en frente de la clase, hablando delante de todos tus compañeros, o también en actividades desde tu lugar, donde estás sentado ¿En cuál de estas te sientes más cómodo?

Yo creo que mientras más realismo le das a este tipo de actividades biológicas, tiene más efecto. Por ejemplo, a veces cuando tú estás sentado no asumes siquiera el personaje, por ejemplo, a veces tienes que hacer rol-play. Entonces a veces no asumes de manera eficaz o total cuando estás sentado, pero sí cuando lo actúas, cuando es más vivencial. Yo creo que es más natural, y creo que mientras más natural sea, va a ser más fácil de lo tuyo, ese conocimiento. Entonces yo considero que es importantes estar al frente, moverse, todo ese tipo de cosas.

Hay actividades donde tienen que participar de a 4, de a 3, de a 2 o de forma individual ¿En cuál de estas tú te sientes más cómodo?

Yo creo que, en grupos de dos, porque siempre va haber es interacción más directa. A veces cuando son muchas personas se pierde algo del hilo, digamos que no todas están trabajando al mismo nivel, o no hay tal vez este tipo de “aclarar dudas” de forma más personalizados, por ejemplo, de dos en dos yo creo que, si bien uno tiene más fortalezas en ciertos aspectos, o debilidades en otras, se pueden complementar y puede ser más directo. Y yo creo

que puede ser más provechoso, tal vez un estudiante puede nivelar al otro o viceversa. (Colaboración de los estudiantes)

Ahora la última pregunta ¿Tú prefieres participar de forma voluntaria, espera tal vez a que la docente te diga que participes o prefieres que otro estudiante participe?

Yo creo que, de manera voluntaria, ahí también se ve la actitud y las ganas de aprender, no. Todo es actitud yo creo. Entonces si tú vas a prender, pero no interactúas, o no haces nada al respecto, tampoco va a ser por ósmosis que vas a perder, tienes que participar, participación activa, interrelacionarte. Y yo creo que aparte es un buen ejemplo para otros estudiantes a que se animen a participar también.

Eso sería todo Edson, muchas gracias.

Mayra- Lingüística

Vamos a comenzar con la primera entrevista. Tengo acá a la estudiante Maya, ella nos va a facilitar con algunas preguntas.

Comenzamos. Hola Mayra ¿Cómo estás?

Bien, gracias.

Ya, empiezo con la primera pregunta.

¿Por qué decidiste estudiar inglés?

Porque pienso que el inglés te abre caminos, es una puerta grande para conocer nuevas cosas. Gracias al inglés he podido mejorar mi comprensión en la lectura, en especial. Porque antes, en el español pienso que tal vez no nos han enseñado eso en colegio, la comprensión crítica en la lectura. Y también otro, que el inglés ha mejorado en mi vocabulario en muchos aspectos. También tener algo más de cultura.

(Cultura americana)

Sí, he conocido más.

Claro, sabemos también que aprender un idioma implica cultura, saber la cultura de ese idioma.

Sí.

Ya que has ido viendo... este es el cuarto nivel de idioma que llevas, no. ¿Qué piensas sobre el idioma? ¿Cuál es tu análisis crítico sobre el idioma?, el inglés.

Pienso que es un idioma muy bonito y diverso, que nos abre también campos al aprendizaje de nuevos idiomas porque gracias al inglés he mejorado en la parte de gramática, por ejemplo, qué es el verbo, el nombre, el pronombre. Entonces con ese conocimiento básico en la gramática estoy aprendiendo un nuevo idioma, que es el italiano, y me ha facilitado mucho en el aprendizaje de otro idioma.

Al aprender un idioma, en este caso el inglés, ¿Consideras que es importante participar en actividades orales cuando se aprenden un idioma?

Sí, me parece muy importante participar, porque en nuestro medio no tenemos lugares donde podemos compartir con personas que ya saben inglés o tal vez personas que hablan fluido. No tenemos esa oportunidad, entonces, nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral, por ejemplo, hay

reuniones por WhatsApp, o sea, a veces se hacen reunión de amigos y un día se ven en un restaurante y empiezan a hablar sobre un tema, pero eso es, digamos, buscando. Buscando he encontrado algunos grupos, pero no es tan conocido eso. Y para nosotros como estudiantes, yo pienso que es muy importante la práctica de la expresión oral.

Cuando participas en clases, ¿Cómo te sientes?, en actividades orales obviamente. ¿Cuál es tu sensación?

En un principio tenía muchos nervios, se me sentía ansiosa. Porque al formular oraciones mayormente, o sea, mi problema está en que pienso en español, entonces ya al formularlo se me hace un problema tal vez ya usando la gramática y todo eso, sí. Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme. Sí, expresarse en el idioma.

Al aprender un idioma hay varias actividades, ¿En Cuál de esas actividades tú te sientes más cómoda? No sé, tal vez en actividades de gramática, listening, reading, participación oral. ¿En cuál te sientes más cómoda?

Me siento cómoda cuando hacemos participación en grupos, cuando hay también juegos en medio, por ejemplo, había una del teacher que tenía, que nos hacía salir a la pizarra, pero era con algún tipo de juego: música ponía en medio, o sea esas actividades digamos que tienen que ver con juegos me hacen participar más.

En clases siempre hay estudiantes que participan, verdad, entre arones y mujeres. ¿Qué opinas de las personas que están constantemente participando? ¿Qué piensas de ellos?

Pienso que quieren mejorar, porque al participar me parece que es algo bueno también porque me parece que están ellos mejorando en su comprensión, en el avance. Entonces es como que tiene más interés en la materia, o sea yo pienso que quieren aprender. No les importa equivocarse, pero participan, eso.

Cuando el docente, en este caso la docente, pregunta algo o hace una pregunta a la clase. Tú tienes una respuesta y tu compañero tiene una mejor respuesta, o acierta mejor que té. ¿Cómo te sientes en ese momento?

Bien, me siento bien. O sea, tal vez tenía un conocimiento previo de la pregunta.

¿En qué momento te sientes más cómoda? ¿participando en frente de la clase, hablando frente a toda la clase o desde tu asiento?

Depende. Cuando preparo el tema me gusta exponer, pero cuando no está preparado y es algo como voluntario “ya salgan a participar”, o sea espontaneo, ahí si la verdad no. Me cuesta un poco y prefiero en grupo o desde mi lugar.

Al momento de participar, ¿Prefieres hacerlo voluntariamente o prefieres esperar a que la docente te escoja como víctima o te llame de tu nombre para participar?

Prefiero ser voluntaria

Gracias Mayra. Eso sería toda la entrevista.

Stiven- Lingüística

Stiven, comenzamos con la primera pregunta. ¿Por qué decidiste estudiar inglés?, ya estás en el cuarto nivel de inglés, ¿Cuál ha sido tu motivación para escoger este idioma?

Primeramente, yo estudié inglés porque ya sabemos que todo el mundo que el inglés abre todas las puertas del mundo, te trae muchas oportunidades, incluso viajar al exterior. No solamente eso, también conocer la cultura de otros países y otros lugares, por ejemplo, en Bolivia o en otros lugares.

Yo decidí estudiar inglés porque me facilita. En español me cuesta expresarme, en cambio el inglés es más fácil, por eso decidí estudiar.

Y ya que has cursado varios niveles del idioma, ¿Qué te parece este idioma?

Me parece genial y fascinante porque al hablar las personas nativas suenan algo como “slang”, algo maravilloso que no lo expresan los docentes, porque los docentes solamente lo hacen como básico para que tengan una base los estudiantes.

Para aprender este idioma, ¿Crees que es algo imprescindible participar en actividades orales cuando aprendes este idioma?

Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de expresarse, la forma del proceso del aprendizaje.

Entonces, al momento de participar en clases ¿Hay nervios?, ¿Hay ansiedad? ¿Tranquilo?, ¿Cómo te sientes cuando participas en clase?

Yo, por ejemplo, al principio, al aprender inglés me sentía tímido, tenía miedo. Pero con la experiencia y con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.

Y al haber diferentes actividades en clases, ¿En cuál de ellas te sientes más cómodo? participando en actividades orales, en actividades de audio, lectura.

Todo, las cuatro estrategias de inglés. Por ejemplo, reading, writing, listening, y speaking. Mas cómodo me siento cuando voy a una actividad, como por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.

¿Qué opinas de los estudiantes que participan constantemente en clases?

Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo, que si lo están demostrando para que otros también lo hagan como la otra persona está participando constantemente, no solamente por nota, sino por lo que demuestra de su inteligencia intelectual.

Cuando el docente o la docente, en clases, hace una pregunta, tu respondes de alguna forma y tus otros compañeros tal vez le aciertan a la respuesta. ¿Cómo te sientes?

Ahí ya tendría que haber una competencia porque siempre en aula va a ver que un compañero responda mejor que tú, entonces ahí tiene que haber como un debate y hay que dar una buena conclusión.

¿En qué actividad o en qué momento te sientes más cómodo? Participando al frente de la clase, por ejemplo, en una exposición o cuándo participas desde tu asiento.

Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes y más cómodo me siento hablando en público que participar ahí sentado o que el docente te pregunte y tú respondas. Mejor es hablar ante el público.

En actividades orales o en cualquier tipo de actividad en clase, ¿Prefieres participar en actividades grupales o individualmente?

Depende. Sí es mejor grupal porque si vas a trabajar en grupal van a compartir las cosas que tú nunca has sabido o las cosas que no sabías. Yo, por ejemplo, voy a compartir lo que ellos no saben. Así que es mejor en grupal, luego cada uno con el tiempo ya va a ir utilizando todo lo que ha aprendido.

Ahora ¿Prefieres, en clases, participar voluntariamente cuando el docente hace una pregunta, o prefieres que te escojan como víctima?

Yo, por ejemplo, si la docente dice “voluntariamente”, yo normalmente levanto la mano y participo. Si alguien no responde espero a que alguien responda. Entonces si alguien no responde yo también levanto la mano para que yo responda.

José- Lingüística

Bueno, continuamos con las entrevistas. Tengo acá al estudiante José quien nos va a facilitar con algunas preguntas.

José, ¿Por qué decidiste estudiar inglés?

Como están, buenas tardes. Primeramente, yo decidí estudiar inglés porque desde que salí del colegio fue una de las carreras que yo quise tomar. Me encantan los viajes, me encanta conocer otras culturas y es así que yo empecé con el inglés. Y demás estudiando otro idioma como es el aymara para seguir conociendo más de lo que es nuestra Bolivia, aparte de lo que se el inglés, que es un idioma extranjero. Y es así como a mí me encanta conocer culturas, por el idioma.

Bueno, ya que has cursado varios niveles, en este caso el 4to nivel de inglés ¿Qué piensas sobre el idioma?

Te cuento que yo lo veo como un idioma muy fácil, muy sencillo a diferencia del castellano. Por ejemplo, siempre hago las comparaciones, trabajo en un colegio donde enseñó gramática y es muy complicado nuestro español. En cambio, yo lo veo al inglés como que más sencillo, más estructurado. Eso me motivó más a aprenderlo, como quien dice un poco más a plenitud y acabar la carrera de inglés.

En el aprendizaje del idioma. ¿Tú consideras que es importante la participación cuando aprendes el idioma?

Le cuento que el inglés prácticamente es mucha práctica. Yo lo dejé por un año, dos años y me costó demasiado recuperar. Sí, tenía varias aptitudes que se mantuvieron gracias a que donde estudié me enseñaron muy bien, pero había otras aptitudes, como la escritura, y la formulación de oraciones, de párrafos, que es vital, donde uno va olvidándose. Por eso la clave es participación, uno participando es donde se desenvuelve y aprende más y es donde echa en práctica todo lo que está aprendiendo. Eso es lo bueno, así uno se va memorizando todo.

Cuando hablas inglés en clase, al momento de practicar algunas actividades, ¿Cómo te sientes?

Me siento muy bien. Obviamente que al principio me costaba los primeros niveles, como quien dice, me costaba mucho la pronunciación, pero hoy por hoy yo siento que hay que darle un buen tiempo al trabajo con inglés. Por eso participando, echando en práctica es clave. Muchas veces incluso había docentes que me dijeron que cantando podía mejorar mi speaking.

Por eso, ese tipo de trabajos, que son cotidianos..... Como tú has aprendido a hablar en español podemos hablar inglés igual de muchas maneras: conversando, hablando, dialogando y demás.

Y ¿cuál es ese tipo de trabajo?

En el aprendizaje de este idioma hay diferentes actividades ¿En qué tipo de actividades tú te sientes más cómoda?



Eh... me encanta mucho la gramática, yo lo veo como si fuera matemáticas, como si fuera un ejercicio. Por eso me gusta hacer muchas fórmulas, y a partir de las fórmulas yo manejo lo que se maneja, lo que es el sujeto, adjetivo, predicado, y demás.

Obviamente que el inglés es súper estructurado, eso es lo bonito, va yendo de un nivel para otro nivel. Por eso yo lo considero de esa manera. Por eso había incluso un docente que me decía, “Si tú conoces muy bien el inglés vas a ser un buen matemático”. Y así viceversa, si eres un matemático puedes manejar muy bien el inglés. Y es así, la idea es expandirlo más, porque aquí se sabe que el inglés es un idioma flexivo como el portugués, como el francés, como el italiano y a mí me gustaría aprender esos idiomas más. Y ver qué tal es, hacer la comparación como yo lo hago con el castellano.

En los diferentes niveles que has cursado has visto que hay estudiantes que participan en clase constantemente, están preguntando, aclarando sus dudas ¿Qué piensas sobre ellos?

Como te dije, es muy bueno. La clave es la práctica, uno deja de practicar y se puede olvidar muchos detalles y eso es obviamente por lo que uno no debe luchar.

No es nuestra lengua materna, por eso ¿Cómo nosotros hemos aprendido el castellano? Practicando en nuestra familia, con nuestro entorno. Lo mismo en inglés, alguna vez incluso tuve una enamorada que estaba conmigo en las clases. Hablábamos en la calle, a veces la gente nos miraba, pero es así, practicando... Ese es un idioma muy lindo, pero tienes que dominarlo. Se lo puede dejar, yo lo dejé por un tiempo, pero luego me costó recuperar, hasta ahora todavía tengo muchos problemas. Pero se mantiene, o sea ya es parte de ti cuando ya terminas los cursos de inglés.

Como sigues cursando los niveles de inglés, como estudiante, ¿Cómo te sientes cuando el docente o la docente hace una pregunta y das una respuesta, la que creas correcta? Pero hay otro estudiante que sí acierta con la respuesta, ¿Cómo te sientes en este momento?

Primeramente, me alegra mucho porque obviamente si yo no logro responder, más bien digamos tenemos los compañeros que igual ganan esa participación y me ayudan a ver dónde yo tenía el error. Obviamente cuando yo logro responder, igual yo siento que estoy disipando todas mis dudas, porque siempre uno tiene demasiadas dudas o hay a veces vocabulario que cuesta mucho aprenderlo y demás, es muy memorístico el inglés. Pero así, con la práctica... como quien dice “La práctica hace al maestro.” Incluso yo trabajo con mis sobrinitas que son bebés. Un licenciado me decía que un bebé, hasta los 6 años, incluso puede aprender un segundo idioma. Yo lo noto de esa manera, que es muy importante para nosotros, porque no, digamos en nuestras nuevas generaciones, ahora que tenemos tanta tecnología, enseñarles un poco de inglés aparte de la lengua materna que es nuestro castellano. Y yo lo puedo confirmar de que resulta, mi sobrina ya puede saludar en inglés y apenas tiene dos añitos. Puede decir palabras en inglés, se pide disculpas en inglés y es muy bonito. Y es así como digamos nosotros tal vez por la edad, o por el trabajo y demás, lo tomamos como secundario, pero no debería ser así, hay que adoptarlo porque es un idioma muy sencillo, se lo puede aprender demasiado.

Ahora... hay demasiadas actividades en clase, ¿En cuál de estas tú te sientes más cómodo participando? ¿Hablando frente a toda la clase?, me refiero estando al frente de la clase, en una exposición, o en un speaking o ¿Participar desde tu asiento cuando el docente hace una pregunta?

Le comento que a mí me gusta mucho participar con la pizarra. En la pizarra me gusta trabajar lo que son las fórmulas, oraciones, incluso cómo diseñar un párrafo. Y ahí es donde ya a veces hecho en práctica lo que estaba aprendiendo. Me gusta practicar en grande, a veces en el mismo cuaderno no te da tanto espacio, pero a veces a mí me gusta el espacio y administrar todos los espacios y de esa manera se puede realizar oraciones, lo que es la clave.

Y lo que me gusta mucho, mucho, mucho es el listening. A veces a mí me gusta la música Rock, me encanta la música en inglés y lo práctico. Antes yo me daba cuenta que escuchaba inglés, pero solo era digamos por un modismo nada más, no porque me gustaba. Hoy por hoy escucho los temas que escuchaba de jovencito y ya entiendo qué es lo que hablan, qué es lo que dicen... voy aprendiendo el idioma incluso aprendo lo que es la forma de hablar, a veces algunos cantantes hablan de otra manera dependiendo de la edad, otros cantantes no y demás. Es muy bonito.

En clases, ¿Prefieres participar en actividades grupales, en pares tal vez, o de forma individual ¿Cómo te sientes más cómodo?

¿Mucho más cómodo? En grupo. Es muy bonito tener grupos de 4 o de 5 porque así todos aportamos a que cada quien aprenda, cada quien viene con su idea.

No falta alguna una persona que me vino con consejos para aprender algún detalle. Yo igual transmito, a mí me gusta. Yo aprendí eso de mi hermana, que lo que uno sabe es bueno transmitirlo y enseñarlo porque en si se queda, ¿Por qué no? Es también muy bonito educar. Y es así como cada quien en el grupo va transmitiendo lo que conoce del idioma. Todos nos enriquecemos, y esa es la idea, enriquecerse con este idioma que es tan bonito.

Nuestra última pregunta. Siempre hay preguntas que el docente o la docente hace en clases ¿Tu prefieres participar voluntariamente o prefieres esperar a que la docente te escoja como víctima o te señale por tu nombre? ¿Cómo prefieres la participación?

A mí me gusta que todo sea por igual, por ejemplo, muchas veces, espero a que haya otros compañeros. A mí también me gusta ganarme mi participación, pero no acaparo todo, también me gusta escuchar a otros compañeros, qué ideas tienen, qué experiencia. Muchas veces la docente nos pregunta, como ahora en la clase que acabo de salir, me preguntaba cosas personales, de viajes. Y cada quien daba su punto de vista, su experiencia. Por eso yo me manejo de esa manera, me mido digamos, con una o dos participaciones estoy tranquilo, de ahí quiero escuchar a los que dicen los demás, a lo que dice mi docente y demás.

