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**“MOTIVATIONAL TEACHING STRATEGIES TO DEVELOP THE SPEAKING SKILL  
IN ENGLISH AS A FOREIGN LANGUAGE LEARNERS OF TENTH GRADE AT  
MIGUEL EGAS CABEZAS HIGH SCHOOL, IN PEGUCHE-OTAVALO, DURING THE  
ACADEMIC YEAR 2020-2021”.**

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Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés**

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As a direct witness and co-responsible for the development of this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

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**The General Objective of this Thesis was:**

Apply motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Peguche-Otavaló, during the academic year 2020-2021.

**Among the Specific Objectives were:**

To analyze speaking English level skill in EFL learners of tenth grade at Miguel Egas Cabezas high school through the use of a questionnaire; implementing motivational teaching strategies to promote the speaking skill by the application of a pedagogical guide with playful activities in EFL learners, and identify main learners' difficulties at the time they speak English to help them improve their oral communication with specific speaking strategies to motivate students' oral participation in the classroom.

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## **DEDICATION**

It is indispensable to highlight that family is the most important motor and support to reach every goal in life. Thus, this present investigation work is primarily dedicated to my children who were close to me at any time, inspiring me to keep working. They are the only ones who denser my sympathy and love. Moreover, I would like to dedicate my work to my parents and siblings, who encouraged me to never give up, despite the tough times.

Sulay Zulema Martínez Maigua

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## ABSTRACT

English Speaking is one of the productive skills that show the learners' performance in real life. Therefore, the current study about "motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Peguche-Otavalo, evidenced a deficiency and necessity in developing the speaking English language in the speaking skill. Hence, this study is focused on motivational speaking strategies to encourage English learners to develop their oral production in the classroom. Therefore, this investigation has proposed using specific strategies to develop students' oral communication such as information gap-activities, storytelling, role-play, picture description, interviews, and debates. On the other hand, this investigation applied a mixed sequential method starting with a quantitative approach and afterward with a qualitative design. Thus, at the first stage, using an English diagnostic test focused on speaking skills showed the student's need to develop this important skill. Meanwhile, using a teachers' survey with open-ended questions evidenced the lack of motivation and specific speaking strategies to develop and engage students to expand the English oral production. Based on data collection found in findings, a speaking skill strategies booklet was proposed by this study. This proposal help students and English teachers develop the oral production appropriately in the classroom, motivating and giving students the confidence to practice the speaking skill.

**Keywords: Motivational strategies, speaking skill, oral production, booklet, and diagnostic test.**

## RESUMEN

Hablar inglés es una de las habilidades productivas que muestran el desempeño de los alumnos en la vida real. Por ello, el presente estudio fue elaborado sobre “estrategias didácticas motivacionales para el desarrollo de la habilidad de hablar en inglés como lengua extranjera en el estudiante de décimo grado en el instituto Miguel Egas Cabezas, en Peguche-Otavalo. Por lo tanto, este estudio evidencia una deficiencia y necesidad en el desarrollo de la habilidad de hablar inglés. Entonces, este estudio se centra en estrategias de expresión oral motivacionales para alentar a los estudiantes de inglés a desarrollar su producción oral en el aula. De la misma manera, esta investigación ha propuesto el uso de estrategias específicas para desarrollar la comunicación oral del estudiante, tales como actividades para completar, narración de historias, juego de rol, descripción de imágenes, entrevistas y debates. Por otro lado, esta investigación se realizó aplicando un método secuencial mixto comenzando con un enfoque cuantitativo y luego con un diseño cualitativo. Así, en la primera etapa, el uso de una prueba de diagnóstico de inglés centrada en la habilidad del habla mostró la necesidad del estudiante de desarrollar esta importante habilidad, porque su interacción oral era mínima. Mientras tanto, el uso de una encuesta a los maestros con preguntas abiertas evidenció la falta de motivación y estrategias para desarrollar e involucrar a los estudiantes para expandir la producción oral en inglés. Con base en la recolección de datos encontrados en los hallazgos, este estudio propuso un cuadernillo de estrategias de la habilidad de hablar en inglés para que esta propuesta ayude a los estudiantes y profesores de inglés a desarrollar la producción oral de manera adecuada en el aula, motivando y dando a los estudiantes la confianza para practicar la habilidad del habla.