### Carlos- Lingüística

Bueno, Buen día. Vamos a continuar con las entrevistas. Tenemos aquí al estudiante Carlos de cuarto nivel de inglés quien nos va a facilitar con algunas preguntitas.

Carlos, ¿Por qué has decidido estudiar inglés?

He decidido estudiar inglés debido a que ya tenía base en el idioma. Tengo entendido que aquí el idioma no te dan desde inicios o desde cero. Así que tienes que tomar un idioma que tengas base para poder adaptarte.

Si habría tomado francés me habría atorado en el uno, en el dos, o dejarlo.

Bueno, ya que has visto como es el francés y el inglés, solamente de este idioma, del inglés, ¿Qué impresión tienes de este idioma? ¿Qué piensas del inglés?

Es interesante su gramática debido a que no usa tildes y eso es muy conveniente para algunas personas. Por ejemplo, para mí, en las tildes me hago todo un rollo. Y para mí es muy conveniente y es bien interesante.

¿El inglés?

Sí.

En clases, aprendiendo cualquier idioma, en este caso el inglés, en clases hay diferentes actividades: están las actividades orales. Pero tú consideras Carlos que ¿es importante participar en estas actividades orales cuando uno está aprendiendo un idioma o en el proceso de aprendizaje?

Sí, es muy importante debido a que puedes acallar algunas dudas que tengas.

Cuando hablas en inglés en clases, ¿Cómo te sientes? ¿Hay nervios? ¿Hay ansiedad? ¿Cómo te sientes? Tal vez te sientes tranquilo. ¿Cómo es?

Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido y la licenciada no me corrige nada.

Ah ya, súper.

Al haber diferentes tipos de actividades, ¿En cuál de ellas te sientes más cómodo?... Bueno, hay diferentes tipos de actividades cuando están aprendiendo el idioma, no ¿En cuál te sientes más cómodo?

En el speaking y en trabajo en grupos.

En clases, también has visto, no. O también tú eres uno de los que participa mucho en clase, ¿Qué piensas de los estudiantes que participan constantemente, están levantando la mano, aclarando dudas?

Que deberían.... Si ya saben deberían dejar un poco a los que no saben, porque en mi caso solo levanto la mano cuando nadie quiere levantar.

Ahora, supongamos que, en clases, o siempre hay el caso en el que la docente o el docente hace una pregunta, no. Y tú tienes una respuesta más o menos certera a la pregunta, pero hay otro de tus compañeros que sí le acierta a la pregunta, ¿Cómo te sientes en este momento?

Feliz de que las demás personas iguales estén participando, y no solamente yo sea el que esté diciendo las cosas.

Ahora... eh... no sé si están realizando este tipo de actividades, pero en idioma siempre se hace presentaciones al frente de la clase, los speeches se llaman, ¿Nove? ¿Te sientes más cómodo participando, hablando ante toda la clase? ¿Delante de la docente? O ¿Te sientes más tranquilo participando desde tu asiento, desde dónde estás?

Me siento más tranquilo desde mi asiento, debido a que si me pongo de frente siento que me están mirando y me están juzgando.

Sí, puede pasar, no.

Ahora, prefieres, me dijiste que te gusta participar en actividades grupales, no.

Sí.

Ya... Hay actividades que se realizan de a dos o de forma individual. ¿Mantienes tu opinión de participar en grupo?

Sí

Ahora, en el caso de que la docente... el docente o la docente hace una pregunta, tú ¿Participas voluntariamente? o ¿Esperas a que la docente te diga "Carlos, participa"?

Eh... Voluntariamente.

¿Por qué voluntariamente?

Para mí... tengo algunas dudas sobre cómo hacer la gramática o la sintaxis de la oración que yo compuse o de la que estaba encargado de hacer. Y participando voluntariamente acallo mis dudas pacíficamente y cuando me dice: "Tú, expone", me siento juzgado a que yo haga siempre.

**Jonathan- Lingüística**

Buenas tardes, vamos a continuar con la entrevista. Estamos acá con el estudiante Jonathan, es estudiante de cuarto nivel de inglés, él nos va a decir porque ha decidido estudiar inglés. Jonathan, ¿Cuál ha sido tu motivación para escoger este idioma?

Bueno... tengo muchas, pero las principales es que generalmente aquí en un nivel educativo la enseñanza no es muy buena, por ende, es importante ir a estudiar al exterior y los cursos en el exterior generalmente están en inglés, y los diplomados, o las maestrías. Y es por eso.

Y otro, es porque también me encanta, no sé, el inglés es como que desde niño me gustaba aprender palabritas.

Entonces la motivación viene desde antes.

Sí.

¿Has visto otro idioma aparte del inglés?

Sí, quisiera el aymara porque con lo que ahora están pidiendo para trabajar en la parte pública, un idioma nativo. Y creo que voy a inscribirme a un curso de aymara porque es necesario siempre saber un idioma nativo y uno extranjero.

Sí.

Ahora, en comparación con el inglés y el aymara, ¿Qué te parece el idioma?, el inglés. ¿Es más fácil de aprender?

Y pienso que... del aymara no tengo nada de conocimiento. Pero yo pienso que te abriría más puertas el inglés porque es como que un idioma internacional, en cambio el aymara es como que solo acá nomas, más interno.

Y a comparación con el español, que es nuestra lengua madre, y el inglés ¿Qué diferencias hay? o ¿Qué piensas sobre el inglés?

Uy... es que... no sé. Yo estaba leyendo un artículo y dicen que los dos idiomas más, de aquí a unos 10 o 20 años, que van a ser los más usados van a ser el francés y el inglés, por lo romántico y lo diplomático y el inglés por lo comercial. Y pienso el español es como que se va a quedar atrás, no al margen, pero si se va a quedar atrás y va a ser como que el francés y el inglés, los dos.

Ahora, sabemos que para aprender un idioma hay diferentes actividades en la que uno debe participar ¿Tú considera que la participación en actividades orales es importante cuando aprendes un idioma?

Sí es vital, pero es depende de cada persona, porque hay personas que son medio que introvertidas y no les gusta hablar o no les gusta participar, pero sí saben, pero es por naturaleza que no les gusta participar, son personas calladas digamos y es como que no les puedes obligar. Y es por eso que pienso que cada uno tiene su forma de aprender el inglés y el idioma, y no sé, pienso que depende de cada persona.

Ahora, al momento de hablar en clases, en inglés obviamente, en el cuarto nivel, ¿Cómo te sientes?

Ohh... a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés. Me encanta hablar en inglés, me encanta equivocarme cuando hablo, me encanta que me corrijan. Una vez, recuerdo que, como experiencia, que estaba diciendo “The traditional dishes in La Paz how to be...”, he dicho y es como que no, quería decir “Like o such as” y he dicho “How to be”. Y es como que un inglés callejero, y así. Pero de esos errores también se aprende.

Claro, de lo que a uno le corrigen en clases o de otros compañeros uno aprende.

Ahora, hay diferentes actividades en el proceso de aprendizaje del idioma inglés ¿En cuál de esas actividades tú te sientes más cómodo participando?

Uy. No conozco que es lo que estarán haciendo los de lingüística, creo que hay auxiliaturas, pero tal vez las actividades para aprender inglés si esa es la pregunta. No sé, yo veo tutoriales en YouTube o escuchando música, memorizando músicas y solo eso, viendo videos.

Ya... en clase digamos hay actividades de writing, reading, speaking; en ese tipo de actividades ¿En cuál tú te sientes más cómodo? o ¿En cuál te gusta participar?

En la que más me gusta es trabajar en equipos o en grupos porque escuchas a la otra persona, como te habla, y ves sus errores también, escuchas sus errores y ella también te escucha. Eso, trabajo en equipo.

En clases siempre hay estudiantes que participan, como tú, están constantemente aclarando dudas. Aparte de ti hay otros estudiantes, tanto varones como mujeres, ¿Qué piensa de ellos? Que están participando constantemente, preguntando a la docente.

Es que yo pienso que tienen unas ganas de superación, que realmente están comprometidos con el idioma. Porque tú en cualquier curso que tomes, ya sea de idiomas o no sea de idiomas, es como que hay dos tipos de estudiantes: los promedio, que van y están comprometidos a sacar buenas notas y esforzarse; y otros que solo van a comadrear con la comadre o con el compadre. Y es como que salen de clases y ya se olvidan digamos o no repasan y es como que hay dos direcciones de este tipo de estudiantes. Pero yo pienso que estos que están comprometidos te apoyan, te ayudan a crecer.

Sí, se ve esa diferencia en clases.

Ahora, supongamos que en clases hay una pregunta, el docente o la docente siempre hace una pregunta y digamos que tú tienes la respuesta, pero no le aciertas totalmente a la pregunta y hay otro estudiante que sí acierta con la respuesta ¿Cómo te sientes tú? ¿Hay alguna sensación? Digamos que no lo has hecho tan bien y el otro lo hay hecho mejor.

Ehh... es que esa es una pregunta muy subjetiva. Es depende de qué tipo de persona estamos hablando. Una persona egoísta sí se molestaría y dijera “Por qué, yo tengo que saber, yo tengo que poder”, pero una persona que tiene valores éticos es como que dice “Waw”, o sea te motiva a saber más, de averiguar más digamos. Por mi parte, me gusta que otra persona sepa más porque digo\_ Jhon tú deberías saber esto, tiene que esforzarte\_ Y es como que me auto motiva para esforzarme más.

En los niveles que has cursado, de inglés, siempre hay actividades donde el estudiante participa hablando al frente de la clase, delante de todos los compañeros, delante del docente ¿Tú te sientes cómodo en este tipo de actividades? O digamos, ¿Prefieres participar en actividades desde tu asiento cuando la docente te asigna a que respondas algo?

Mmm.. yo creo que cada docente tiene su diferente metodología y creo que ambas, de los cuatro niveles que he tomado, cada docente era como que una distinta manera de enseñarnos. Me han parecido buenas, pero ahora esto

de salir al frente o desde el asiento, no sé. Sinceramente a mí cuando hablo al frente es como que, si estoy en blanco, se me va todo y es como que \_Ay tengo miedo\_ pero cuando salgo de clases y estoy con mis amigos como que hablo ahí fluido. Pero delante de un docente, no sé, siento que se me van las palabras.

Ah, entonces hay todavía esos nervios para participar.

Sí.

Ahora, en actividades ¿Tú prefieres participar en actividades grupales? ¿De a dos? O ¿Prefieres participar individualmente en clases?

Eh... no. Prefiero participar en actividades de a dos.

¿Por qué crees que sería mejor? O ¿Te sientes más como así? ¿Hay más práctica?

No. Es que bien cuando trabajas de a dos hay palabras que la otra persona conoce o expresiones que conoce y tú no conocías y tú dices: “Ah, Waw esta expresión no sabía.” Y es como que te ayudas, nos auto ayudamos digamos así.

Claro.

La última pregunta Jonathan Cuando el docente o la docente pregunta algo ¿Tú decides participar voluntariamente? O esperas a que la docente te llame de tu nombre para decirte que participes o te escoja como víctima como dicen, no.

No, personalmente yo participo voluntariamente porque ahí es cuando se demuestra el compromiso y la gana de aprender que tienes del idioma, aunque tus compañeros a veces te dicen: “Que corcho, o es estudioso que participa siempre.” Pero yo pienso que después, cuando obtienes tu licenciatura y todo eso, es como que el corchito llega a ser jefe, por tu esfuerzo también, por tus méritos, a ocupar un buen puesto.

O sea, no importa lo que digan los demás, tú tienes el compromiso y sabes a dónde vas.

### Nataly- Lingüística

Nos encontramos con la estudiante Nataly. Ella es de la carrera de Lingüística, de cuarto semestre. Ella nos va a decir, en primera instancia, cuál es su motivación por haber escogido el idioma o porque ha decidido estudiar el idioma.

Bueno, desde muy pequeña siempre me ha gustado lo que es las canciones en inglés, incluso ver películas en inglés. Pero mayormente no tenía la posibilidad de conseguir diccionarios o internet, entonces cuando ya salí del colegio mi primera carrera que quise estudiar es contaduría, pero luego me aburrí y por eso es que como siempre quise estudiar inglés, entré a la carrera de lingüística e idiomas.

Ya que has cursado varios niveles y has visto que es un idioma que te gusta bastante desde antes de estudiar .... ¿Qué te parece el idioma?

Me parece que es algo muy importante porque para empezar te abre puertas para trabajos en el exterior. Creo que es lo principal, siempre me ha gustado, siempre he querido también salir del país a buscar otras oportunidades.

Y ¿Te parece complicado? Algo tal vez en gramática, pronunciación.

Sí, principalmente para mí es difícil lo que es memorizar la gramática y en qué momentos cambiar ciertas palabras, como los phrasal verbs, que no puedo memorizarlos.

Ahora, al aprender un idioma, en este caso el inglés ¿Consideras que es importante la participación oral en el aula?

Sí, es importante. Pero en mi caso por ejemplo es un poco difícil de que a veces no puedo ordenar bien mis ideas o me es muy difícil hablarlo, o sea puede estar en mi cabeza la respuesta, pero no puedo hablarla fácilmente, no puedo ordenar la idea por la gramática.

Y ¿Cómo te sientes cuando tienes que hablar en inglés, o cuando tienes que participar, o cuando tienes que leer? Estas de alguna forma practicando el idioma. ¿Cómo te sientes?

Se muchas palabras, o sea cuando tengo que leer lo que está escrito ahí, sí puedo hacerlo, me ha ayudado bastante las canciones y ver películas, no se me hace tan difícil.

¿En qué tipo de actividades te sientes más cómoda de las cuatro habilidades que mencionaba? Writing, reading, listening and speaking.

Yo creo que listening porque me gusta leer cosas en inglés, me gusta por eso las películas, leer los subtítulos o cosas así, me parece mucho más sencillo que hablarlo, que hacer un speaking o hacer un writing porque mis ideas no puedo acomodarlo bien a veces.

¿Te consideras una estudiante que participa todo el tiempo, levanta la mano, aclara sus dudas?

No siempre, intento, pero mayormente me da miedo entonces prefiero buscarlo en internet.

Hay estudiantes, o tus mismos compañeros que participan constantemente ¿Cuál es tu opinión sobre ellos o sobre su actitud?

A mí me parece bien porque son personas que ya están seguras, o que quieren aclarar sus dudas acá. A mí, en lo persona como te digo, me da un poco de miedo, entonces prefiero participar lo normal, no alzar todo el rato la mano. Pero me parece bien que otras personas sí puedan hacerlo, porque no tienen miedo.

¿Hay alguna sensación de nervios o de temor cuando te equivocas en alguna respuesta y la docente tiene que corregirte?

Sí, mayormente sería como que sentirse mal, no sé. Pero después siento que es bueno porque siempre me ha gustado anotar los errores.

De ahí aprendes, no.

Sí.

¿Preferirías tú participar en una actividad que requiera venir aquí al frente a hablar delante de todos tus compañeros o en actividades donde tienes que participar desde tu asiento?

Mejor de mi asiento porque como le digo tengo mucho miedo de ordenar mis ideas o hablar en público, siempre he tenido miedo.

Tú prefieres participar en actividades grupales, de a dos, o tal vez de forma individual en clase. ¿Cómo te sientes más cómoda?

Me gusta participar en grupos más de dos porque me parece que es más sencillo y también aprendes más de las personas que saben más. Cuando es individual sí puedo, me gusta igual, pero siempre con el temor de equivocarme, de estarlo haciendo mal.

En cualquier tipo de actividad en la clase ¿Tú prefieres participar voluntariamente o esperas que la docente te diga que participes? O esperas a que otro estudiante participe.

Me gusta participar cuando estoy segura de la respuesta o cuando se. Pero después sí preferiría participar solo cuando es necesario.

Linda- Lingüística

Bueno Linda. Me gustaría saber ¿Por qué tú has decidido estudiar el idioma inglés?

Bueno, primero porque es un idioma mundial, conocido, también te abre puertas, y muy aparte de eso es que yo tuve problemas en el inglés. Pero la complejidad es lo que me hizo adentrarme aquí a Lingüística.

Fue un reto, digamos.

Sí.

¿Qué piensas del idioma hasta el momento? Has llevado ya cuatro niveles ¿Qué piensas? ¿Es complicad? En qué sentido.

Es complicado porque incluso la pronunciación, todo se basa en su pronunciación también. Así que muy complejo, arbitrario a veces porque te dice una regla y a la vez cambia y tiene sus excepciones y todo eso.

Cuando aprendes un idioma... no sé si has visto otro idioma antes, o ¿Solo el inglés?

Solo el inglés

Ya.

Al aprender este idioma ¿Consideras que es importante participar de forma oral?, o sea hablando, participando en grupos, hablando con tus compañeros ¿Es importante en el aprendizaje de un idioma?

Sí, es muy importante, es esencial porque practicando se aprende.

Ahora. En las diferentes actividades que tienes que hablar, ya sea en lectura, en speaking, o respondiendo preguntas a un audio ¿Cómo te sientes al hablar en inglés?

Nerviosa, un poco insegura digamos, porque a veces pienso que lo digo mal, pero puede estar bien, pero mi pronunciación lo falla, o bien la gramática, aunque pronuncie bien.

¿En qué tipo de actividades tú te sientes más cómoda participando?

Creo que, más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda.

¿Tú te consideras una participante... o una estudiante que participa, que aclara sus dudas, que pregunta, o que aclara algún aspecto de pronunciación, de gramática en clase?

Sí y no. A veces.

Y ¿Qué piensas de los estudiantes que constantemente están levantando la mano? Aclarando sus dudas ¿Qué piensas sobre ellos?



Bueno... me parece bien, por un lado, aunque a veces mal por el otro. Porque yo soy una de esas estudiantes que digamos a veces participa y a veces no; pero cuando uno participa mucho es como digamos él le va a dar siempre lo correcto y yo no. Así que me quedo restringida en mi opinión personal.

¿Hay alguna sensación de nervios o ansiedad, temor, tal vez tranquilidad si es que te equivocas en alguna respuesta que haga la docente?

Sí. Nervios, bastante.

¿Cuándo te sientes más cómoda? Bueno en qué tipo de actividades: participando desde tu asiento; o tal vez en frente de la clase, cuando tienes que hablar delante de todos tus compañeros, delante de la docente.

Creo que a veces en frente, porque conozco a mis compañeros y sé que están como yo y me da más confianza, muy aparte de la teacher.

¿Cómo te sientes trabajando en grupo, de a dos o de forma individual? ¿Cuál sería para ti la mejor forma de participar? ¿Dónde te sientes más cómoda?