**Palabras claves:** Estrategias motivacionales, habilidad oral, producción oral, cuadernillo y prueba diagnóstica.

# CHAPTER I

## THE PROBLEM

### Introduction

For many centuries, learning a foreign language has been one of the most observable learning problems faced by the educative community worldwide. However, linguists are constantly looking for new techniques, methodological approaches, and competency programs to provide alternatives in the acquisition of the English language. Therefore, this research focuses on developing speaking skills to keep learners motivated during this learning process. In Miguel Egas Cabezas high school, the educational community is committed to students achieving the A2.1 level as required by the Ministry of Education. However, it is essential to know the factors affecting students' speaking acquisition at this expected level. Many factors might be considered, but as a simple example, teachers' strategies used in regular English classes to develop speaking skills affect learners' development in the classroom. Teachers perhaps are not applying updated approaches with technological or innovative strategies to grab students' attention.

According to Elashhab (2020) “Teachers’ responsibilities include motivating their students through the use of appropriate strategies that could include: applying the student-centered approach, relating the curriculum to the students’ personal lives, implementing classroom activities that stimulate student’s interest, and using authentic materials and technological aides” (p.124). giving the students the appropriate chances to strive in the classroom in conjunction with their counterparts.

The student-centered approach to learning and teaching empowers students to create their own learning experience and providing them with skills to challenge knowledge and drive their own learning experience and comprehensive curriculum. They are focused on students acquiring their level, as required by the ministry of education, student-centered learning based on flexibility and individualization of the learning process. Teachers might use effective teaching methods tailored to individual needs from a diverse group of students.



It is well known that the main approach used these days in English as a Foreign language (EFL) classrooms are the Communicative Language Teaching Approach. Then, according to Heng (2014) “The goal of this communicative approach is to develop learners' communicative competence through a variety of classroom tasks and activities” (p.6). Hence, the purpose of this approach is the development of skills that allows teachers to accurately execute a set of knowledge through the use of classroom strategies to achieve or allow the use of the English language as a communication tool in order to carry out specific tasks within a specific context. Additionally, this approach contributes the experimental changes in the learning process of the language surpassing the traditional teaching where the educators were the center of attention, in situations where the students have been filled with grammar drills or rules, rather than communication, it is important to bear in mind that, communicative approach is a process where the students focus on the true role of the communication.

The purpose of this research work is to apply motivational teaching strategies to develop speaking skills in English as a foreign language learner of tenth grade at Miguel Egas Cabeza high school, in Peguche-Otavalo, during the academic year 2020-2021.

This research presents six different chapters to describe the following information as the researcher's examination to support this investigation.

Chapter one displays different topics, such as the problem description based on the primary learning process, focusing on general and specific motivational strategies to develop speaking skills in the EFL classroom. Chapter two is about the theoretical framework, which describes the theory that explains why the research problem under study exists. Moreover, Chapter three develops the methodology, tools, and techniques used in this project. Besides, results are analyzed and interpreted. Furthermore, Chapter four focuses on developing the proposal, which is creating the pedagogical guide about motivational strategies to enhance speaking. Chapter five contains a proposal segment to contribute with speaking strategies that motivate students to participate actively in the classroom. And Chapter six exhibits' conclusions and recommendations about the research future.

## 1.1 Problem Description

For English language learners, the development of the speaking skill is a tricky issue because communication is an immediate action; learners have only seconds to react in a conversation. Perhaps this little time that learners have to interact can become a hurdle for learners. Of course, more factors can be considered at a time student are developing their speaking skills. For this reason, that no wonder that learners feel demotivated or disappointed, turning down the English learning process, refusing and disregarding this important subject.

There is plenty of information and researches about this issue because the development of the speaking skill has grabbed the attention of many stakeholders in education. Likewise, (Khan, 2011) stated, “Some teachers say that the teaching of the aspects like words, meaning, structure, grammar, etc. are more important than the skills: listening, reading, writing and speaking. However, outcome-based education should always be in focus” (p.1249) confirming that the union of all language devices is important to develop a skill.