Yo creo que de a dos, porque a veces digamos yo cometo un error y la otra persona tal vez me pueda decir... es que hay ese miedo que la persona no acepta la corrección como uno quisiera.

¿Prefieres tú participar voluntariamente?; ¿que la docente te escoja como participante?; o ¿esperas a que otro participe, deseando que no te toque participar? ¿Cómo prefieres?

Prefiero participar cuando estoy segura.

¿Voluntariamente?

Sí.

Eso sería todo. Gracias Linda.

### Anet- Lingüística

¿Por qué decidiste estudiar inglés? O ¿Cuál fue tu motivación para escoger este idioma?

Yo he decidido estudiar inglés para salir al extranjero y poder comunicarme con las otras personas, más que todo por nuevas oportunidades.

¿Qué piensas sobre el idioma inglés? ¿Es relativamente fácil, complicado? O tal vez puedas compararlo con otro idioma que hayas estudiado.

El inglés es bien complejo, o sea no es fácil para un principiante que recién está viendo el idioma, no. Definitivamente no es fácil, pero como todo idioma lleva su tiempo, su práctica. Y si le pones dedicación pues se hace fácil.

¿Crees que es importante la participación oral en clases cuando aprendes un idioma? En este caso el inglés.

Claro que es importante la participación en aula, así tu docente tiene toda la potestad de corregirte o hacerte notar tus errores. Pero si no hay esa participación ¿Cómo puedes practicar tu inglés?, de hecho, necesitas practicarlo.

¿Cómo te sientes cuando hablas el idioma inglés en clases?

Cuando yo hablo en inglés me siento súper tranquila, súper relajada. Solo que a ratos un poquito me siento frustrada cuando no se una palabra o algo así.

¿En qué tipo de actividades te sientes más cómoda cuando participas en clases?, tomado en cuenta las cuatro habilidades de un idioma: writing, speaking, listening and reading.

Me siento más cómoda con el listening porque entiendo casi todo, en la parte de reading aún tengo problemas, en la parte de writing también, por el tema de vocabulario. Pero por lo demás podría decir que sí, para mí la parte más cómoda es la parte de listening.

¿Qué opinas sobre tus compañeros que participan constantemente en clases?

En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida. Además, ahí se ve el nivel, el interés y además hay esa competencia de entre todos, de hablar y comunicarnos.

¿Te sientes incómoda cuando en clases uno de tus compañeros responde mejor que tú a alguna pregunta que haya planteado el docente o la docente? En caso de que hubiera una reacción en ti ¿Por qué crees que se da esto?

No, respondiendo a la pregunta, no me siento incómoda si alguno de mis compañeros da una respuesta más acertada que la mía, de eso se trata no, de encontrar la respuesta que sea correcta. Así que no, no me siento incómoda.

Al momento de aprender un idioma, en este caso el inglés, existen varias formas de participar en clases ¿En cuáles de estas tú te sientes más cómoda participando? Cuando tienes que hacerlo en frente de la clase, en frente de tus compañeros, de la docente o el docente, o prefieres participar desde el lugar donde estas sentada.

Me gusta participar de cualquier forma, o sea no me hago problema hablando en público, no me hago problema participando desde mi asiento. En realidad, la idea es practicar y practicar, así que no me hago ningún problema en hablar en público o como dije más antes, desde mi asiento.

Al participar en clases ¿Prefieres hacerlo en actividades grupales, es decir, más de tres o cuatro estudiantes? ¿Tal vez de a dos o prefieres trabajar de forma individual?

Depende. Hay trabajos que me gusta hacerlo de forma grupal, pero hay trabajos que definitivamente lo haría sola, por el mismo hecho de que le pongo interés y concentración. En la mayoría de los trabajos grupales no todos ponen el mismo interés o énfasis que éste debería tener. Así que mucho depende de la actividad.

En la clase de inglés, ¿Prefieres participar voluntariamente? O ¿Esperas a que la docente te asigne como participante? O dentro de ti desearías que la docente escoja a otro compañero más para que participe.

Y bueno, respondiendo a la última pregunta. Tengo ese defecto de siempre participar así la docente no me pida mi opinión. Es algo innato que llevo, siempre voy a tender a participar porque me gusta. Y uno de los motivos principales también es que participando puedes despejar cualquier duda que puedas tener, pero si me voy a quedar en silencio voy a salir con las dudas de clases.

**APPENDIX “C”**

**Observation and Interview data analysis tables of each participant**

**(Inhibited and risk-taking learners)**

## APPENDIX C.1

### (Observation data analysis of Inhibited students)

#### INHIBITED STUDENTS

Participant: AG-I1

Interview



Observation



THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Preference of writing activities rather than others  Difficulty in speaking the language  Remaining quiet  Passive  Saying not too much during the activity  Deviating the attention	<ul style="list-style-type: none"> <li>- Writing. Porque sólo es escribir, no. Y no tengo que estar hablando,....</li> <li>- She has difficulty to express in English.</li> <li>- .... Sí es importante, pero no me gusta participar.</li> <li>- .. y no me gusta hablar mucho.</li> <li>- Usualmente no participo,....</li> <li>- She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> <li>- She does not raise her hand to participate voluntarily.</li> <li>- She usually waits her turn to speak in oral activities.</li> <li>- She does not ask to the teacher to clarify anything.</li> <li>- If she has to speak in the group, she says short sentences or phrases.</li> <li>- She gets distracted easily with her cellphone.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language	Having no clear impulse to study the language  Does not show enthusiasm	<ul style="list-style-type: none"> <li>- O</li> <li>- Es un idioma importante</li> </ul>

	Attitude	Giving a positive value to the classmates	<ul style="list-style-type: none"> <li>- ...es complicado si no se tiene una base.</li> <li>- ... yo creo que tienen un nivel más avanzado de inglés.</li> <li>- ... ya tienes la confianza. Y sí, también me gusta escucharlos...</li> <li>- .. aprendo con ellos...</li> </ul>
PERSONALITY	Self-esteem	Lack of self-confidence	<ul style="list-style-type: none"> <li>- ..me quitan las ganas de participar.</li> <li>- ...bajan la moral,</li> <li>- She does not keep eye contact when she answers to the teacher. She only looks at her book.</li> </ul>
		Introvert behavior	<ul style="list-style-type: none"> <li>- .., me gusta hacer sola,..</li> <li>- ..algún momento, entonces prefiero lo que es en pares.</li> <li>- Buena, siempre me sacan palabras.</li> <li>- She does not raise her hand to participate voluntarily.</li> <li>- She usually waits her turn to speak in oral activities.</li> <li>- She is a nice person, but she speaks little in class.</li> <li>- She only shares ideas with her side classmate.</li> <li>- She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> </ul>
		Low and quiet voice	<ul style="list-style-type: none"> <li>- She sounds not too clear when she speaks.</li> <li>- She speaks silently in oral activities, when she reads in any activity.</li> </ul>
	Emotional reactions	Nervous and anxious	<ul style="list-style-type: none"> <li>- ..me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme....</li> <li>- soy un poco tímida y me pongo nerviosa, son muy nerviosa.</li> <li>- ..me siento un poco nerviosa....</li> <li>- She feels embarrassed when she cannot answer to the teacher.</li> <li>- She touches her hair many times when she delays in answering.</li> <li>- If the teacher corrects her, she moves her head like affirming.</li> </ul>



			<p>saben.</p> <ul style="list-style-type: none"> <li>- ...o sea te agarran como si ya supieras todo el inglés, o sea no te enseñan bien. Para mí al menos, no enseñan bien.</li> </ul>
PERSONALITY	Self-esteem	<p>Introvert/extrovert behavior</p> <p>Overcoming nervousness</p> <p>Lack of self-confidence</p> <p>Normal and quiet voice</p> <p>Nervous but not anxious</p>	<ul style="list-style-type: none"> <li>- bueno normalmente trabajamos de dos personas, creo que me siento más confiada.</li> <li>- She hardly ever raises her hand to participate in oral activities.</li> <li>- She sits down in the middle of the class.</li> <li>- She socializes with her closest classmates. (in Spanish)</li> <li>- She joins to a group easily. She is not the leader, but she contributes with her opinions.</li> <li>- When it is her turn to participate, she makes it confidently.</li> <li>- She asks to her classmates if she does not understand something.</li> <li>- .. mi compañera ya me ayuda. O sea, me siento más segura, más tranquila, menos nerviosa.</li> <li>- She chews a chewing-gum during the class.</li> <li>- ...y si me equivoco en algo me digan: “No, no sabe, que se vaya.” Tengo miedo a eso, no me siento segura.</li> <li>- She makes facial expressions as doubting something, but she does not even clarify her doubt.</li> <li>- She does not keep eye contact when she speaks to the teacher.</li> <li>- She does not raise her hand to participate, she speaks directly, but she hesitates a lot in her answers.</li> <li>- When the teacher corrects her, she does not want to participate anymore.</li> <li>- She sounds clear when she speaks the language, but she hesitates a lot.</li> <li>- me pongo nerviosa, estoy insegura y también tengo miedo de que la licenciada me esté gritando todo el rato.</li> <li>- yo soy muy nerviosa en la clase por la licenciada.</li> <li>- me pongo nerviosa, estoy insegura...</li> <li>- She does not look nervous when she speaks to</li> </ul>







	Emotional reactions	anxious	<p>he does not ask anything to the teacher.</p> <ul style="list-style-type: none"> <li>- Once he was corrected, he does not want to participate again.</li> <li>- He does not ask to the teacher for any doubts.</li> <li>- He sits down in the back part of the class.</li> <li>- pero hay momentos que me pongo nervioso..</li> <li>- yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo.</li> <li>- ..cuando no lo estudio digamos lo que voy a decir, me pongo un poco nervioso.</li> <li>- When the teacher chooses a student to participate, he lowers his head as hiding not to be chosen.</li> <li>- He feels sorry when he is corrected by the teacher.</li> <li>- He smiles when he makes a mistake, as if he were nervous.</li> <li>- He makes facial expressions as doubting, but he does not ask anything to the teacher.</li> <li>- He does not keep eye contact when he has to answer to the teacher.</li> <li>- He lowers her head when he answers and he is not assured of what he answered.</li> <li>- His face turns red when it is his turn to participate and he does not have the answer yet.</li> </ul>
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Participant: J-I4

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Writing activity preference  Participation awareness  Remainign quiet in group  Passive in class	<ul style="list-style-type: none"> <li>- En la escritura.</li> <li>- Sí, es muy importante.</li> <li>- Porque aun así aprendes mucho más, a pesar de que te equivoques puedes aprender más de tus errores, no.</li> <li>- No, no me arrepiento porque así aprendo más.</li> <li>- De forma individual</li> <li>- ...me confundo cuando trabajo en grupo. Cuando estoy mejor, sola, hago mejor el trabajo.</li> <li>- She takes the role of a listener and does not share her point of view.</li> </ul>

		Difficulty speaking when	<ul style="list-style-type: none"> <li>- Eh.. cuando quiero participar desde el lugar donde estoy sentada.</li> <li>- When the teacher asks to the whole class to form groups, she does not aware of making it. He waits for someone to ask her.</li> <li>- She takes the role of a listener and does not share her point of view.</li> <li>- She does not raise her hand to participate.</li> <li>- She only waits for her turn.</li> <li>- She hardly ever speaks in class.</li> <li>- She does not socialize with her classmates. She focuses only in the language activities in class.</li> <li>- She gets distracted easily with her cellphone.</li> <li>- She does not clarify her doubts.</li> <li>- It seems as if she were forced to participate in class and when she speaks she says phrases or short sentences.</li> <li>- She sometimes answers in choir.</li> <li>- When the teacher asks to the whole class to form groups, she does not aware of making it. He waits for someone to ask her.</li> <li>- It is difficult for her to express in English.</li> <li>- Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language  Attitude	Integrative  Less enthusiastic  Giving value to others  Positive	<ul style="list-style-type: none"> <li>- Porque desde hace tres años que me gustó el idioma, más que todo me gusta aprender...</li> <li>- Eh.. la gramática es simple, no es tan complicado para mí, pero en la parte del speaking sí.</li> <li>- Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra</li> <li>- A veces pienso que tienen un nivel más alto, quizás dominan el idioma.</li> <li>- No, no me arrepiento porque así aprendo más.</li> </ul>
PERSONALITY	Self-esteem	Showing considerable confidence  Introvert behavior	<ul style="list-style-type: none"> <li>- A veces siento temor al equivocarme o al formular mal una oración</li> <li>- Prefiero participar en actividades que sí se que estoy segura de la respuesta</li> <li>- She keeps eye contact when she speaks to the</li> </ul>

	Emotional reactions	<p>Speaking silently</p> <p>Feeling uncomfortable</p> <p>Serious</p> <p>Feeling uncomfortable when speaking</p>	<p>teacher or her classmates</p> <ul style="list-style-type: none"> <li>- De forma individual.</li> <li>- ...confundo cuando trabajo en grupo. Cuando estoy mejor, sola, hago mejor el trabajo.</li> <li>- When she enters to the class she does it silently and without greeting to the class.</li> <li>- She locates a seat in the back part of the class.</li> <li>- It seems as if she is forced to participate in class and when she speaks she says phrases or short sentences.</li> <li>- She does not raise her hand to participate.</li> <li>- She hardly ever speaks in class.</li> <li>- When she enters to the class she does it silently and without greeting to the class.</li> <li>- She locates a seat in the back part of the class.</li> <li>- She does not socialize with her classmates. She focuses only in the language activities in class.</li> <li>- She asks to her side classmate when she does not understand something.</li> <li>- It is difficult for her to express in English.</li> <li>- She sounds silently when she speaks.</li> <li>- Principalmente en el speaking creo que siento más temor.</li> <li>- A veces siento temor al equivocarme o al formular mal una oración</li> <li>- Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra</li> <li>- When she is corrected by the teacher she looks serious and pays close attention to her.</li> <li>- She does not look nervous when he makes a mistake.</li> <li>- Principalmente en el speaking creo que siento más temor. Al no saber pronunciar una palabra</li> </ul>
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Participant: J-15

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Writing activities preference  Rejecting participation   Working individually  Passive       Confidence and ability speaking when	<ul style="list-style-type: none"> <li>- Mucho más cómodo me siento en el writing.</li> <li>- Personalmente, para mí, no mucho.</li> <li>- Entonces igual contribuye al aprendizaje en conjunto porque no todos pensamos igual.</li> <li>- Bueno, en realidad no siento nada porque es una competencia, quien sabe primero levanta la mano y si no, bueno, habrá otra oportunidad.</li> <li>- De forma individual, como te decía estoy más acostumbrado a trabajar así, solo.</li> <li>- If the teacher does not insist him to work in groups he prefers to work individually.</li> <li>- He joins to a group easily when the teacher demands it.</li> <li>- He expresses his thoughts very well and he looks comfortable.</li> <li>- He does not take the role of a leader.</li> <li>- He does not participate voluntarily, only when it is his turn.</li> <li>- He sometimes answers to the teacher, but he does not raise his hand.</li> <li>- He is a serious boy and he only speaks with his girl classmates rather than his boy classmates.</li> <li>- He pays close attention to his material and the teacher's explanation.</li> <li>- It appears he does not have any doubts.</li> <li>- He speaks clearly.</li> <li>- He sounds clear when he speaks.</li> <li>- He expresses his thoughts very well and he looks comfortable.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language	Not clear  Expressing comparison of languages	<ul style="list-style-type: none"> <li>- Porque es muy necesario en estos tiempos.</li> <li>- Depende mucho del contexto,..</li> <li>- ..el inglés es mm.. Depende mucho del contexto,..</li> <li>- .. necesitas contextualizar, no todas las palabras significan lo mismo. A diferencia del</li> </ul>



Participant: A-I6

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Writing activities preference  Participation awareness   Passive       Difficulty speaking when	<ul style="list-style-type: none"> <li>- Creo que en writing, no se, siento que lo hago mejor cuando escribo que al hablarlo....</li> <li>- Eh.. pienso que es importante porque mientras vas participando vas aprendiendo más,....</li> <li>- Entonces un poco incómoda, pero al final es algo bueno porque me van a corregir y voy a poder hacerlo mejor.</li> <li>- Yo me siento más cómoda cuando lo hago sola, me siento mucho más tranquila.</li> <li>- En momentos prefiero que me diga ella, pero a veces si tengo la respuesta correcta podría intentar..</li> <li>- She does not speak too much in group.</li> <li>- She is only a listener in the group.</li> <li>- She only listen carefully to her classmates in the group.</li> <li>- She does not participate voluntarily.</li> <li>- She strives when she has to answer to the teacher.</li> <li>- She is a quiet student, she does not speak to much.</li> <li>- She hesitates a lot when she answers.</li> <li>- She makes pauses when speaking.</li> <li>- She does not ask to the teacher if she doubts something.</li> <li>- She pays close attention to the class and focuses in her material.</li> <li>- She does not interact voluntarily with her classmates.</li> <li>- She does not speak English very well.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language	Not clear  Difficulty  Comparison of language	<ul style="list-style-type: none"> <li>- Porque creo que es un idioma que se necesita mucho, es el idioma más conocido en el mundo,...</li> <li>- En parte sí es complicado porque.. o sea, nuevas palabras, una diferente pronunciación..</li> <li>- Pero a veces resulta más fáciles que otros idiomas que tienen diferente escritura,...</li> </ul>





			nervousness when the teacher asks her.
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Participant: A-17

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Input skills preference  Importance of practice  Quiet/passive  Lack of concentration	<ul style="list-style-type: none"> <li>- En listening y reading. Más me gusta entender, escuchar lo que hablan.</li> <li>- Sí. Sí porque a veces no puedo entender lo que hablan rápido..</li> <li>- Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar.</li> <li>- Sí, yo pienso que es más que todo la práctica. Hay que participar aunque sea errando, fallando.</li> <li>- ..de tres o de cuatro; pero solo no. No me gusta porque no puedo practicar</li> <li>- Tímido, callado, en silencio, callado. Pero también me siento relajado.</li> <li>- Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar.</li> <li>- Entonces trato de hablar pequeñas cosas aunque sea.. unas dos palabras o tres.</li> <li>- Sí, más que todo me gusta sentarme atrás, no me gusta participar mucho, prefiero estar como desapercibido.</li> <li>- Espero, siempre espero y en último caso ya yo tengo que participar porque si no hay nadie me gusta participar.</li> <li>- He does not interact with his classmates.</li> <li>- He does not join to a group to interact, but if the teacher forces him, he tries. But it is difficult for him to do it.</li> <li>- He does not speak too much.</li> <li>- When some of his classmates ask him for doubts, he smiles and says that he did not understand either.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language	Not clear  Less enthusiastic because of difficulty	<ul style="list-style-type: none"> <li>- Eh..Bien, bueno en mi carrera era muy básico y he venid a buscar más aprendizaje..</li> <li>- Sí. Sí porque a veces no puedo entender lo que hablan rápido..</li> </ul>