Miguel Egas Cabezas is a high school located in a rural area, at Miguel Egas Cabezas parish, located 3 km from Otavalo city. This rural institution has roughly 750 students, 98% indigenous. This fact sets up exceptional teaching and learning conditions since their mother tongue is Kichwa and Spanish is their second language. Therefore, English is learned as their third foreign language. Maybe, for these students struggling to learn a third language is a considerable challenge. Some problem language skills are associated with students’ learning difficulties in learning English as a foreign language. Students might master these skills that are essential in the language learning process.

According to the data collected from the secretary and vice-principal’s files, most students showed weak academic performance in English and other subjects such as Physics and Mathematics. However, ultimately, the complex subject has become the linguistic field of English. Consequently, most students cannot speak English appropriately, looking for other alternatives

like taking reinforcement classes or just feeling frustrated and demotivated when dealing with English.

One of the leading causes of low grades and weak academic performance is students' lack of interest and intrinsic demotivation. It could be related to the lack of updated teachers' curriculums and methods, strategies, and even class activities. Teachers do not use accurate teaching techniques. Therefore, they do not use the appropriate teaching material in the classroom. Another factor that affects the difficulty of learning English is that students have a poor vocabulary and poor comprehension, so they cannot understand easily, even in fundamental interactions. They do not have confidence and cannot interact during the lesson or in another context outside the classroom.

## **1.2 Research Question**

Concerning the speaking issue, this current project proposes the following question to find answers about: How do the motivational teaching strategies influence the development of the speaking skill of English in tenth graders students at Miguel Egas Cabezas high school?

## **1.3 Justification**

As shown in the problem description, focusing on learning problems will help to reduce the number of students on the supplementary test, extra activities, and reinforcement processes. Even with these opportunities, students do not pass the school year. As a result, teachers face this reality with a high rate of suspension and failing of the school year learners. It is necessary to develop research to determine the cognitive causes of low performance and weak academic development, mainly at the speaking skill, which is observable out of all the skills.

The lack of interest in the subject, the difficulty of learning the language affect the skill development for understanding and communication. Therefore, it would be essential to seek innovative strategies, methods, and techniques that help develop the speaking skills appropriately in learning a language.

## **1.4 Significance**

This research has social relevance since families from the community and the surrounding areas make a great effort to lead children to school. On the other hand, Peguche community in Otavalo is a tourist place with an intercultural environment with a great tourist potential whose main income is from the tourist interaction with foreigners. Thus, English is the Lingua Franca for the communication between tourists and indigenous people. Therefore, indigenous children need to be encouraged to learn this universal language to be active participants of the economy and social development in their families and the whole community. However, the lack of motivation to learn the language has been identified, and it is important to find the learners' cognitive and psychological difficulties to take action. Also, the institution needs to continue gaining prestige because not so long ago, the academic situation was worse than today. The English area has worked hard to recover the educational place of the institution in the region.

## **1.5 Objectives**

### **General Objective**

Apply motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Peguche-Otavalo, during the academic year 2020-2021.

### **Specific Objectives**

To analyze speaking English level skill in EFL learners of tenth grade at Miguel Egas Cabezas high school through the use of a questionnaire.

To implement motivational teaching strategies to promote the speaking skill by the application of a pedagogical guide with playful activities in EFL learners.

To identify main learners' difficulties at the time they speak English to help them improve their oral communication with specific speaking strategies to motivate students' oral participation in the classroom.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 English Language in EFL Classroom

Since the English language became the main bridge among countries worldwide, its role in education systems is a priority. Hence, the Ministry of Education emphasizes the learning of this foreign tongue in its curriculum. According to Ecuadorian English, Language Curriculum is based on cultural relevance to enhance the educational inclusion and multidisciplinary content to reinforce English learning for EFL students. Furthermore, Ecuadorian culture is composed of different ethnicities with features and language, such as Kichwa culture and mestizos' culture, whose mother tongue is not English. This current curriculum embraces general objects like justice, solidarity, and innovation encouraging learners to develop social and creative skills in English language learning.

Some Ecuadorian curriculum kernels can be summarized to understand the importance of the English Language in public schools. For instance, the main approach considered in EFL classes is the communicative Language approach which excels the active student's participation immersed in real-life situations in the classroom. A second main factor for learning English is regarding content and Language Interested Learning (CLIL). For further explanation, it embraces culture and cognitive aspects in English language learning acquisition. Moreover, the Ecuadorian curriculum is an essential factor in standardizing English language proficiency based on international standards. Likewise, the Ministry of Education intends to develop learners' thinking skills, motivating students to create social skills that are overriding for lifelong learning. Finally, learner-centered teaching is stressed to magnify students' strengths during their learning process.

## 2.2 Learning Approaches

### 2.2.1 Constructivism.

This approach is a well-known philosophy; it is also attributed to Jean Piaget, who proposed that learners construct their knowledge through accommodation and assimilation. Then students learn when they experiment or when they do what they are learning. Therefore, learners assimilate when students incorporate their experiences within their previous knowledge that is already internalized, it happens when new knowledge is aligned with old knowledge (Bhattacharjee, 2015). According to the theory, it talks about re-accommodating or reframing mental representations from external work. It is used with new experiences; it is also understood that accommodation is the way to learn even when students have mistaken.

For Vygotsky (1978) Constructivism focused on the importance of interaction with other learners, parents, or teachers who help students to construct their knowledge; he also stresses the use of tools that make easy the process of learning. This statement is also remarketed by Campbell (2004) who said that the best learning process happens in social interaction, the more students interact with others the better they acquire knowledge and social interaction implies the technological tools producing positive effects in learning. Therefore, students should be involved in social activities where learners construct their own knowledge, asking questions, making decisions, and solving problems. Additionally, the subject matter is not delivered by learners they have to acquire it by an inquired process where students should be involved in cognitive and metacognitive activities (King, 1990).

The teachers' role in constructivist classrooms goes beyond being just a teacher who delivers a lesson, providing information, or gives a lecture (Giesen, 2019). Hence teachers need to do their job guiding students to get cognitive strategies, such as asking questions, self-testing, reflecting, or articulating. Then teachers should organize their lesson in an inductive way, then learners are assisted by teachers to connect new knowledge to previous

information to make activities where students are the center of the learning process (Har, 2019).

### **2.2.2 Communicative Language Teaching Approach.**

The communicative approach also called communicative language teaching (CLT) focused on direct communication through student-student, student-teacher interaction using meaningful real situations since this approach gives priority to the needs of students where they are the protagonists of their own creation and the teacher becomes their guide and will be monitoring all the time to help students. The purpose of this approach is to reach students through games, role-plays, discussions, problem-solving tasks, interviews, with the sole purpose of engaging with these activities and having constant interaction and exposure to the target language according to their affinity so that the production of speaking is interesting, pleasant using the strategies of this approach so that students develop and become familiar with the language in a natural way.

Learning English through the Communicative Language approach become students more sociable in terms of learning English, enhancing students' self-esteem and making students accept themselves as they are with their strengths and weaknesses (Moskowitz, 1978). In other words, humanistic techniques proposed by the communicative approach boots learners' emotions and feelings reducing their affective filter to strive in English classes (Du, 2009). Furthermore, for La Forge (1983) the English language is considered as a social interaction based on linguistic sounds system rather than grammar, because, language is more than a simple sentence or a message that is transmitted to others what's more language is the meaningful way of conveying messages interacting in society.

Teachers' role in communicative language teaching drives as a counseling duty, it means that teachers can support students when they need help. Therefore, the teacher's attitude is calmly and nonjudgmentally, creating warm classroom environments for learners, then educators respond to students in cognition way, in other words,



experimenting and acquiring knowledge in real-life situations (Curran, 1972). To stress this point, teachers develop students' English learning in indifferent stages. So that, educators support students when they become their role models or facilitate learning like translating information at the early stage until students get more confidence to stand by themselves in their learning process. Hence, later, teachers gradually change their role, monitoring their oral participation in the classroom and providing help when needed.

Likewise, in communicative English classrooms, open-ended conversations motivate learners to produce the target language with little emphasis in grammar rules. Students learn English mainly by doing things, developing all language skills needed for communication. Something remarkable with communicative learning is that errors are an essential part of the learning process, and should not be punished, disregarding dialogues drills or sentence examples where teachers and students try to avoid errors. Therefore, the main goal is fluency and accuracy in oral production for EFL students (Richards, 2006).