			<p>answer.</p> <ul style="list-style-type: none"> <li>- When the teacher wants the students to participate, he lowers his head and looks at his book.</li> </ul>
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Participant: E-I8

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Input and output skills  Participation awareness  Passive in group  Passive in class	<ul style="list-style-type: none"> <li>- En writing and reading.</li> <li>- Sí, porque ayuda en la pronunciación</li> <li>- Porque todos dan sus opiniones y recolectamos más información.</li> <li>- A veces participo cuando se, estoy segura de la respuesta.</li> <li>- She takes the role of a listener.</li> <li>- She only agrees with her classmates 'opinions by moving her head.</li> <li>- She agrees everything in the activity, she express different thoughts.</li> <li>- She does not give her opinion in a topic that the teacher holds with the class.</li> <li>- She waits for her turn or she waits for the teacher to ask her.</li> <li>- She does not speak too much in class.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language  Attitude	Not clear  Less enthusiastic  Value to classmates 'ability  Positive	<ul style="list-style-type: none"> <li>- ..era lo más fácil que he podido encontrar...</li> <li>- Me parece más fácil que francés.</li> <li>- mmm.. Que tal vez tienen más conocimiento, más vocabulario.</li> <li>- no me molesta que me corrijan, más bien me ayuda.</li> <li>- mmm.. grupal.</li> <li>- She smiles when her classmates start kidding in oral activities.</li> <li>- She only moves her head up and down when the teacher corrects her.</li> </ul>
PERSONALITY	Self-esteem	Lack of self-confidence	<ul style="list-style-type: none"> <li>- A veces no estoy segura si estoy usando gramaticalmente bien las palabras, entonces me siento</li> <li>- algo insegura en algunas respuestas.</li> <li>- Tal vez digo_ debí haber pensado bien_</li> </ul>

	Emotional reactions	<p>Showing an extrovert behavior sometimes</p> <p>Focused in class</p> <p>Showing an introvert behavior sometimes</p> <p>Nervous</p>	<ul style="list-style-type: none"> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- mmm.. grupal.</li> <li>- She sits down in the middle of the class.</li> <li>- She sounds clear when she speaks.</li> <li>- She speaks silently.</li> <li>- She greets to the teacher when she enters to the class.</li> <li>- She is a girl who looks pretty and dresses up a lot. (self-esteem)</li> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- She focuses on her material.</li> <li>- She uses dictionary in her cellphone when she does not understand a word.</li> <li>- She does not raise her hand to participate.</li> <li>- She does not speak too much in class.</li> <li>- She does not look at her classmates when they are participating.</li> <li>- She agrees everything in the activity, she expresses different thoughts.</li> <li>- Eh.. me sentiría nerviosa de que todos me estén mirando, tal vez me equivoco</li> <li>- She looks nervous when the teacher corrects her in pronunciation. (turns a red face)</li> <li>- When she cannot answer a question or when she has not finished an exercise, she looks nervous and touches her hair too much, the she keeps silent.</li> </ul>
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## APPENDIX C.2

### RISK-TAKING STUDENTS

Participant: E-RT1

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Writing and reading preference	<ul style="list-style-type: none"> <li>- ..yo me siento cómodo en lo que es lectura y escritura,..</li> </ul>
	Oral Participation	Feeling comfortable when speaking	<ul style="list-style-type: none"> <li>- He speaks spontaneously the language and forms grammatical structures well.</li> <li>- He sounds clear and accurate in oral activities.</li> </ul>
Learning awareness		<ul style="list-style-type: none"> <li>- ..estos últimos niveles de inglés he tratado de mejorar mi speaking, y he mejorado bastante..</li> </ul>	
Practice awareness		<ul style="list-style-type: none"> <li>- ..la participación es una forma directa de poder ejercer esa habilidad de comunicarse, no.</li> <li>- ..yo trato de aprovechar estos espacios..</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> </ul>	
Participatory		<ul style="list-style-type: none"> <li>- Yo creo que de manera voluntaria, ahí también se ve la actitud..</li> <li>- Yo creo que en grupos de dos, porque siempre va haber es interacción más directa.</li> <li>- He participates and answers voluntarily when the teacher asks something to the whole class.</li> <li>- He sometimes raises his hand when he wants to participate. But regularly he speaks spontaneously expressing his point of view.</li> </ul>	
MOTIVATION	External	Focused in class	<ul style="list-style-type: none"> <li>- He follows the teacher's explanation and expresses his opinions to the teacher by speaking extensively.</li> <li>- He also expresses his thoughts with examples to be clear.</li> <li>- He concentrates a lot in individual activities and keeps his space avoiding distractions.</li> </ul>
		Selecting a specific group to work	<ul style="list-style-type: none"> <li>- In group activities he does not take the role of a leader, but he contributes with ideas and opinions about the activity.</li> <li>- It seems He likes to participate with students who are active as he is when he speaks.</li> <li>- He socializes little with the rest of the group.</li> </ul>
		Instrumental	<ul style="list-style-type: none"> <li>- ..requisito indispensable en lo que es la</li> </ul>

	Pressures  Enjoyment of language  Attitude	Easy to learn  Positive  Giving value to classmates 'abilities	<p>formación integral de un profesional,...</p> <ul style="list-style-type: none"> <li>- ..las exigencias de nuestro tiempo así lo piden,..</li> <li>- ..idioma mundial y que nos abre puertas en todo campo,..</li> <li>- Más bien yo considero que es más sencillo de aprender,..</li> <li>- .. más estructurado gramaticalmente, no. Es más sistemático, es muy rígido con su gramática,..</li> <li>- Considero que es mucho más sencillo el inglés.</li> <li>- Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo..</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> <li>- Yo creo que en grupos de dos, porque siempre va haber es interacción más directa.</li> <li>- ..mediante la corrección de los errores uno aprende.</li> <li>- Todo es actitud yo creo.</li> <li>- Y también con la guía correcta del docente fortificas tu aprendizaje.</li> <li>- ..cuando alguna vez tenemos algún error, la corrección se hace al final, no. Eso evita que exista miedo, tal vez al expresarse.</li> <li>- hay que aprovechar este tiempo donde te puedes corregir, donde puedes aprender también de tus compañeros, no sólo del docente, no.</li> <li>- ..yo creo que tienen bien cimentado el principio de que están yendo a un aula a aprender, no.</li> <li>- ..creo que se puede ver el interés que ellos tienen en la clase, se puede ver también las ganas</li> </ul>
PERSONALITY	Self-esteem	Confidence  Extrovert behavior	<ul style="list-style-type: none"> <li>- Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo..</li> <li>- <i>He does not appear nervous.</i></li> <li>- Yo creo que en grupos de dos, porque siempre va haber es interacción más directa.</li> </ul>



THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills Oral Participation	Learning awareness Practice awareness Participatory Focused Active in class	<ul style="list-style-type: none"> <li>- ..nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral,..</li> <li>- Buscando he encontrado algunos grupos, pero no es tan conocido eso.</li> <li>- me parece muy importante participar, porque en nuestro medio no tenemos lugares donde podemos compartir con personas que ya saben inglés..</li> <li>- .. yo pienso que es muy importante la práctica de la expresión oral.</li> <li>- Cuando preparo el tema me gusta exponer..</li> <li>- Prefiero ser voluntaria.</li> <li>- She joins to a group activity easily when the teacher asks for it.</li> <li>- She does not act as a leader in a group, but she likes to contribute with ideas and give her opinion regarding the topic.</li> <li>- She raises her hand voluntarily to participate.</li> <li>- She pays attention to the book activities and to the class in general as well.</li> <li>- She puts a lot of effort in oral activities.</li> <li>- When she does not understand something she asks to the teacher.</li> <li>- She asks to the teacher to clarify her doubts.</li> </ul>
MOTIVATION	External Pressures Enjoyment of language Attitude	Instrumental Enthusiastic Giving value to classmates 'abilities	<ul style="list-style-type: none"> <li>- Porque pienso que el inglés te abre caminos, es una puerta grande para conocer nuevas cosas.</li> <li>- Pienso que es un idioma muy bonito y diverso,..</li> <li>- Pienso que quieren mejorar, porque al participar me parece que es algo bueno también..</li> <li>- ..me parece que están ellos mejorando en su comprensión, en el avance.</li> <li>- tiene más interés en la materia, o sea yo pienso que quieren aprender. No les importa equivocarse, pero participan,..</li> </ul>



		Positive	<ul style="list-style-type: none"> <li>- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.</li> <li>- She smiles when the teacher corrects her mistakes (she feels sorry)</li> </ul>
PERSONALITY	Self-esteem	<p>Overcoming nervousness</p> <p>Conscious</p> <p>Extrovert behavior</p> <p>Showing confidence      Self-</p> <p>Empathic</p>	<ul style="list-style-type: none"> <li>- En un principio tenía muchos nervios, me sentía ansiosa.</li> <li>- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.</li> <li>- ..nosotros como estudiantes a veces buscamos formas para practicar la parte de expresión oral,..</li> <li>- Buscando he encontrado algunos grupos, pero no es tan conocido eso.</li> <li>- Me siento cómoda cuando hacemos participación en grupos,..</li> <li>- Cuando preparo el tema me gusta exponer..</li> <li>- Prefiero ser voluntaria.</li> <li>- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.</li> <li>- Me siento cómoda cuando hacemos participación en grupos</li> <li>- She raises her hand voluntarily when she wants to participate</li> <li>- She starts easily any conversation with her classmates, ones regarding English activities and others in Spanish, all to clarify her doubts.</li> <li>- She asks for permission when she wants to speak in Spanish when it is complicated for her to express.</li> <li>- She is an active student in class.</li> <li>- She speaks by moving her hands.</li> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- She locates a seat near the front part of the class.</li> <li>- She shows self-confidence when speaking to the teacher and their classmates.</li> <li>- she looks very confident when she answers to the teacher.</li> <li>- She collaborates with her classmates when they ask for help.</li> <li>- She sounds clear and accurate in oral</li> </ul>

	Emotional reactions	Normal and confident voice  Comfortable	<p>activities.</p> <ul style="list-style-type: none"> <li>- She sounds clear and accurate in oral activities.</li> <li>- She does not look anxious or nervous.</li> </ul>
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Participant: S-RT3

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Input and output skills preference	<ul style="list-style-type: none"> <li>- Todo, las cuatro estrategias de inglés.</li> <li>- Más cómodo me siento cuando voy a una actividad, como por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.</li> <li>- ... más cómodo me siento hablando en público que participar ahí sentado</li> <li>- He has a good level of English.</li> <li>- Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes..</li> <li>- Mejor es hablar ante el público.</li> <li>- He sounds clear and accurate in oral activities.</li> </ul>
	Oral Participation	Learning awareness	<ul style="list-style-type: none"> <li>- Más cómodo me siento cuando voy a una actividad, como por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.</li> </ul>
		Practice awareness	<ul style="list-style-type: none"> <li>- Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de expresarse,..</li> <li>- Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo, .</li> <li>- ..lo están demostrando para que otros también lo hagan..</li> <li>- .. no solamente por nota, sino por lo que demuestra de su inteligencia intelectual.</li> </ul>
		Participatory and active	<ul style="list-style-type: none"> <li>- Sí es mejor grupal porque si vas a trabajar en grupal van a compartir las cosas..</li> <li>- Yo, por ejemplo, voy a compartir lo que ellos no saben.</li> <li>- ..si la docente dice “voluntariamente”, yo normalmente levanta la mano y participo.</li> <li>- Si alguien no responde espero a que alguien</li> </ul>

		Focused in class	<p>responda. Entonces si alguien no responde yo también levanto la mano para que yo responda.</p> <ul style="list-style-type: none"> <li>- He joins to a group without any difficult and also speaks in it.</li> <li>- He does not take the role of a leader in the group, but gives his opinion and participates.</li> <li>- He focuses on his material.</li> <li>- He pays close attention to the class.</li> <li>- He likes to add extra information to the topic they are holding.</li> </ul>
MOTIVATION	<p>External Pressures</p> <p>Enjoyment of language</p> <p>Attitude</p>	<p>Integrative</p> <p>Enthusiastic</p> <p>Positive value to classmates 'abilities</p> <p>Positive in class</p> <p>Intolerante</p>	<ul style="list-style-type: none"> <li>- ..te trae muchas oportunidades, incluso viajar al exterior.</li> <li>- ..también conocer la cultura de otros países y otros lugares..</li> <li>- En español me cuesta expresarme, en cambio el inglés es más fácil.</li> <li>- Me parece genial y fascinante porque al hablar la personas nativas suenan algo como “slang”, algo maravilloso..</li> <li>- Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo, .</li> <li>- lo están demostrando para que otros también lo hagan..</li> <li>- .. no solamente por nota, sino por lo que demuestra de su inteligencia intelectual.</li> <li>- Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de expresarse,..</li> <li>- He does not speak too much with their classmate, only with some students, especially with Mayra.</li> <li>- He is a little bit uncommunicative with their classmates.</li> <li>- Sometimes he looks impatient when some of his classmates give wrong answers in oral activities.</li> </ul>
PERSONALITY	Self-esteem	Self-confidence	<ul style="list-style-type: none"> <li>- Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de</li> </ul>

			<p>expresarse,..</p> <ul style="list-style-type: none"> <li>- Mejor es hablar ante el público.</li> <li>- He shows self-confidence when speaking to the teacher and their classmates.</li> <li>- He shows self-confidence when he participates.</li> </ul>
		Overcoming fear	<ul style="list-style-type: none"> <li>- ..al principio, al aprender inglés me sentía tímido, tenía miedo.</li> <li>- ..con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> </ul>
		Competitive	<ul style="list-style-type: none"> <li>- Ahi ya tendría que haber una competencia..</li> <li>- ..entonces ahí tiene que haber como un debate y hay que dar una buena conclusión.</li> <li>- Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes..</li> <li>- Mejor es hablar ante el público.</li> </ul>
		Extrovert behavior	<ul style="list-style-type: none"> <li>- Sí es mejor grupal porque si vas a trabajar en grupal van a compartir las cosas</li> <li>- Yo, por ejemplo, voy a compartir lo que ellos no saben.</li> <li>- Si alguien no responde espero a que alguien responda. Entonces si alguien no responde yo también levanto la mano para que yo responda.</li> <li>- ..con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> <li>- Mejor es hablar ante el público.</li> <li>- He raises his hand voluntarily for participating.</li> <li>- He seats in front of the class all the time.</li> <li>- He does not need the teacher to clarify anything.</li> <li>- He likes to add information regarding the topic the class is holding.</li> </ul>
		Tics (hearing impairment)	<ul style="list-style-type: none"> <li>- He inclines his head close to the book when he reads something. (fatigue or boredom maybe)</li> </ul>
		Normal and	<ul style="list-style-type: none"> <li>- He sounds clear and accurate in oral activities.</li> <li>- He does not speak too much with their</li> </ul>

		confident voice	classmate, only with some students, especially with Mayra.
		Quiet/reserved with classmates	<ul style="list-style-type: none"> <li>- He is a little bit uncommunicative with his classmates.</li> <li>- Sometimes he looks impatient when some of his classmates give wrong answers in oral activities.</li> <li>- ..al principio, al aprender inglés me sentía tímido, tenía miedo.</li> </ul>
	Emotional reactions	Calm and relaxed	<ul style="list-style-type: none"> <li>- ..con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> </ul>

Participant: J-RT4

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Listening preference	<ul style="list-style-type: none"> <li>- Eh.. me encanta mucho la gramática,..</li> <li>- Y lo que me gusta mucho mucho mucho es el listening.</li> <li>- He speaks the language very well.</li> </ul>
	Oral Participation	Practice awareness	<ul style="list-style-type: none"> <li>- Por eso la clave es participación, uno participando es donde se desenvuelve y aprende más...</li> <li>- Por eso participando, echando en práctica es clave.</li> <li>- ..tenemos los compañeros que igual ganan esa participación y me ayudan a ver dónde yo tenía el error.</li> </ul>
		Learning awareness	<ul style="list-style-type: none"> <li>- A veces a mí me gusta la música Rock, me encanta la música en inglés y lo practico.</li> <li>- Hoy por hoy escucho los temas que escuchaba de jovencito y ya entiendo qué es lo que hablan, qué es lo que dicen..</li> <li>- ..voy aprendiendo el idioma incluso aprendo lo que es la forma de hablar..</li> </ul>
		Active	<ul style="list-style-type: none"> <li>- Obviamente cuando yo logro responder, igual yo siento que estoy disipando todas mis dudas..</li> <li>- A mí también me gusta ganarme mi participación, pero no acaparo todo.</li> <li>- ..a mí me gusta mucho participar con la pizarra.</li> <li>- Me gusta practicar en grande.</li> </ul>

			<ul style="list-style-type: none"> <li>- Yo igual transmito, a mí me gusta.</li> <li>- In group, he takes the role of a leader, he starts the conversation pleasantly.</li> <li>- He is very active in oral activities.</li> <li>- He participates by giving short answers when it is about participating as a chore.</li> <li>- When he participates individually he contributes with some ideas or opinions.</li> </ul>
MOTIVATION	<p>External Pressures</p> <p>Attitude</p> <p>Enjoyment of language</p>	<p>Integrative and instrumental</p> <p>Giving value to classmates 'abilities</p> <p>Positive in class</p> <p>Collaborative</p> <p>Enthusiastic</p>	<ul style="list-style-type: none"> <li>- ..desde que salí del colegio fue una de las carreras que yo quise tomar. Me encantan los viajes, me encanta conocer otras culturas..</li> <li>- ..trabajo en un colegio donde enseñé gramática..</li> <li>- Primeramente me alegra mucho porque obviamente si yo no logro responder...</li> <li>- Pero así, con la práctica... como quien dice "La práctica hace al maestro."</li> <li>- ..tenemos los compañeros que igual ganan esa participación y me ayudan a ver dónde yo tenía el error.</li> <li>- He listens to his classmates carefully when they speak.</li> <li>- In group, he takes the role of a leader, he starts the conversation pleasantly.</li> <li>- He is a polite person.</li> <li>- ..es bueno transmitirlo y enseñarlo porque en si se queda.</li> <li>- Yo igual transmito, a mí me gusta.</li> <li>- A mí me gusta que todo sea por igual, por ejemplo muchas veces, espero a que haya otros compañeros.</li> <li>- He is very collaborative with his classmates when they need some help. (voluntarily)</li> <li>- Eh.. me encanta mucho la gramática,...</li> <li>- Y lo que me gusta mucho mucho mucho es el listening.</li> <li>- A veces a mí me gusta la música Rock, me encanta la música en inglés y lo practico.</li> </ul>
PERSONALITY	Self-esteem	Overcoming weaknesses	<ul style="list-style-type: none"> <li>- Me siento muy bien. Obviamente que al principio me costaba los primeros niveles..</li> <li>- ..me costaba mucho la pronunciación..</li> </ul>

		<p>Extrovert beahvior</p> <p>Self-confident</p> <p>Normal and confident voice</p> <p>Comfortable</p>	<ul style="list-style-type: none"> <li>- ..a mí me gusta mucho participar con la pizarra.</li> <li>- Me gusta practicar en grande</li> <li>- ¿Mucho más cómodo? En grupo</li> <li>- Es muy bonito tener grupos de 4 o de 5 porque así todos aportamos a que cada quien aprenda,...</li> <li>- A mí también me gusta ganarme mi participación, pero no acaparo todo.</li> <li>- me gusta escuchar a otros compañeros, qué ideas tienen, qué experiencia.</li> <li>- Me siento muy bien.</li> <li>- He raises his hands many times during the class to participate.</li> <li>- When he participates individually he contributes with some ideas or opinions.</li> <li>- He even talks to the teacher more.</li> <li>- He participates voluntarily.</li> <li>- He wears a suit sometimes, he looks formal.</li> <li>- When he enters to the class he speaks and greets to the teacher and their classmates politely.</li> <li>- He raises his hands many times during the class to participate.</li> <li>- He does not need the teacher to clarify doubts.</li> <li>- He does not need the teacher to clarify doubts.</li> <li>- He seats in front of the class.</li> <li>- He keeps eye contact when he speaks to the teacher or his classmates.</li> <li>- He shows self-confidence when speaking to the teacher and their classmates.</li> <li>- He is self-confident when he expresses his thoughts.</li> <li>- He sounds clear and accurate in oral activities.</li> <li>- He does not look nether nervous nor anxious.</li> <li>- Me siento muy bien. Obviamente que al principio me costaba los primeros niveles..</li> </ul>
	Emotional reactions		

Participant: C-RT5

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Speaking preference	<ul style="list-style-type: none"> <li>- En el speaking ...</li> <li>- He enjoys practicing in oral activities with his classmates.</li> </ul>
	Oral Participation	Practice awareness	<ul style="list-style-type: none"> <li>- Sí, es muy importante debido a que puedes acallar algunas dudas que tengas.</li> <li>- He is aware of participation during the class.</li> <li>- ...levanto la mano cuando nadie quiere levantar.</li> <li>- Eh.. Voluntariamente.</li> <li>- Y participando voluntariamente acallo mis dudas</li> <li>- He enjoys practicing in oral activities with his classmates.</li> <li>- He concentrates a lot in the activities.</li> </ul>
		Active in class	<ul style="list-style-type: none"> <li>- He is very active in class.</li> </ul>
		Focused	<ul style="list-style-type: none"> <li>- He pays close attention to the class.</li> <li>- He expresses himself regularly in English, but he puts a lot of effort in it.</li> <li>- He speaks carefully in order to avoid mistakes in the structures.</li> <li>- He expresses himself regularly in English, but he puts a lot of effort in it.</li> </ul>
MOTIVATION	External Pressures	Previous knowledge	<ul style="list-style-type: none"> <li>- He decidido estudiar inglés debido a que ya tenía base en el idioma.</li> </ul>
	Enjoyment of language	Enthusiastic	<ul style="list-style-type: none"> <li>- Es interesante su gramática debido a que no usa tildes y eso es muy conveniente..</li> <li>- ..es bien interesante.</li> <li>- He enjoys practicing in oral activities with his classmates.</li> </ul>
		Attitude	Emphatic
		Positive	<ul style="list-style-type: none"> <li>- Feliz de que las demás personas iguales estén participando..</li> <li>- He smiles when the teacher corrects him and he apologizes for it. (he feels sorry)</li> <li>- He talks and interacts with a specific group of</li> </ul>



		Collaborative	<p>classmates, but he is polite with any of his classmates.</p> <ul style="list-style-type: none"> <li>- He is a student who collaborates pleasantly to his classmates, he corrects and explains them.</li> </ul>
PERSONALITY	Self-esteem	Extrovert behavior	<ul style="list-style-type: none"> <li>- En el speaking y en trabajo en grupos.</li> <li>- ..levanto la mano cuando nadie quiere levantar.</li> <li>- Eh.. Voluntariamente.</li> <li>- Y participando voluntariamente acallo mis dudas</li> <li>- He raises his hand many times to participate.</li> <li>- He starts easily any conversation in English with his classmates; during the activities; and in Spanish, to talk about any issue out of the context.</li> <li>- He participates voluntarily.</li> <li>- Usually he does not ask to the teacher to clarify doubts.</li> <li>- He joins easily to a group.</li> <li>- He is not the head of it, but he shares ideas and his point of view.</li> </ul>
		Self-confident	<ul style="list-style-type: none"> <li>- Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido..</li> <li>- He keeps eye contact when he speaks to the teacher or his classmates.</li> <li>- He moves his hands when he wants to explain something.</li> <li>- He shows self-confidence when speaking to the teacher and their classmates.</li> <li>- He looks very confident when he speaks in English.</li> </ul>
	Emotional reactions	Confident and normal voice Confortable	<ul style="list-style-type: none"> <li>- He sounds clear in oral activities.</li> <li>- He sounds clear and accurate in oral activities.</li> <li>- Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido..</li> <li>- He does not look neither nervous nor anxious.</li> </ul>

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Speaking preference	<ul style="list-style-type: none"> <li>- Ohh.. a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés.</li> <li>- Me encanta hablar en inglés, me encanta equivocarme cuando hablo, me encanta que me corrijan.</li> <li>- He expresses with the language very well</li> </ul>
	Oral Participation	Learning awareness	<ul style="list-style-type: none"> <li>- No se, yo veo tutoriales en youtube o escuchando música, memorizando músicas y solo eso, viendo videos.</li> </ul>
		Practice awareness	<ul style="list-style-type: none"> <li>- Sí es vital, pero es depende de cada persona,..</li> <li>- Y es como que me auto-motiva para esforzarme más.</li> </ul>
		Active in class	<ul style="list-style-type: none"> <li>- En la que más me gusta es trabajar en equipos o en grupos porque escuchas a la otra persona..</li> <li>- Prefiero participar en actividades de a dos.</li> <li>- He enjoys working in groups, he expresses his point of view.</li> <li>- He interacts with all the members of the group. (leader role)</li> <li>- He breaks the ice to start the conversation.</li> </ul>
		Participatory	<ul style="list-style-type: none"> <li>- personalmente yo participo voluntariamente porque ahí es cuando se demuestra el compromiso y las ganas</li> <li>- He feels comfortable sharing opinions with his common group (Anet, Jose, Nicol)</li> <li>- He does not mind working with any of his classmates.</li> <li>- He also asks and clarify some doubts in the group.</li> <li>- He uses to ask to the teacher any doubt he has regarding the language.</li> <li>- He loves participating, he even raises both hands. (enthusiastic)</li> </ul>
		Focused	<ul style="list-style-type: none"> <li>- He concentrates a lot when he develops any activity in class.</li> <li>- When the teacher asks him something, he looks comfortable to answer. He even adds his own anecdotes or experiences about the topic.</li> </ul>

			<ul style="list-style-type: none"> <li>- He really asks relevant things.</li> <li>- He does not use an e-dictionary in class.</li> </ul>
MOTIVATION	<p>External Pressures</p> <p>Enjoyment of language</p> <p>Attitude</p>	<p>Instrumental and integrative</p> <p>Enthusiastic</p> <p>Emphatic</p> <p>Giving value to classmates' abilities</p>	<ul style="list-style-type: none"> <li>- Bueno.. tengo muchas..</li> <li>- ..la enseñanza no es muy buena, por ende es importante ir a estudiar al exterior..</li> <li>- ..los cursos en el exterior generalmente están en inglés, y los diplomados, o las maestrías.</li> <li>- ..es porque también me encanta, no se, el inglés es como que desde niño me gustaba aprender palabras...</li> <li>- ..te abriría más puertas el inglés porque es como que un idioma internacional..</li> <li>- ..los más usados van a ser el francés y el inglés..</li> <li>- ..y el inglés por lo comercial.</li> <li>- Ohh.. a mí personalmente me encanta el inglés,..</li> <li>- Ohh.. a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés.</li> <li>- ..me encanta equivocarme cuando hablo, me encanta que me corrijan.</li> <li>- ..hay personas que son medio que introvertidas y no les gusta hablar o no les gusta participar, pero sí saben,..</li> <li>- ..pero es por naturaleza que no les gusta participar,..</li> <li>- son personas calladas digamos y es como que no les puedes obligar.</li> <li>- ..ves sus errores también, escuchas sus errores y ella también te escucha.</li> <li>- Es que yo pienso que tienen unas ganas de superación, que realmente están comprometidos..</li> <li>- ..hay dos tipos de estudiantes: los promedio, que van y están comprometidos a sacar buenas notas y esforzarse..</li> <li>- ..y otros que solo van a comadrear con la comadre o con el compadre.</li> <li>- Pero yo pienso que estos que están comprometidos te apoyan, te ayudan a crecer.</li> </ul>

		Positive in class	<ul style="list-style-type: none"> <li>- ..yo creo que cada docente tiene su diferente metodología.</li> <li>- ..de los cuatro niveles que he tomado, cada docente era como que una distinta manera de enseñarnos. Me han parecido buenas..</li> <li>- ..me encanta equivocarme cuando hablo, me encanta que me corrijan.</li> <li>- Pero de esos errores también se aprende.</li> <li>- Y es como que me auto-motiva para esforzarme más.</li> <li>- Por mi parte, me gusta que otra persona sepa más..</li> <li>- O sea no importa lo que digan los demás, tú tienes el compromiso y sabes a dónde vas.</li> <li>- He loves participating, he even raises both hands. (enthusiastic)</li> </ul>
PERSONALITY	Self-esteem	Extrovert behavior	<ul style="list-style-type: none"> <li>- En la que más me gusta es trabajar en equipos o en grupos porque escuchas a la otra persona y ella también te escucha..</li> <li>- ..ves sus errores también, escuchas sus errores y ella también te escucha.</li> <li>- Prefiero participar en actividades de a dos.</li> <li>- He usually raises his hand to participate.</li> <li>- He loves participating, he even raises both hands.</li> <li>- He takes a seat where the students who interact a lot are.</li> <li>- He uses to ask to the teacher any doubt he has regarding the language.</li> <li>- He loves participating, he even raises both hands. (enthusiastic)</li> <li>- He explains something by giving examples.</li> <li>- He feels comfortable sharing opinions with his common group (Anet, Jose, Nicol)</li> <li>- He does not mind working with any of his classmates.</li> <li>- He uses to ask to the teacher any doubt he has regarding the language.</li> </ul>
		Self-confident	<ul style="list-style-type: none"> <li>- personalmente yo participo voluntariamente porque ahí es cuando se demuestra el</li> </ul>

	Emotional reactions	Normal and confident voice Comfortable	<p>compromiso y las gana..</p> <ul style="list-style-type: none"> <li>- O sea no importa lo que digan los demás, tú tienes el compromiso y sabes a dónde vas.</li> <li>- Ohh.. a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés.</li> <li>- He speaks by moving his hands when he explains something.</li> <li>- He keeps eye contact when he answers to the teacher.</li> <li>- He shows self-confidence when speaking to the teacher and their classmates.</li> <li>- He seems assured when he answers to the teacher.</li> <li>- He speaks by moving his hands when he explains something.</li> <li>- He sounds clear in oral activities.</li> <li>- He sounds clear and accurate in oral activities.</li> <li>- He does not look nervous when he interacts in class.</li> <li>- cuando hablo al frente es como que si estoy en blanco, se me va todo y es como que _Ay tengo miedo_</li> <li>- ..pero cuando salgo de clases y estoy con mis amigos como que hablo ahí fluido.</li> <li>- He feels comfortable sharing opinions with his common group (Anet, Jose, Nicol)</li> </ul>
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Participant: N-RT7

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Reading and listening preference  Learnig awareness	<ul style="list-style-type: none"> <li>- Yo creo que listening..</li> <li>- ..me gusta leer cosas en inglés..</li> <li>- me parece mucho más sencillo que hablarlo, que hacer un speaking o hacer un writing..</li> <li>- ..leer lo que está escrito ahí, sí puedo hacerlo.</li> <li>- She speaks the language very well.</li> <li>- She raises her hand in reading or speaking activities.</li> <li>- Se muchas palabras.</li> </ul>

	Oral Participation	Practice awareness Participatory Focused	<ul style="list-style-type: none"> <li>- ..me ha ayudado bastante las canciones y ver películas.</li> <li>- Sí, es importante.</li> <li>- No siempre, intento pero mayormente me da miedo..</li> <li>- Me gusta participar en grupos más de dos porque me parece que es más sencillo..</li> <li>- Cuando es individual sí puedo, me gusta igual..</li> <li>- Pero después sí preferiría participar solo cuando es necesario.</li> <li>- No siempre, intento pero mayormente me da miedo..</li> <li>- The teacher interacts with her frequently.</li> <li>- She does not raise her hand all the time, but she does it regularly.</li> <li>- She pays close attention to the activities.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language  Attitude	Instrumental and integrative  Difficulty in memorizing  Giving value to classmates' abilities  Positive	<ul style="list-style-type: none"> <li>- ..desde muy pequeña siempre me ha gustado lo que es las canciones en inglés, incluso ver películas en inglés.</li> <li>- ..como siempre quise estudiar inglés, entré a la carrera de lingüística e idiomas.</li> <li>- siempre he querido también salir del país a buscar otras oportunidades.</li> <li>- Me parece que es algo muy importante porque para empezar te abre puertas para trabajos..</li> <li>- ..principalmente para mí es difícil lo que es memorizar la gramática..</li> <li>- me es muy difícil hablarlo</li> <li>- A mí me parece bien porque son personas que ya están seguras, o que quieren aclarar sus dudas..</li> <li>- Pero me parece bien que otras personas sí puedan hacerlo, porque no tienen miedo.</li> <li>- She does not grab participation.</li> </ul>
PERSONALITY	Self-esteem	Lack of self-confidence	<ul style="list-style-type: none"> <li>- Pero en mi caso por ejemplo es un poco difícil de que a veces no puedo ordenar bien mis ideas o me es muy difícil hablarlo..</li> <li>- ..no puedo ordenar la idea por la gramática.</li> <li>- No siempre, intento pero mayormente me da</li> </ul>

	Emotional reactions	<p>Introvert behavior</p> <p>Extrovert behavior</p> <p>Normal and confident voice</p> <p>Nervous and fear</p>	<p>miedo..</p> <ul style="list-style-type: none"> <li>- Me gusta participar cuando estoy segura de la respuesta o cuando se.</li> <li>- ..siempre con el temor de equivocarme, de estarlo haciendo mal.</li> <li>- ..tengo mucho miedo de ordenar mis ideas o hablar en público, siempre he tenido miedo.</li> <li>- ..me da un poco de miedo, entonces prefiero participar lo normal, no alzar todo el rato la mano.</li> <li>- She socializes little with her classmate, but if it is about English activities, she develops herself very well.</li> <li>- She does not help to her classmates voluntarily.</li> <li>- She is not the one who starts the conversation, but she listens carefully to their classmates and also expresses her thoughts.</li> <li>- She sounds assured when she participates.</li> <li>- She is a serious girl, but she has self-confidence.</li> <li>- She seems assured when she answers to the teacher.</li> <li>- She keeps eye contact when she speaks to the teacher or her classmates.</li> <li>- She does not raise her hand all the time, but she does it regularly.</li> <li>- She joins easily to a group.</li> <li>- She does not ask to the teacher to clarify any doubt, maybe she does not have it because she generally answers correctly.</li> <li>- She sounds very clear in oral activities.</li> <li>- She does not look nervous in the interaction.</li> <li>- ..tengo mucho miedo de ordenar mis ideas o hablar en público, siempre he tenido miedo.</li> <li>- ..siempre con el temor de equivocarme, de estarlo haciendo mal.</li> </ul>
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Participant: L-RT8

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills  Oral Participation	Speaking preferences  Practice awareness  Participatory  Focused	<ul style="list-style-type: none"> <li>- Creo que más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda.</li> <li>- She speaks English regularly.</li> <li>- The teacher corrects her in pronunciation.</li> <li>- Sí, es muy importante, es esencial porque practicando se aprende.</li> <li>- Sí y no. A veces.</li> <li>- ..yo soy una de esas estudiantes que digamos a veces participa y a veces no.</li> <li>- She is only a listener who contributes with her ideas and agrees with the rest of the group.</li> <li>- She participates constantly during the class.</li> <li>- She concentrates a lot in oral activities and pays close attention when the teacher explains something.</li> <li>- She speaks carefully not to commit mistakes.</li> <li>- She makes facial expressions as she would doubt something.</li> </ul>
MOTIVATION	External Pressures  Enjoyment of language  Attitude	Instrumental and challenge  Difficulty  Negative value to classmates 'participation  Positive  Calm	<ul style="list-style-type: none"> <li>- Pero la complejidad es lo que me hizo adentrarme aquí a Lingüística.</li> <li>- primero porque es un idioma mundial, conocido, también te abre puertas,..</li> <li>- Es complicado porque incluso la pronunciación..</li> <li>- ..porque te dice una regla y a la vez cambia y tiene sus excepciones y todo eso.</li> <li>- Bueno.. me parece bien por un lado, aunque a veces mal por el otro.</li> <li>- ..él le va a dar siempre lo correcto y yo no. Así que me quedo restringida en mi opinión..</li> <li>- She is a polite girl.</li> <li>- She does not look nervous when she participates, even when the teacher corrects her.</li> </ul>
PERSONALITY	Self-esteem	Extrovert behavior	<ul style="list-style-type: none"> <li>- Creo que más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda.</li> </ul>



	Emotional reactions	<p>Introvert behavior</p> <p>Normal and confident voice</p> <p>Showing self-confidence</p> <p>Nervous, but it is not an obstacle</p>	<ul style="list-style-type: none"> <li>- Creo que a veces en frente, porque conozco a mis compañeros y se que están como yo y me da más confianza, muy aparte de la teacher.</li> <li>- Prefiero participar cuando estoy segura.</li> <li>- She raises her hand to participate.</li> <li>- She does not help to their classmates voluntarily. But if one of his classmates asks her for help, she accepts it pleasantly.</li> <li>- She take a seat in front of the class, near to the teacher.</li> <li>- She does not help to their classmates voluntarily. But if one of his classmates asks her for help, she accepts it pleasantly.</li> <li>- She does not ask to the teacher to clarify any doubt, even if she makes facial expressions to mean she did not understand something.</li> <li>- She sounds comfortable when she participates.</li> <li>- She sounds clear when she speaks.</li> <li>- Sometimes she speaks spontaneously when she wants to expresses her opinion.</li> <li>- Sometimes she speaks spontaneously when she wants to expresses her opinion.</li> <li>- Nerviosa, un poco insegura digamos, porque a veces pienso que lo digo mal pero puede estar bien..</li> <li>- Sí. Nervios, bastante.</li> <li>- Nerviosa, un poco insegura digamos.</li> <li>- She does not look nervous when she participates, even when the teacher corrects her.</li> </ul>
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Participant: A-RT9