Finally, for learners, the English language learning process in communicative approach is aimed to leverage their capabilities to produce language, perhaps contradicting the last 30 years when other approaches were applied, besides, which stressed grammar rules or mechanical processes to create sentences, after Communicative Language Teaching appliances thing changed drastically, because collaboration notably took place, for everyday situations considering this a meaningful learning for long-term memory (Richards, 2006).

### **2.2.3 Cooperative Learning.**

Cooperative learning can be understood by three essential variables such as input, output, and context, which are the main pillars in language acquisition success (Kagan, 1993). In fact, input is taken as the main source of data, because learning cannot happen without input. Likely input is the only font of knowledge for learners to start constructing their English language proficiency. This input source might be orally or written and this

information can be understood or not by learners (Krashen, 1985). Then for Stephen Krashen, the learning of the English language cannot be done while repetition, in contrast, the target language can be learned by an internal factor such as mental processing when knowledge is acquired unconsciously. Likewise, it is said that output cannot stand by itself according to Swain (2005) input is not enough learners need the comprehensible output which facilitates acquisition supporting learners to produce the target language.

In cooperative learning, it is worth noting five steps essential to be successful in learning acquisition: positive interdependence, individual accountability, quality of group processing, the teaching of cooperative skills, and the teaching of social skills.

#### **2.2.3.1 Positive Interdependence.**

For English language learner's positive interdependence accounts for the capacity of group strength, because members of the group are responsible for learning and the understanding of content during the learning process and also to ensure that all members of the group get that information. In other words, either member of the group and the whole group are indispensable for success, students need to joint efforts, participating and acting actively in the classroom (Johnson & Johnson, 1989).

#### **2.2.3.2 Individual accountability.**

The learning and active contribution for the whole group take place here when every individual is responsible for contributing with something to enhance the group. It is not allowed to have students who do not do anything in the group (Kagan, 1993). Therefore, teachers should monitor every individual's learning material and how much information was learned by him or her additionally, the whole group is checked for its accomplishments.

### **2.2.3.3 Quality of Group Interaction Process.**

Cooperative learning makes groups stay joined and stronger when learners can stand in front of others to interact orally. Learners remain very close in tight groups, and in the end, they can interchange information, performing task groups.

### **2.2.3.4 Teaching Interpersonal and Small Groups Skills.**

Developing social skills in EFL learners is the headstone in cooperative language teaching, taking students and placing them into groups in order to make them learn how to act in society to construct knowledge. Additionally, it gives learners more chances to interact with other students to get more confidence to show their strengths and weaknesses (Johnson & Johnson, 1989). All in all, students can learn social skills by interacting alone, on the contrary, they need to feel that they are useful for the group.

### **2.2.3.5 Teaching of The Social Skills.**

For this aspect, leadership is one of the important social skills that must be experimented with by learners, because they can have the opportunity to communicate with others and solve problems that can come out in the group (Sharan, 1980). It is for this reason that cooperative language teaching has been accepted widely all over the world and recommended in EFL classrooms.

## **2.2.4 Content Based Instruction.**

This approach practically, was born with communicative language teaching, emphasizing content subject matter (Valeo, 2013). Content-based instruction is mainly teaching different subjects such as history, science, social studies, and so on, using the English language as the path for instructing in the classrooms. Hence, grammatical and communicative competencies are present here. Learners have to do activities related to comprehensive reading, role-plays, grammar drills, and all alignments in a subject content (Richards, 2006).

For EFL students in the Ecuadorian curriculum, content-based instruction is developed as multidisciplinary subjects. It means that some topics from the different subjects are taken to be covered in English lessons. Then students can relate what they have already learned in their mother tongue with the same topic in the English language; for learners, it is helpful because they can remember and use the previous knowledge to be linked with English activities.

### **2.2.5 Learner-Centered Approach.**

This learner-centered approach, also known as student-centered education, is mainly focused on the interests of the students, their independence, their autonomy for learning, and their own responsibility of learning based on their skills and their own practice acquired in their daily life and problem solving, therefore this theory is focused on constructivist learning where the student is critical and builds their own meaningful learning and focuses on their own interests where their learning is active, not passive, where the teacher becomes a facilitator of learning.

This approach asserts that English language learning is done when students convey a message using the target language, the role of teachers take place when they create meaningful-focused activities, when they provide comprehensible input when teachers incorporate language skills, and finally, when teachers do spontaneous corrections (Kumaravadivelu, 2006). To remark this point Kumaravadivelu (2006) also states, Language-centered methods are concerned with linguistic form. It means that communication is important for a learner-centered approach.

There are some characteristics that identify a learner-centered approach, for example, students need to be engaged in their learning process. Therefore, learners are involved in knowledge acquisition, making teachers a secondary role in the classroom. Moreover, in learner-centered teaching specific skills are developed thus, students are able to solve problems, decisions making, teamwork, and analyzing arguments all of these language

resources can be developed with the help of English teachers monitoring learners' progress. Finally, English learners became more critical thinking, understanding what they are learning to be able to know about their strengths and weakness. Finally, motivation is quite important in learner-centered teaching, this aspect means that teachers should take control of motivational strategies to encourage students and being engaged in the lesson (Weimer, 2002).

### **2.3 Motivation**

Motivation covers several aspects in students such as attitude, desires, and willingness, which are the engine to move learners to acquire knowledge. For Richards and Schmit (2002) the integrative motivation which means the willingness of learning, presented in students. It is also called intrinsic motivation when students enjoy English subjects because, they feel challenged by learning English. Moreover, when external factors take place like parents, academic requirements or social expectations is called extrinsic motivation (Richards & Schmit, 2002). Thus, students can be motivated by their desired or by their need. Therefore, motivation is the act of provide a motive where learners feel enchanted to do something.

Likewise, for (Madrid, 1999) motivation is defined as the excitement of doing something sustained by the behavior, in other words, it is common to see individual behaving in a certain way to learn. On the other hand, teachers also behave in a certain way to motivate learners, making changes to encourage students like classroom setting or making activities which can learners' mood sometimes teachers can give reward to engage students in the lesson. All of these things are common practice in English classrooms.

### **2.3.1 Intrinsic Motivation.**

Intrinsic motivation is when learners feel the love to learn, thus, students' motivation encourages them to get knowledge or being challenged. Hence, this is based on the necessity to be competent and self-determinate (Deci & Ryan, 1985). Moreover, when students feel motivated for learning thus, students are willing to get the knowledge in turn, their behaviors and mood can change in favor to their overall and with their classmates as well. Finally, when students realize that English is important, challenging, and interesting for them that moment will change the way learners see English as a subject.

Intrinsic motivation can also be moved by job or rule design stated by (Katz, 1964) an early writer in scientist motivational impact. Therefore, students should be involved in activities where they can develop their skills, activities with enough complexity then learners can feel challenged, activities that promote their inner capacities to solve problems by themselves.

### **2.3.2 Extrinsic Motivation.**

This concept explains that extrinsic motivation happens when teachers create or provide a stimulus for students (Deci & Ryan, 1985). Among these rewards, there are some of them that can be used in English classes such as praises, promotions, incentives or punishments.

When extrinsic motivation is applied, it has an extraordinary and powerful effect on students. This powerful effect of wellbeing in students might be short in some instances but can also last longer in other cases. Comparing with intrinsic motivation, where it can stay long-time period of wellbeing, extrinsic motivation cannot last such a long time. Still, it is a pretty powerful effect on learners to keep motivated working.

### **2.3.4 Speaking and Motivation.**

Motivation is a cornerstone factor that can allow success or failure in English learners. The internal and external motivational factors should be clear for teachers to encourage learners to get information. As was mentioned before by Madrid (1999) the sources of motivation for learning the English language can change student's behavior in the classroom to get changes in learners in which teachers need certain requirements such as, create activities where students feel comfortable and motivated to learn. Also, teachers' English level need to be high to dominate the English classroom environment. On the other hand, parents and family background influence students lean to learn English. Finally, it is important to remark that the importance of English in society especially, in places where tourism is the main economic source for the population.