THEMES	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
INTERACTION	Language Skills	Listening preference	<ul style="list-style-type: none"> <li>- Me siento más cómoda con el listening porque entiendo casi todo,..</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>- She speaks English very well.</li> <li>- The teacher generally does not correct her when she speaks in English.</li> </ul>
	Oral Participation	Practice awareness	<ul style="list-style-type: none"> <li>- Claro que es importante la participación en aula, así tu docente tiene toda la potestad de</li> </ul>

		<p>Participatory and Active</p> <p>Focused</p>	<p>corregirte o hacerte notar tus errores.</p> <ul style="list-style-type: none"> <li>- ..además hay esa competencia de entre todos, de hablar y comunicarnos.</li> <li>- Y uno de los motivos principales también es que participando puedes despejar cualquier duda</li> <li>- En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida.</li> <li>- Tengo ese defecto de siempre participar así la docente no me pida mi opinión.</li> <li>- Es algo innato que llevo, siempre voy a tender a participar porque me gusta.</li> <li>- Me gusta participar de cualquier forma, o sea no me hago problema hablando en público,...</li> <li>- She likes to speak the language in group activities.</li> <li>- She pays close attention to her classmates when they participate.</li> <li>- She concentrates in all the activities and focuses in the material.</li> <li>- She sometimes uses an e-dictionary or her cellphone for academic and personal purposes.</li> <li>- .. hay trabajos que definitivamente lo haría sola, por el mismo hecho de que le pongo interés y concentración.</li> </ul>
MOTIVATION	<p>External Pressures</p> <p>Enjoyment of language</p> <p>Attitude</p>	<p>Integrative and instrumental</p> <p>Feeling enthusiastic despite difficulty</p> <p>Giving value to classmates' abilities</p>	<ul style="list-style-type: none"> <li>- Yo he decidido estudiar inglés para salir al extranjero y poder comunicarme..</li> <li>- ..más que todo por nuevas oportunidades.</li> <li>- El inglés es bien complejo, o sea no es fácil para un principiante que recién está viendo el idioma..</li> <li>- Definitivamente no es fácil, pero como todo idioma lleva su tiempo, su práctica.</li> <li>- Es algo innato que llevo, siempre voy a tender a participar porque me gusta.</li> <li>- Tengo ese defecto de siempre participar así la docente no me pida mi opinión.</li> <li>- Me gusta participar de cualquier forma, o sea no me hago problema hablando en público,...</li> <li>- En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida.</li> </ul>

		Positive in class	<ul style="list-style-type: none"> <li>- No, respondiendo a la pregunta, no me siento incómoda si alguno de mis compañeros da una respuesta más acertada que la mía, de eso se trata no..</li> <li>- She helps to any of her classmates when they do not understand something or when they are making mistakes. (voluntarily)</li> <li>- She is polite and gives the chance to her classmates to participate. (she encourages them)</li> <li>- She is polite.</li> </ul>
		Collaborative	<ul style="list-style-type: none"> <li>- She helps to any of her classmates when they do not understand something or when they are making mistakes. (voluntarily)</li> <li>- She is polite and gives the chance to her classmates to participate. (she encourages them)</li> </ul>
PERSONALITY	Self-esteem	Extrovert behavior	<ul style="list-style-type: none"> <li>- En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida.</li> <li>- Me gusta participar de cualquier forma, o sea no me hago problema hablando en público,..</li> <li>- Hay trabajos que me gusta hacerlo de forma grupal,..</li> <li>- Tengo ese defecto de siempre participar así la docente no me pida mi opinión.</li> <li>- Es algo innato que llevo, siempre voy a tender a participar porque me gusta.</li> <li>- She usually raises her hand to participate.</li> <li>- She raises her hand to clarify her doubts</li> <li>- She likes to speak the language in group activities.</li> <li>- She takes the role of a leader in the group.</li> <li>- She raises her hand to clarify her doubts.</li> <li>- If she does not understand an instruction activity, she asks to the teacher again.</li> <li>- When she perceives that no one wants to participate, she raises her hand.</li> <li>- She joins easily to a group.</li> <li>- She takes the role of a leader in the group.</li> <li>- She expresses her thoughts in the group.</li> <li>- She likes to express her point of view in any</li> </ul>

	Emotional reactions	<p>Showing self-confidence</p> <p>Normal and confident voice</p> <p>Comfortable</p>	<p>topic the teacher starts.</p> <ul style="list-style-type: none"> <li>- She shares her own experience also.</li> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- She speaks by moving her hands when she wants to express her point of view.</li> <li>- She expresses her opinions clearly and sounds sure when she answers to the teacher.</li> <li>- She is self-confident.</li> <li>- She socializes and talks with her classmates about any issue (in Spanish)</li> <li>- She sounds clear when she speaks the language.</li> </ul> <ul style="list-style-type: none"> <li>- Cuando yo hablo en inglés me siento súper tranquila, súper relajada.</li> <li>- ..me siento frustrada cuando no se una palabra o algo así.</li> <li>- She does not look neither nervous nor anxious in oral activities.</li> </ul>
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**APPENDIX “D”**

**Comparative and Descriptive interpretation tables of Inhibited and Risk-taking students**

## APPENDIX D.1

### (Data and interview analysis charts of each participant)

Comparative table of students' utterances about <i>practice awareness</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> .... Sí es importante, pero no me gusta participar.</li> <li>- .. y no me gusta hablar mucho.</li> <li>- <b>A-I2:</b> Claro, es importante. Es muy importante participar así aprendes más también y ves tus errores...</li> <li>- Pero en mi caso, no soy de los que participa mucho.</li> <li>- <b>I-I3:</b> Sí, es importante participar con los compañeros porque así también te desenvuelves más...</li> <li>- .. y también entre compañeros se corrigen el uno al otro, no.</li> <li>- ...ya que pueden intercambiar ideas...</li> <li>- <b>J-I4:</b> Sí, es muy importante.</li> <li>- Porque aun así aprendes mucho más, a pesar de que te equivoques puedes aprender más de tus errores, no.</li> <li>- <b>J-I5:</b> Personalmente, para mí, no mucho.</li> <li>- <b>A-I6:</b> Eh... pienso que es importante porque mientras vas participando vas aprendiendo más....</li> <li>- Entonces un poco incómoda, pero al final es algo bueno porque me van a corregir y voy a poder hacerlo mejor.</li> <li>- Yo me siento más cómoda cuando lo hago sola, me siento mucho más tranquila.</li> <li>- En momentos prefiero que me diga ella, pero a veces si tengo la respuesta correcta podría intentar...</li> <li>- <b>A-I7:</b> Sí, yo pienso que es más que todo la práctica. Hay que participar, aunque sea errando, fallando.</li> <li>- Sí, más que todo me gusta sentarme atrás, no me gusta participar mucho, prefiero estar como desapercibido.</li> <li>- <b>E-I8:</b> Sí, porque ayuda en la pronunciación</li> <li>- Porque todos dan sus opiniones y recolectamos más información.</li> <li>- A veces participo cuando se, estoy segura de la respuesta.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...la participación es una forma directa de poder ejercer esa habilidad de comunicarse, no.</li> <li>- ...yo trato de aprovechar estos espacios...</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> <li>- Yo creo que, de manera voluntaria, ahí también se ve la actitud...</li> <li>- <b>M-RT2:</b> me parece muy importante participar, porque en nuestro medio no tenemos lugares donde podemos compartir con personas que ya saben inglés...</li> <li>- .. yo pienso que es muy importante la práctica de la expresión oral.</li> <li>- Prefiero ser voluntaria.</li> <li>- <b>S-RT3:</b> Sí, siempre. Todos deberíamos hacerlo porque ahí es cuando el docente evalúa la forma de expresarse...</li> <li>- Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo...</li> <li>- ...lo están demostrando para que otros también lo hagan...</li> <li>- ...si la docente dice “voluntariamente”, yo normalmente levanto la mano y participo.</li> <li>- Si alguien no responde espero a que alguien responda. Entonces si alguien no responde yo también levanto la mano para que yo responda.</li> <li>- <b>J-RT4:</b> Por eso la clave es participación, uno participando es donde se desenvuelve y aprende más...</li> <li>- Por eso participando, echando en práctica es clave.</li> <li>- A mí también me gusta ganarme mi participación, pero no acaparo todo.</li> <li>- ...a mí me gusta mucho participar con la pizarra.</li> <li>- <b>C-RT5:</b> Sí, es muy importante debido a que puedes acallar algunas dudas que tengas.</li> <li>- ...levanto la mano cuando nadie quiere levantar.</li> <li>- Eh... Voluntariamente.</li> <li>- <b>J-RT6:</b> Sí es vital, pero es depende de cada persona...</li> <li>- Y es como que me automotiva para esforzarme más.</li> <li>- personalmente yo participo voluntariamente porque ahí es cuando se demuestra el compromiso y las ganas</li> <li>- <b>N-RT7:</b> Sí, es importante.</li> </ul>

	<ul style="list-style-type: none"> <li>- No siempre, intento, pero mayormente me da miedo...</li> <li>- Pero después sí preferiría participar solo cuando es necesario.</li> <li>- <b>L-RT8:</b> Sí, es muy importante, es esencial porque practicando se aprende.</li> <li>- Sí y no. A veces.</li> <li>- ...yo soy una de esas estudiantes que digamos a veces participa y a veces no.</li> <li>- <b>A-RT9:</b> Claro que es importante la participación en aula, así tu docente tiene toda la potestad de corregirte o hacerte notar tus errores.</li> <li>- Tengo ese defecto de siempre participar así la docente no me pida mi opinión.</li> </ul>
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## APPENDIX D.2

<b>Comparative table of students' utterances about their <i>language skills preferences</i></b>	
<b>Inhibited students</b>	<b>Risk-taking students</b>
<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...yo me siento cómodo en lo que es lectura y escritura...</li> <li>- <b>M-RT2:</b> -----</li> <li>- <b>S-RT3:</b> Todo, las cuatro estrategias de inglés.</li> <li>- Más cómodo me siento cuando voy a una actividad, como, por ejemplo, a un club donde se habla más inglés. Y poco a poco lo comparto aquí, en mi curso.</li> <li>- ... más cómodo me siento hablando en público que participar ahí sentado</li> <li>- Prefiero dar como examen oral. Hablar en público, ahí demostrar el nivel que tienes...</li> <li>- Mejor es hablar ante el público.</li> <li>- <b>J-RT4:</b> Eh... me encanta mucho la gramática...</li> <li>- Y lo que me gusta mucho, mucho, mucho es el listening.</li> <li>- <b>C-RT5:</b> En el speaking ...</li> <li>- <b>J-RT6:</b> Ohh... a mí personalmente me encanta el inglés, como que parezco un lorito hablando en inglés.</li> <li>- Me encanta hablar en inglés, me encanta equivocarme cuando hablo, me encanta que me corrijan.</li> <li>- <b>N-RT7:</b> Yo creo que listening...</li> <li>- ...me gusta leer cosas en inglés...</li> <li>- me parece mucho más sencillo que hablarlo, que hacer un speaking o hacer un writing...</li> <li>- ...leer lo que está escrito ahí, sí puedo hacerlo.</li> <li>- <b>L-RT8:</b> Creo que, más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda.</li> <li>- <b>A-RT9:</b> Me siento más cómoda con el listening porque entiendo casi todo...</li> </ul>	<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> Writing. Porque sólo es escribir, no. Y no tengo que estar hablando....</li> <li>- <b>A-I2:</b> Eh... en speaking.</li> <li>- <b>I-I3:</b> ...más cómodo también me siento al leer y escribir.</li> <li>- <b>J-I4:</b> En la escritura.</li> <li>- <b>J-I5:</b> Mucho más cómodo me siento en el writing.</li> <li>- <b>A-I6:</b> Creo que en writing, no sé, siento que lo hago mejor cuando escribo que al hablarlo....</li> <li>- <b>A-I7:</b> En listening y reading. Más me gusta entender, escuchar lo que hablan.</li> <li>- Sí. Sí porque a veces no puedo entender lo que hablan rápido...</li> <li>- Sí, me cuesta encontrar las palabras, la oración, la frase, poder expresar.</li> <li>- <b>E-I8:</b> En writing and reading.</li> </ul>

APPENDIX D.3

<b>Comparative table of students' utterances about their <i>motivation and attitude in class</i></b>	
<b>Inhibited students</b>	<b>Risk-taking students</b>
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ...yo creo que tienen un nivel más avanzado de inglés.</li> <li>- ...ya tienes la confianza. Y sí, también me gusta escucharlos...</li> <li>- .. aprendo con ellos...</li> <li>- <b>A-I2:</b> Pues me siento feliz la verdad. Me alegra mucho que sepan bien, que tengan un buen nivel de inglés más elevado que nosotros.</li>   <li>- Pero en parte también me parece injusto que solamente estén ellos.</li> <li>- Está bien que sepan, pero...yo pienso que deberían dar oportunidad también a los que no saben.</li>   <li>- ...o sea te agarran como si ya supieras todo el inglés, o sea no te enseñan bien. Para mí al menos, no enseñan bien</li>   <li>- <b>I-I3:</b> Yo pienso que, si para ellos está bien así, ya que ellos tienen esas ganas de participar o llamar también la atención con la licenciada,</li> <li>- <b>J-I4:</b> A veces pienso que tienen un nivel más alto, quizás dominan el idioma.</li> <li>- <b>J-I5:</b> Que hacen muy bien.</li> <li>- Bueno, en realidad no siento nada porque es una competencia, quien sabe primero levanta la mano y si no, bueno, habrá otra oportunidad.</li> <li>- <b>A-I6:</b></li> <li>- <b>A-I7:</b> yo me siento bien porque ellos han aprendido más rápido que yo.</li>   <li>- <b>E-I8:</b> mmm... Que tal vez tienen más conocimiento, más vocabulario.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...yo creo que tienen bien cimentado el principio de que están yendo a un aula a aprender, no.</li> <li>- ...creo que se puede ver el interés que ellos tienen en la clase, se puede ver también las ganas</li> <li>- <b>M-RT2:</b> Pienso que quieren mejorar, porque al participar me parece que es algo bueno también...</li> <li>- ...me parece que están ellos mejorando en su comprensión, en el avance.</li> <li>- tiene más interés en la materia, o sea yo pienso que quieren aprender. No les importa equivocarse, pero participan.</li> <li>- <b>S-RT3:</b> Me parece genial porque ahí es donde demuestra al docente que sí realmente están aprendiendo...</li> <li>- lo están demostrando para que otros también lo hagan...</li> <li>- .. no solamente por nota, sino por lo que demuestra de su inteligencia intelectual.</li> <li>- <b>J-RT4:</b> Primeramente, me alegra mucho porque obviamente si yo no logro responder...</li> <li>- <b>C-RT5:</b></li> <li>- <b>J-RT6:</b> Es que yo pienso que tienen unas ganas de superación, que realmente están comprometidos...</li> <li>- ...hay dos tipos de estudiantes: los promedio, que van y están comprometidos a sacar buenas notas y esforzarse...</li> <li>- ...y otros que solo van a comadrear con la comadre o con el compadre.</li> <li>- Pero yo pienso que estos que están comprometidos te apoyan, te ayudan a crecer.</li> <li>- <b>N-RT7:</b> A mí me parece bien porque son personas que ya están seguras, o que quieren aclarar sus dudas...</li> <li>- Pero me parece bien que otras personas sí puedan hacerlo, porque no tienen miedo.</li> <li>- <b>L-RT8:</b> Bueno... me parece bien, por un lado, aunque a veces mal por el otro.</li> <li>- ...él le va a dar siempre lo correcto y yo no. Así que me quedo restringida en mi opinión...</li> <li>- <b>A-RT9:</b> En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida.</li> </ul>



APPENDIX D.4

Comparative table of students' utterances about <i>type of motivation</i> they have	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> Es un idioma importante</li> <li>- <b>A-I2:</b> ... porque necesito la licenciatura para mi futuro...</li> <li>- yo quiero trabajar de azafata.</li> <li>- <b>I-I3:</b> ...por una parte para buscar fuentes laborales...</li> <li>- Y también dar algún día clases del idioma extranjero.</li> <li>- <b>J-I4:</b> Porque desde hace tres años que me gustó el idioma, más que todo me gusta aprender...</li> <li>- <b>J-I5:</b> Porque es muy necesario en estos tiempos.</li> <li>- <b>A-I6:</b> Porque creo que es un idioma que se necesita mucho, es el idioma más conocido en el mundo</li> <li>- <b>A-I7:</b> Eh... Bien, bueno en mi carrera era muy básico y he venid a buscar más aprendizaje...</li> <li>- <b>E-I8:</b> ...era lo más fácil que he podido encontrar...</li> <li>- Me parece más fácil que francés.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> ...requisito indispensable en lo que es la formación integral de un profesional, ...</li> <li>- ...las exigencias de nuestro tiempo así lo piden...</li> <li>- <b>M-RT2:</b> Porque pienso que el inglés te abre caminos, es una puerta grande para conocer nuevas cosas.</li> <li>- <b>S-RT3:</b> ...te trae muchas oportunidades, incluso viajar al exterior.</li> <li>- ...también conocer la cultura de otros países y otros lugares...</li> <li>- <b>J-RT4:</b> ...desde que salí del colegio fue una de las carreras que yo quise tomar. Me encantan los viajes, me encanta conocer otras culturas...</li> <li>- ...trabajo en un colegio donde enseño gramática...</li> <li>- <b>C-RT5:</b> He decidido estudiar inglés debido a que ya tenía base en el idioma.</li> <li>- <b>J-RT6:</b> ...la enseñanza no es muy buena, por ende, es importante ir a estudiar al exterior...</li> <li>- ...los cursos en el exterior generalmente están en inglés, y los diplomados, o las maestrías.</li> <li>- ...te abriría más puertas el inglés porque es como que un idioma internacional...</li> <li>- <b>N-RT7:</b> siempre he querido también salir del país a buscar otras oportunidades.</li> <li>- Me parece que es algo muy importante porque para empezar te abre puertas para trabajos...</li> <li>- <b>L-RT8:</b> Pero la complejidad es lo que me hizo adentrarme aquí a Lingüística.</li> <li>- primero porque es un idioma mundial, conocido, también te abre puertas...</li> <li>- <b>A-RT9:</b> Yo he decidido estudiar inglés para salir al extranjero y poder comunicarme...</li> <li>- ...más que todo por nuevas oportunidades.</li> </ul>

APPENDIX D.5

Comparative table of students' utterances about <i>type of personality</i> (extrovert/introvert)	
Introvert students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> ..., me gusta hacer sola...</li> <li>- ...algún momento, entonces prefiero lo que es en pares.</li> <li>- Buena, siempre me sacan palabras.</li> <li>- <b>A-I2:</b> bueno normalmente trabajamos de dos personas, creo que me siento más confiada.</li> <li>- <b>I-I3:</b> En el oral no tanto, me siento un poco</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> Yo creo que, en grupos de dos, porque siempre va haber es interacción más directa.</li> <li>- Yo creo que de manera voluntaria...</li> <li>- Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo...</li> </ul>

<p>incómodo.</p> <ul style="list-style-type: none"> <li>- Hay momentos que pienso de forma individual, pero a veces pienso que es bueno grupal o de dos...</li> <li>- <b>J-I4:</b> De forma individual.</li> <li>- ...me confundo cuando trabajo en grupo. Cuando estoy mejor, sola, hago mejor el trabajo.</li> <li>- <b>J-I5:</b> De forma individual, como te decía estoy más acostumbrado a trabajar así, solo.</li> <li>- <b>A-I6:</b> Yo me siento más cómoda cuando lo hago sola, me siento mucho más tranquila.</li> <li>- <b>A-I7:</b> Entonces trato de hablar pequeñas cosas, aunque sea... unas dos palabras o tres.</li> <li>- Sí, más que todo me gusta sentarme atrás, no me gusta participar mucho, prefiero estar como desapercibido.</li> <li>- <b>E-I8:</b> mmm... grupal.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>M-RT2:</b> Me siento cómoda cuando hacemos participación en grupos...</li> <li>- Cuando preparo el tema me gusta exponer...</li> <li>- Prefiero ser voluntaria.</li> <li>- Siempre hay los nervios, pero intento vencer eso para tratar de comunicarme.</li> <li>- <b>S-RT3:</b> Yo, por ejemplo, voy a compartir lo que ellos no saben.</li> <li>- Si alguien no responde espero a que alguien responda. Entonces si alguien no responde yo también levanto la mano para que yo responda.</li> <li>- ...con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> <li>- Mejor es hablar ante el público</li> <li>- <b>J-RT4:</b> ...a mí me gusta mucho participar con la pizarra.</li> <li>- Es muy bonito tener grupos de 4 o de 5 porque así todos aportamos a que cada quien aprenda...</li> <li>- me gusta escuchar a otros compañeros, qué ideas tienen, qué experiencia.</li> <li>- <b>C-RT5:</b> En el speaking y en trabajo en grupos.</li> <li>- ...levanto la mano cuando nadie quiere levantar.</li> <li>- Y participando voluntariamente acallo mis dudas</li> <li>- <b>J-RT6:</b> ...ves sus errores también, escuchas sus errores y ella también te escucha.</li> <li>- Prefiero participar en actividades de a dos.</li> <li>- <b>N-RT7:</b> ...me da un poco de miedo, entonces prefiero participar lo normal, no alzar todo el rato la mano.</li> <li>- <b>L-RT8:</b> Creo que, más hablando en grupos, en pequeños grupos. Creo que es donde me siento más cómoda.</li> <li>- Creo que a veces en frente, porque conozco a mis compañeros y sé que están como yo y me da más confianza, muy aparte de la teacher.</li> <li>- <b>A-RT9:</b> En lo personal, a mí me gusta mucho cuando mis compañeros participan, porque cuando no lo hacen la clase se vuelve aburrida.</li> <li>- Me gusta participar de cualquier forma, o sea no me hago problema hablando en público...</li> </ul>
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APPENDIX D.6

Comparative table of students' utterances about <i>emotional reactions</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> Un poco, me siento como que bajoneada,</li> <li>- ...me siento un poco nerviosa y me da miedo hablar porque tengo miedo a equivocarme....</li> <li>- soy un poco tímida y me pongo nerviosa, son muy nerviosa.</li> <li>- <b>A-I2:</b> me pongo nerviosa, estoy insegura y también tengo miedo de que la licenciada me esté gritando todo el rato.</li> <li>- yo soy muy nerviosa en la clase por la licenciada.</li> <li>- <b>I-I3:</b> pero hay momentos que me pongo nervioso...</li> <li>- yo al salir al frente me pongo nervioso, me sonrojo, tomate me vuelvo.</li> <li>- ...cuando no lo estudio digamos lo que voy a decir, me pongo un poco nervioso.</li> <li>- <b>J-I4:</b> Principalmente en el speaking creo que siento más temor. A veces siento temor a equivocarme o al formular mal una oración</li> <li>- <b>J-I5:</b> Tranquilo, a veces tengo dificultades, más con el vocabulario...</li> <li>- <b>A-I6:</b> Ahh... en momentos, bueno mayores momentos me siento nerviosa</li> <li>- <b>A-I7:</b> Tímido, callado, en silencio, callado. Pero también me siento relajado.</li> <li>- Más que todo me siento solo, eh... callado, me siento a veces con un poco de vergüenza</li> <li>- <b>E-I8:</b> Eh... me sentiría nerviosa de que todos me estén mirando, tal vez me equivoco</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> Bueno, me siento cómodo, dado que estamos en un espacio donde todos estamos aprendiendo...</li> <li>- considero que es importantes estar al frente, moverse, todo ese tipo de cosas.</li> <li>- <b>M-RT2:</b></li> <li>- <b>S-RT3:</b> ...al principio, al aprender inglés me sentía tímido, tenía miedo.</li> <li>- ...con el tiempo ya perdí todo, porque incluso ya puedo hablar como si yo estuviera solo sin que importen los demás.</li> <li>- <b>J-RT4:</b> Me siento muy bien. Obviamente que al principio me costaba los primeros niveles...</li> <li>- <b>C-RT5:</b> Me siento bien, me siento inteligente se puede decir cuando hablo en inglés fluido...</li> <li>- <b>J-RT6:</b> cuando hablo al frente es como que, si estoy en blanco, se me va todo y es como que _Ay tengo miedo_</li> <li>- ...pero cuando salgo de clases y estoy con mis amigos como que hablo ahí fluido.</li> <li>- <b>N-RT7:</b> ...tengo mucho miedo de ordenar mis ideas o hablar en público, siempre he tenido miedo.</li> <li>- ...siempre con el temor de equivocarme, de estarlo haciendo mal.</li> <li>- <b>L-RT8:</b> Nerviosa, un poco insegura digamos, porque a veces pienso que lo digo mal, pero puede estar bien...</li> <li>- Sí. Nervios, bastante.</li> <li>- Nerviosa, un poco insegura digamos.</li> <li>- <b>A-RT9:</b> Cuando yo hablo en inglés me siento súper tranquila, súper relajada.</li> <li>- ...me siento frustrada cuando no se una palabra o algo así.</li> </ul>

APPENDIX D.7

Descriptive table of students' <i>participation in individual activities</i> (active or passive)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She does not raise her hand to participate voluntarily.</li> <li>- She usually waits her turn to speak in oral activities.</li> <li>- She gets distracted easily with her cellphone.</li> <li>- She does not ask to the teacher to clarify anything.</li> <li>- <b>A-I2:</b> When it is her turn to participate, she makes it confidently.</li> <li>- When she speaks in English, she makes it carefully not to make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He participates and answers voluntarily when the teacher asks something to the whole class.</li> <li>- He sometimes raises his hand when he wants to participate. But regularly he speaks spontaneously expressing his point of view.</li> <li>- He follows the teacher's explanation and expresses his opinions to the teacher by speaking extensively.</li> <li>- He also expresses his thoughts with examples to</li> </ul>

<ul style="list-style-type: none"> <li>- She pays close attention to the explanation of the teacher.</li> <li>- She focuses on her material and follows the activities.</li> <li>- <b>I-13:</b> He does not raise his hand to participate.</li> <li>- He shifts his thought from English to Spanish and he feels sorry when the teacher asks him not to do that.</li> <li>- He pays close attention to his material.</li> <li>- He uses his cellphone frequently to look up meaning of words.</li> <li>- He does not ask to the teacher for any doubts.</li> <li>- <b>J-14:</b> She does not raise her hand to participate.</li> <li>- She only waits for her turn.</li> <li>- She hardly ever speaks in class.</li> <li>- She does not socialize with her classmates. She focuses only in the language activities in class.</li> <li>- She gets distracted easily with her cellphone.</li> <li>- She does not clarify her doubts.</li> <li>- <b>J-15:</b> He does not participate voluntarily, only when it is his turn.</li> <li>- He sometimes answers to the teacher, but he does not raise his hand.</li> <li>- He is a serious boy and he only speaks with his girl classmates rather than his boy classmates.</li> <li>- He pays close attention to his material and the teacher's explanation.</li> <li>- It appears he does not have any doubts.</li> <li>- <b>A-16:</b> She does not participate voluntarily.</li> <li>- She strives when she has to answer to the teacher.</li> <li>- She is a quiet student; she does not speak to much.</li> <li>- She hesitates a lot when she answers.</li> <li>- She makes pauses when speaking.</li> <li>- She does not ask to the teacher if she doubts something.</li> <li>- She pays close attention to the class and focuses in her material.</li> <li>- She does not interact voluntarily with her classmates.</li> <li>- <b>A-17:</b> He is quiet, but he is respectful.</li> <li>- It seems he is afraid of asking doubts to the teacher and his classmates.</li> <li>- He pays close attention in the explanation and the activities.</li> <li>- When some of his classmates ask him for doubts, he smiles and says that he did not understand either.</li> <li>- When some of his classmates ask him for doubts, he smiles and says that he did not understand either. (lack of concentration or difficulty understanding)</li> <li>- <b>E-18:</b> She does not give her opinion in the topic teacher talks about with the class.</li> <li>- She waits for her turn or she waits the teacher ask her.</li> <li>- She does not speak too much in class.</li> <li>- She does not get distracted in class.</li> <li>- She focuses on her material.</li> <li>- She uses dictionary in her cellphone when she does not</li> </ul>	<ul style="list-style-type: none"> <li>be clear.</li> <li>- <b>M-RT2:</b> She pays attention to the book activities and to the class in general as well.</li> <li>- When she does not understand something, she asks to the teacher.</li> <li>- She puts a lot of effort in oral activities.</li> <li>- <b>S-RT3:</b> He focuses on his material.</li> <li>- He pays close attention to the class.</li> <li>- He likes to add extra information to the topic they are talking about.</li> <li>- <b>J-RT4:</b> He does not need the teacher to clarify doubts.</li> <li>- He participates by giving short answers when it is about participating as a chore.</li> <li>- When he participates individually, he contributes with some ideas or opinions.</li> <li>- He is very active in oral activities.</li> <li>- <b>C-RT5:</b> He concentrates a lot in the activities.</li> <li>- He pays close attention to the class.</li> <li>- <b>J-RT6:</b> He uses to ask to the teacher any doubt he has regarding the language.</li> <li>- He loves participating, he even raises both hands. (enthusiastic)</li> <li>- He concentrates a lot when he develops any activity in class.</li> <li>- When the teacher asks him something, he looks comfortable to answer. He even adds his own anecdotes or experiences about the topic.</li> <li>- He really asks relevant things.</li> <li>- He does not use an e-dictionary in class.</li> <li>- <b>N-RT7:</b> She does not grab participation.</li> <li>- The teacher interacts with her frequently.</li> <li>- She pays close attention to the activities.</li> <li>- She does not ask to the teacher to clarify any doubt, maybe she does not have it because she generally answers correctly.</li> <li>- <b>L-RT8:</b> She participates constantly during the class.</li> <li>- She does not ask to the teacher to clarify any doubt.</li> <li>- She does not help to their classmates voluntarily. But if one of his classmates asks her for help, she accepts it pleasantly.</li> <li>- She concentrates a lot in oral activities and pays close attention when the teacher explains something.</li> <li>- <b>A-RT9:</b> She raises her hand to clarify her doubts.</li> <li>- If she does not understand an instruction activity, she asks to the teacher again.</li> <li>- She concentrates in all the activities and focuses in the material.</li> <li>- She sometimes uses an e-dictionary or her cellphone for academic and personal purposes.</li> </ul>
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<p>understand a word.</p> <ul style="list-style-type: none"> <li>- She smiles when her classmates start kidding in oral activities.</li> </ul>	<ul style="list-style-type: none"> <li>- She likes to express her point of view in any topic the teacher starts.</li> <li>- She shares her own experience also.</li> </ul>
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**APPENDIX D.8**

Descriptive table of <i>students' participation in group activities</i> (active or passive)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> <li>- If she has to speak in the group, she says short sentences or phrases.</li> <li>- <b>A-I2:</b> She joins to a group easily. She is not the leader, but she contributes with her opinions.</li> <li>- She socializes with her closest classmates. (in Spanish)</li> <li>- <b>I-I3:</b> He answers when the participation is in choir.</li> <li>- He does not join to a group easily. He generally talks with his side classmates, and if there is no one there he keeps quiet.</li> <li>- When he talks with his classmate, he focuses on his doubts rather than the activity.</li> <li>- <b>J-I4:</b> When the teacher asks to the whole class to form groups, she does not aware of making it. He waits for someone to ask her.</li> <li>- She takes the role of a listener and does not share her point of view.</li> <li>- <b>J-I5:</b> He joins to a group easily when the teacher demands it.</li> <li>- He expresses his thoughts very well and he looks comfortable.</li> <li>- He does not take the role of a leader.</li> <li>- <b>A-I6:</b> She does not speak too much in group.</li> <li>- She is only a listener in the group.</li> <li>- She only listens carefully to her classmates in the group.</li> <li>- <b>A-I7:</b> He does not interact with his classmates.</li> <li>- He does not join to a group to interact, but if the teacher forces him, he tries. But it is difficult for him to do it.</li> <li>- <b>E-I8:</b> She takes the role of a listener.</li> <li>- She only agrees with her classmates' opinions by moving her head.</li> <li>- She agrees everything in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> In group activities he does not take the role of a leader, but he contributes with ideas and opinions about the activity.</li> <li>- It seems He likes to participate with students who are active as he is when he speaks.</li> <li>- He socializes little with the rest of the group.</li> <li>- <b>M-RT2:</b> She joins to a group activity easily when the teacher asks for it.</li> <li>- She does not act as a leader in a group, but she likes to contribute with ideas and give her opinion regarding the topic.</li> <li>- <b>S-RT3:</b> He joins to a group without any difficult and also speaks in it.</li> <li>- He does not take the role of a leader in the group, but gives his opinion and participate.</li> <li>- <b>J-RT4:</b> In group, he takes the role of a leader, he starts the conversation pleasantly.</li> <li>- He listens to his classmates carefully when they speak.</li> <li>- He is very active in oral activities.</li> <li>- <b>C-RT5:</b> He is a student who collaborates pleasantly to his classmates, he corrects and explains them.</li> <li>- He joins easily to a group.</li> <li>- He is not the head of it, but he shares ideas and his point of view.</li> <li>- He enjoys practicing in oral activities with his classmates.</li> <li>- <b>J-RT6:</b> He feels comfortable sharing opinions with his common group (Anet, Jose, Nicol)</li> <li>- He does not mind working with any of his classmates.</li> <li>- He enjoys working in groups, he expresses his point of view.</li> <li>- He interacts with all the members of the group. (leader role)</li> <li>- He breaks the ice to start the conversation.</li> <li>- He also asks and clarify some doubts in the group.</li> <li>- <b>N-RT7:</b> She socializes little with her classmates, but if it is about English activities, she develops herself very well.</li> <li>- She joins easily to a group.</li> <li>- She is not the one who starts the conversation, but she listens carefully to their classmates and also expresses her thoughts.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>L-RT8:</b> She is not the one who starts the conversation.</li> <li>- She is only a listener who contributes with her ideas and agrees with the rest of the group.</li> <li>- <b>A-RT9:</b> She socializes and talks with her classmates about any issue (in Spanish)</li> <li>- She likes to speak the language in group activities.</li> <li>- She pays close attention to her classmates when they participate.</li> <li>- She helps to any of her classmates when they do not understand something or when they are making mistakes. (voluntarily)</li> <li>- She joins easily to a group.</li> <li>- She takes the role of a leader in the group.</li> <li>- She expresses her thoughts in the group.</li> <li>- She is polite and gives the chance to her classmates to participate. (she encourages them)</li> </ul>
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#### APPENDIX D.9

Descriptive table of students' English <i>language proficiency</i>	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She has difficulty to express in English.</li> <li>- <b>A-I2:</b> She does not pronounce correctly when she speaks the language, and she hesitates a lot.</li> <li>- She speaks only phrases.</li> <li>- She shifts her thoughts from English to Spanish.</li> <li>- It is difficult for her to create or keep long sentences in her ideas.</li> <li>- It is difficult for her to speak the language, but she does not strive to improve.</li> <li>-</li> <li>- <b>I-I3:</b> It is difficult for him to express in English.</li> <li>- He shifts his thought from English to Spanish and he feels sorry when the teacher asks him not to do that.</li> <li>- <b>J-I4:</b> It seems as if she were forced to participate in class and when she speaks, she says phrases or short sentences.</li> <li>- It is difficult for her to express in English. BAD</li> <li>- <b>J-I5:</b> It appears he does not have any doubts.</li> <li>- He speaks clearly.</li> <li>- He sounds clear when he speaks.</li> <li>- He expresses his thoughts very well and he looks comfortable.</li> <li>- <b>A-I6:</b> She does not speak English very well.</li> <li>- She hesitates a lot when she has to answer.</li> <li>- <b>A-I7:</b> When some of his classmates ask him for doubts, he smiles and says that he did not understand either. (lack of concentration or difficulty understanding)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He speaks spontaneously the language and forms grammatical structures well.</li> <li>- <b>M-RT2:</b> She speaks the language well.</li> <li>- She tries to be careful with the grammatical structures.</li> <li>- <b>S-RT3:</b> He has a good level of English.</li> <li>- <b>J-RT4:</b> He speaks the language very well.</li> <li>- <b>C-RT5:</b> He expresses himself regularly in English, but he puts a lot of effort in it.</li> <li>- <b>J-RT6:</b> He expresses with the language very well.</li> <li>- <b>N-RT7:</b> She speaks the language very well.</li> <li>- <b>L-RT8:</b> She speaks English regularly.</li> <li>- The teacher corrects her in pronunciation.</li> <li>- She speaks carefully not to commit mistakes.</li> <li>- <b>A-RT9:</b> She speaks English very well.</li> <li>- She sounds clear when she speaks the language.</li> <li>- The teacher generally does not correct her when she speaks in English.</li> </ul>