The Speaking skill is categorized as the main reason to learn English (Harmer, 2007). Hence, it is needed to emphasize oral development in English classrooms. Moreover, for learners also communication is their main goal, the ability to communicate or in other words hold a conversation with someone who speaks English is the desire of all learners, for that reason speaking skill is placed at the first stage (Depdiknas, 2006).

### **2.3.5 Teaching the Speaking Skill.**

Listening and speaking are considered the two skills which are inseparable, speaking is a productive and listening is a receptive skill (Brown, 2000). Communication means interaction to convey a meaningful message. Therefore, achieving an acceptable level of communication using the target language involves the development of the speaking skill to gain adequate proficiency in the English language. Hence, the role of teachers in developing students' oral production should not be neglected, because, they are the ones who control and monitor learners in their speaking learning process. Evidently, speaking is not only producing words to be told these ideas should have meaningful messages. It is well recognized Chomsky (1957) example about what is said and about what is understood "*Colorless green ideas sleep furiously*". Teachers need to know that speaking English is

not a form of learn language mechanics functions. Therefore, oral production is not only placing the right words in the right order. It must be understood that people live in a society and it has features like culture, gastronomy, religion and maybe other factors that should be considered to convey a meaningful message to be processed as well by listeners (Brown, 1994).

### **2.3.6 Speaking Process.**

Developing skills in the English Language is done by processes or implications. (Brown H., 2001). Both the forms and functions of language take place for oral communication. Namely, speaking skill is understood as the accurate use of ideas to convey meaningful messages to be understood by receptors to develop oral production. It is necessary to bear in mind some micro-skills related to language learning. Therefore, learners can start doing basic steps to get involved in speaking activities that can improve their oral production like producing short ideas, also they can improve differentiating English phonemes and allophonic variants. Likewise, learners can start practicing their pronunciation stress in simple sentences. The use of an adequate number of lexical units with the purpose of getting a pragmatic understanding is quite important in the speaking process.

Additionally, “practice makes perfect”. Bearing in mind this phrase, learners can get more confidence whilst they are rehearsing their speaking with their classmates or teacher, producing a fluent speech at different rhythm (Brown H., 2001). Therefore, students and teachers can monitor their oral production using specific strategies to enhance their English production. Finally, learners can use cohesive devices to prepare their speech they also can use their body language to emphasize something or convey a message (Brown H., 2001).

### **2.3.7 English Language Speaking Main Difficulties.**

English speaking skills seems to be intuitive and easy to produce, but on the contrary, it can become a big challenge to reach for learners. Common difficulties are notably well known in oral production like nothing to say or inhibition, worries to commit mistakes, fear



of criticism, or shyness (Zhang, 2009). It is important to mention that, when researchers try to find out why speaking skills are neglected in the classroom it might be said that teachers are the ones who speak more during the learning process (Hosni, 2014). Therefore, this notion is contradictory when teachers and students say that the purpose of learning a language is communication. Finally, learners are facing difficulties with their oral performance in English language, because simply there are not speaking English in the classroom.

Facing difficulties with oral production can be difficult either for EFL students or for ESL, because no matter how much English learners know, speaking development is still complicated for those students.

### **2.3.8 Oral Production Components.**

Speaking skill has been considered one of the most complicated abilities to access due to its complexity, and also about its accurate measure when a speech is produced (Lado, 1977). Speech production is composed of four components that help to develop oral production in English classrooms.

#### 1) Pronunciation.

Pronunciation is the way learners produce word sounds. Moreover, pronunciation is more than just saying words, it involves grammar aspects, vocabulary, and intonation, learners need to develop all these aspects to pronounce accurately what they want to say. Therefore, it works together with the phonological process of language to produce words, sentences in English language (Lado, 1977).

#### 2) Grammar.

When learners pretend to say something in the English language, they need to arrange the words or sentences correctly. This is understood as a grammatical process that helps students to manipulate grammar components to be used in a conversation. Additionally, grammar is the system and structure of a language (Heaton, 1978).

#### 3) Vocabulary.

A common complaint about learners when they want to say something in English is with regard to vocabulary the number of English words that learners have stored in their minds ready to be used in a conversation.