<ul style="list-style-type: none"> <li>- He does not speak too much.</li> <li>- <b>E-I8:</b> She does not speak too much.</li> <li>- She looks nervous when the teacher corrects her in pronunciation. (turns a red face)</li> </ul>	
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**APPENDIX D.10**

<b>Descriptive table of features of <i>students' personality</i> (body language)</b>	
<b>Inhibited students</b>	<b>Risk-taking students</b>
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She feels embarrassed when she cannot answer to the teacher.</li> <li>- She touches her hair many times when she delays in answering.</li> <li>- If the teacher corrects her, she moves her head like affirming.</li> <li>- She does not keep eye contact when she answers to the teacher. She only looks at her book.</li> <li>- <b>A-I2:</b> She hardly ever raises her hand to participate in oral activities.</li> <li>- She sits down in the middle of the class.</li> <li>- She chews a chewing-gum during the class.</li> <li>- She makes facial expressions as doubting something.</li> <li>- She does not keep eye contact when she speaks to the teacher.</li> <li>- <b>I-I3:</b> When the teacher chooses a student to participate, he lowers his head as hiding not to be chosen.</li> <li>- He sits down in the back part of the class.</li> <li>- He feels sorry when he is corrected by the teacher.</li> <li>- He smiles when he makes a mistake, as if he were nervous.</li> <li>- He makes facial expressions as doubting, but he does not ask anything to the teacher.</li> <li>- He does not keep eye contact when he has to answer to the teacher.</li> <li>- He lowers her head when he answers and he is not assured of what he answered.</li> <li>- His face blushes when it is his turn to participate and he does not have the answer yet.</li> <li>- <b>J-I4:</b> When she enters to the class, she does it silently and without greeting to the class.</li> <li>- She locates a seat in the back part of the class.</li> <li>- She keeps eye contact when she speaks to the teacher or her classmates.</li> <li>- <b>J-I5:</b> He keeps eye contact when he speaks to the teacher.</li> <li>- He expresses his thoughts very well and he looks comfortable.</li> <li>- <b>A-I6:</b> She looks nervous when she answers to the teacher or when the teacher corrects her.</li> <li>- As she is nervous, she does not keep eye contact when speaking. She only looks at her book.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He keeps eye contact when talking to the teacher and their classmates.</li> <li>- He sometimes raises his hand when he wants to participate. But regularly he speaks spontaneously expressing his point of view.</li> <li>- He does not appear nervous.</li> <li>- He always locates a seat near to the teacher when he enters to the class.</li> <li>- He pays attention to the teacher's explanation.</li> <li>- He is a serious guy.</li> <li>- <b>M-RT2:</b> She raises her hand voluntarily when she wants to participate</li> <li>- She smiles when the teacher corrects her mistakes (she feels sorry)</li> <li>- She does not look anxious or nervous.</li> <li>- She speaks by moving her hands.</li> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- She locates a seat near the front part of the class.</li> <li>- <b>S-RT3:</b> He raises his hand voluntarily for participating.</li> <li>- He seats in front of the class all the time.</li> <li>- He inclines his head close to the book when he reads something. (fatigue or boredom maybe)</li> <li>- <b>J-RT4:</b> He raises his hands many times during the class to participate.</li> <li>- He seats in front of the class.</li> <li>- He keeps eye contact when he speaks to the teacher or his classmates.</li> <li>- He does not look nether nervous nor anxious.</li> <li>- <b>C-RT5:</b> He raises his hand many times to participate.</li> <li>- He smiles when the teacher corrects him and he apologizes for it. (he feels sorry)</li> <li>- He does not look neither nervous nor anxious.</li> <li>- He keeps eye contact when he speaks to the teacher or his classmates.</li> <li>- He moves his hands when he wants to explain something.</li> <li>- <b>J-RT6:</b> He usually raises his hand to participate.</li> <li>- He loves participating, he even raises both hands.</li> <li>- He takes a seat where the students who interact a</li> </ul>

<ul style="list-style-type: none"> <li>- She blushes when she is nervous.</li> <li>- She makes facial expressions because of nervousness when the teacher asks her.</li> <li>- She smiles when the teacher gives examples with funny experiences.</li> <li>- She makes facial expressions when she does not understand something, but she does not ask to the teacher.</li> <li>- She pays close attention to the class and focuses in her material.</li> <li>- <b>A-I7:</b> It seems he is afraid of asking doubts to the teacher and his classmates.</li> <li>- He sits down in the back part of the classroom.</li> <li>- <b>E-I8:</b> She keeps eye contact when she speaks to the teacher.</li> <li>- She only moves her head up and down when the teacher corrects her.</li> <li>- She looks nervous when the teacher corrects her in pronunciation. (turns a red face)</li> <li>- When she cannot answer a question or when she has not finished an exercise, she looks nervous and touches her hair too much, the she keeps silent.</li> <li>- She sits down in the middle of the class.</li> </ul>	<ul style="list-style-type: none"> <li>lot are.</li> <li>- He speaks by moving his hands when he explains something.</li> <li>- He keeps eye contact when he answers to the teacher.</li> <li>- <b>N-RT7:</b> She does not raise her hand all the time, but she does it regularly.</li> <li>- She raises her hand in reading or speaking activities.</li> <li>- She keeps eye contact when she speaks to the teacher or her classmates.</li> <li>- <b>L-RT8:</b> She raises her hand to participate.</li> <li>- She makes facial expressions as she would doubt something.</li> <li>- She does not look nervous when she participates, even when the teacher corrects her.</li> <li>- She takes a seat in front of the class, near to the teacher.</li> <li>- <b>A-RT9:</b> She usually raises her hand to participate.</li> <li>- She keeps eye contact when she speaks to the teacher.</li> <li>- She speaks by moving her hands when she wants to express her point of view.</li> </ul>
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#### APPENDIX D.11

Descriptive table of features of students' type of personality (introvert or extrovert)	
Inhibited students	Risk-taking students
<ul style="list-style-type: none"> <li>- <b>AG-I1:</b> She only shares ideas with her side classmate.</li> <li>- She joins to a group only if someone asks her to do it.</li> <li>- In group activities, she only takes the role of a listener and agrees all the time with her classmates' point of view.</li> <li>- <b>A-I2:</b> When the teacher corrects her, she does not want to participate anymore.</li> <li>- She hardly ever raises her hand to participate in oral activities.</li> <li>- She makes facial expressions as doubting something, but she does not even clarify her doubt.</li> <li>- <b>I-I3:</b> He lowers her head when he answers and he is not assured of what he answered.</li> <li>- He usually talks with students who are quiet as he is in class.</li> <li>- He does not ask to the teacher for any doubts.</li> <li>- <b>J-I4:</b> She asks to her side classmate when she does not understand something.</li> <li>- When the teacher asks to the whole class to form groups, she does not aware of making it. He</li> </ul>	<ul style="list-style-type: none"> <li>- <b>E-RT1:</b> He is very participatory and sociable with the teacher, but he remains a little bit serious with their classmates. In fact, he tries to speak with those students who have a good level of English.</li> <li>- He concentrates a lot in individual activities and keeps his space avoiding distractions.</li> <li>- <b>M-RT2:</b> She collaborates with her classmates when they ask for help.</li> <li>- She speaks by moving her hands.</li> <li>- She starts easily any conversation with her classmates, ones regarding English activities and others in Spanish, all to clarify her doubts.</li> <li>- <b>S-RT3:</b> He does not need the teacher to clarify anything.</li> <li>- He likes to add information regarding the topic the class is talking about.</li> <li>- Sometimes he looks impatient when some of his classmates give wrong answers in oral activities.</li> <li>- <b>J-RT4:</b> When he enters to the class he speaks and greets to the teacher and their classmates politely.</li> <li>- He is self-confident when he expresses his thoughts.</li> <li>- He is a polite person.</li> <li>- He is very collaborative with his classmates when</li> </ul>



<p>waits for someone to ask her.</p> <ul style="list-style-type: none"> <li>- She takes the role of a listener and does not share her point of view.</li> <li>- <b>J-15:</b> He is a serious boy and he only speaks with his girl classmates rather than his boy classmates.</li> <li>- He does not look at his classmates when they participate.</li> <li>- If the teacher does not insist him to work in groups he prefers to work individually.</li> <li>- <b>A-16:</b> She makes facial expressions when she does not understand something, but she does not ask to the teacher.</li> <li>- She does not ask to the teacher if she doubts something.</li> <li>- She does not speak too much in group.</li> <li>- <b>A-17:</b> He tries to answer when the interaction is in choir.</li> <li>- He usually does the activities individually.</li> <li>- When the teacher wants the students to participate, he lowers his head and looks at his book.</li> <li>- <b>E-18:</b> She greets to the teacher when she enters to the class.</li> <li>- She does not look at her classmates when they are participating.</li> <li>- She agrees everything in the activity, she express different thoughts.</li> </ul>	<p>they need some help. (voluntarily)</p> <ul style="list-style-type: none"> <li>- <b>C-RT5:</b> He starts easily any conversation in English with his classmates, during the activities; and in Spanish, to talk about any issue out of the context.</li> <li>- He looks very confident when he speaks in English.</li> <li>- He talks and interacts with a specific group of classmates, but he is polite with any of his classmates.</li> <li>- <b>J-RT6:</b> He speaks by moving his hands when he explains something.</li> <li>- He explains something by giving examples.</li> <li>- He keeps eye contact when he answers to the teacher.</li> <li>- He feels comfortable sharing opinions with his common group (Anet, Jose, Nicol)</li> <li>- He does not mind working with any of his classmates.</li> <li>- He does not look nervous when he interacts in class.</li> <li>- <b>N-RT7:</b> She does not raise her hand all the time, but she does it regularly.</li> <li>- She is a serious girl, but she has self-confidence.</li> <li>- She seems assured when she answers to the teacher.</li> <li>- She socializes little with her classmate, but if it is about English activities, she develops herself very well.</li> <li>- She does not look nervous in the interaction.</li> <li>- <b>L-RT8:</b> She participates constantly during the class.</li> <li>- Sometimes she speaks spontaneously when she wants to expresses her opinion.</li> <li>- She is a polite girl.</li> <li>- She does not ask to the teacher to clarify any doubt, even if she makes facial expressions to mean she did not understand something.</li> <li>- She does not help to their classmates voluntarily. But if one of his classmates asks her for help, she accepts it pleasantly.</li> <li>- It seems she answers only if she is assured of her contribution.</li> <li>- <b>A-RT9:</b> She socializes and talks with her classmates about any issue (in Spanish)</li> <li>- She likes to speak the language in group activities.</li> <li>- She pays close attention to her classmates when they participate.</li> <li>- She helps to any of her classmates when they do not understand something or when they are making mistakes. (voluntarily)</li> </ul>
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## **APPENDIX “E”**

### **Sample of the pilot survey and results**

## APPENDIX E.1

### Questionnaire

Objective: to support the observed data by obtaining an overview of behavior of students in the oral production. This behavior, displayed when learning English, is based on affective factors: risk-taking and inhibition, both imply self-esteem, competition, anxiety, and personality.

#### CUESTIONARIO

Nivel: \_\_\_\_\_ Edad: \_\_\_\_\_

1. ¿Hace cuánto tiempo estas aprendiendo Inglés?

a) Hace 1 año    b) hace 2 años    c) Hace 3 años    d) Hace 4 años    e) otros \_\_\_\_\_

2. ¿Crees que aprender el idioma Inglés es fácil?

a) Si, porque.....    b) No, porque.....

3. ¿Te gusta participar en actividades orales?

a) Sí, porque \_\_\_\_\_    b) No, porque \_\_\_\_\_

4. ¿Cómo te sientes cuando participas en las actividades orales en el curso?

a) Nervioso/a    b) relajado/a    c) incómodo/a    d) inseguro/a    e) otros estados \_\_\_\_\_

¿Por qué? \_\_\_\_\_

5. ¿Cuál es la razón principal por la que participas en clase?

a) Porque quiero mostrar mis habilidades

b) Porque tengo que hacerlo, pero no es mi voluntad

c) Siento que aprendo más participando

d) Lo hago por nota

e) otros \_\_\_\_\_

6. Cuando te toca participar o responder la pregunta del docente, ¿Cómo te sientes si te equivocas en la respuesta y el docente te corrige?

a) No me afecta, de esa manera aprendo de mis errores

b) Me siento un tonto/a ante los demás y sin deseos de volver a participar

c) Me molesta, no me gusta que me llamen la atención en público

d) No le tomo importancia, todos nos podemos equivocar

e) otros \_\_\_\_\_

7. ¿Qué piensas de los estudiantes que participan con demasiada frecuencia en la clase?

\_\_\_\_\_

8. Cuando es momento de participar en actividades orales:

a) Eres muy competitivo/a      b) Solo haces lo que te toca hacer y ya

c) Te gusta sobresalir ante el resto de la clase      d) Prefieres escuchar la participación de los demás

e) otras actitudes \_\_\_\_\_

9. ¿Cómo te describes a como persona?

a) Una persona con defectos e inseguro/a de expresar sus propias ideas

b) Una persona única y especial que expresa sus propias opiniones y toma decisiones asumiendo responsabilidades

c) Una persona que le gusta colaborar a los demás sin criticar

d) Una persona reservada que prefiere ignorar las cosas buenas que les sucede a los demás

e) Otra descripción \_\_\_\_\_

10. Cuando tienes que exponer frente a la clase, te sientes:

a) Incomodo/a      b) calmado/a y relajado/a      c) nervioso/a      d) tímido/a

¿Por qué? \_\_\_\_\_

11. Cuando tienes que participar en actividades grupales, ¿cuál es el rol que te gusta asumir?

a) El líder y organizador del grupo.      c) la persona que solo contribuye con ideas al grupo.

b) La persona que habla en representación de los demás.      d) prefiero no asumir ningún rol

e) Otro rol \_\_\_\_\_

12. Si tienes una duda en clase, ¿Cómo la resuelves?

a) Le pido al docente que aclare mi duda

b) Le pido a alguno de mis compañeros que me ayude

c) Prefiero aclarar la duda fuera de clases y por mi propia cuenta

d) Otra forma de resolver tus dudas \_\_\_\_\_

13. ¿Te molesta que tus compañeros se rían de ti si cometes errores en actividades orales?

a) Si, porque \_\_\_\_\_      b) No, porque \_\_\_\_\_

14. Cuando la docente hace una pregunta a toda la clase. ¿Cuál es tu reacción?

- a) Levantas la mano para responder      b) Respondes directamente sin levantar la mano  
 c) Esperas a que alguien más responda      d) Otra reacción: \_\_\_\_\_

## APPENDIX E.2

Q1.	
Student/s	Answers
1	1 year ago.
20	2 years ago.
7	3 years ago.
5	4 years ago.
4	More than 4 years.

Q2. Difficulty to learn English language		
Student/s	Answers	Possible reasons
10	It is difficult to learn the language	<ul style="list-style-type: none"> <li>- Grammar is difficult</li> <li>- Pronunciation is difficult</li> <li>- Writing and speaking is difficult</li> <li>- Learning vocabulary is difficult</li> <li>- Lack of practice and time to study the language</li> <li>- Memorizing is difficult</li> </ul>
27	It is easy to learn the language	<ul style="list-style-type: none"> <li>- English is similar to Spanish</li> <li>- Grammar is easy</li> <li>- There is a lot of information on internet and in our social environment</li> <li>- Flexible language</li> <li>- English is similar to Spanish</li> </ul>
1	-----	

Q3. Participation in oral activities		
Student/s	Answers	Possible reasons
23	Students like to participate in oral activities	<ul style="list-style-type: none"> <li>- It helps to improve communication and grammar</li> <li>- It helps to practice the language</li> <li>- They love sharing knowledge and experiences</li> <li>- It helps to practice speaking</li> <li>- It helps to correct mistakes</li> <li>- It helps to feel confident</li> <li>- It helps to express thoughts</li> <li>- It helps to improve vocabulary</li> <li>- It helps to improve pronunciation</li> </ul>

15	Students don't like to participate in oral activities	<ul style="list-style-type: none"> <li>- They feel nervous</li> <li>- They feel they need to improve speaking</li> <li>- They are shy</li> <li>- Lack of vocabulary</li> <li>- They feel afraid of making mistakes</li> <li>- They think professor gets angry</li> <li>- It is difficult to pronounce</li> <li>- I am not accustomed to</li> </ul>
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Q4. Feelings experienced when participating in oral activities	
Student/s	Answers
15	Nervous
6	Relaxed
1	Uncomfortable
16	Insecure
2	Other feeling

Q5. Reasons for participating in class	
Student/s	Answers
2	To show abilities
7	Because it is an obligation in class
23	To learn more
5	To get good scores
2	Other reasons

Q6. Reactions toward teacher's correction when they make a mistake	
Student/s	Answers
23	Any reaction/it doesn't affect
4	Demotivation
1	Discomfort
4	Take it for granted
6	Other reactions

Q7. Opinions about students who participate frequently in class.	
Student/s	Answers
10	They have previous knowledge
3	They learn fast
14	They are very motivated
5	We can learn from them

2	They want to get good scores
2	No comments
1	That is good for them
1	We don't participate because we are shy

Q8. Attitude that students show when they have to participate in oral activities	
Student/s	Answers
9	Competitive/ active
15	The student waits for his turn and that's all/ passive
0	Stand out from others
10	Pay attention to other students 'participation/ passive
5	Another attitude

Q 9. Evaluation of student's personality	
Student/s	Answers
17	Insecure
4	Confident and secure
14	Collaborative
3	Quiet
2	-----

Q10. Attitude when speaking in front of the class	
Student/s	Answers
4	Discomfort
5	Calm
24	Nervous
7	Shy

Q11. Interaction in group activities	
Student/s	Answers
4	Role of a leader and organizer
2	Role of a spoken person
24	A student who supports with ideas
5	No role
1	Another role
2	-----

2	
Student/s	Answers
9	Ask the teacher for help

16	Ask classmates for help
12	Clarify doubts out of class
2	Another attitude
0	-----

Q13. Reactions toward student's attitude when one makes a mistake	
Student/s	Answers
15	Feeling discomfort
21	It doesn't disturb
2	-----

Q14. Interaction with the teacher in oral activities during the class	
Student/s	Answers
11	Students raise their hands to participate
2	Students answer directly, without raising hands
17	Students wait for someone to answer
8	-----