4) Fluency.

This term is interpreted as the way to speak easily and reasonably quickly. Reaching this capability takes years for English language learners (Lado, 1977). The use of English to express ideas without pauses that can be inappropriate in a conversation makes those learners develop a fluency in English performance.

## **2.4 Motivational Teaching Strategies**

Motivation plays an important role in the process of learning a foreign language in students to acquire the desired level according to the Ministry of Education that requires obtaining the A2.1. level for 10 graders. The student will have to acquire cognitive knowledge that covers the principal skills in a foreign language, the knowledge acquisition of the content acquired from a lifetime of studies. The teacher thus devotes their time to reach the desirable English levels, according to the Common European Framework. However, it is vitally important to take into account how low self-esteem, anxiety, and lack of motivation affect the activities of students in the face of this enigma of problems they face with the acquisition and development of language learning. According to Dörnyei (2001) “Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (p. 28). Currently, talking about motivational techniques is talking about improvement, behavior, and potentially the development of skills, breaking the fear of making mistakes, allowing students to facilitate the teaching-learning process through motivational techniques and methods that the teacher will use in the teaching process for students to develop naturally. There are different ways to increase the development of motivational techniques in student, one of them are:

## **2.5 Speaking Strategies**

According to Rianingsih (2015) “Strategy means a plan for achieving something. In the teaching and learning process, strategy is an activity that should be done by both teacher and learner in order to get the learning activity to become effective and efficient. Of course, the teacher has the first obligation for designing strategies and follow the students in learning activities” (p.6). In educational terms, strategies are a process that allows helping assimilate in a better way in the cognitive and procedural field to easily reach meaningful learning through the use of the best tool that are learning strategies to achieve the desired results with the use of different types of playful activities, such as games, dynamics, and techniques that facilitate the integral development of students in the teaching-learning process.

Speaking is a crucial part of language learning, and sometimes learners think that the ability to speak in a foreign language comes along with language. For this reason, teachers should emphasize the use of speaking strategies to boost students' oral production to reveal how speaking can be taught in the classroom and how learners can acquire it. Moreover, getting confidence through speaking strategies to produce oral language is worthy because learners enjoy English classes with innovative strategies that motivate them to stay developing English oral production.

### **2.5.1 Information Gap-Activity.**

Information gap activities help students to learn how to utter, transferring, given information from one student to another one. Teachers need to be as creative as possible to set situations where students share information because in information-gap activities two students participate to speak. According to McKay and Tom (1999) information gap activities involves the transfer of information from one student to another or from one place to another place. That information is decoded or encoded to be taken out and conveyed to classmates. Moreover, the information should be completed the second part of the information that should have the second student then the whole information or message is divided into pieces and given to the students and they have to solve or join the message to be told to their classmates.

The main reason to learn a language is to get the capability to speak that language so it means that learners have gained moderate language proficiency to convey and understand meaningful messages. Hence, this strategy is developed when students exchange information in the classroom, thus information gap-activities involves solving problems or completing a task. Therefore, most of the information gap-activities are done between students, then they have to complete planned activities in the classroom (Sasson, 2008). Additionally, the purpose of this activity is mainly encouraging students to speak English as much as they can, thus classroom setting should be arranged to facilitate English oral production. Therefore, all students have the same chances to participate in class. In a classroom not all students are eager to participate in oral production, teachers' role is important to motivate learners in information gap activities (Ben-Haim, 2006).

Strategies related to information gap activities are involved in Communicative Language Teaching for Berns (1990) language teaching embrace oral activity mostly that's why teachers need to provide comprehensible input for learners, and students have to deal with information gap activities to develop their ability to solve problems and convey the message to others. Therefore, teachers design and organize these kinds of activities to be performed by students in the classroom creating also comfortable environments propitiating students' self-esteem.

### **2.5.2 Storytelling.**

Storytelling is a speaking activity designed to call students' attention. This strategy involves improvisation to be able to tell stories. Moreover, body language takes place when learners are telling stories in front of the class as well (Stanley & Dillingham, 2009). Additionally, for (Stone, 1996) who is an experimented teacher using storytelling activities remarks that, his way of working is focused on providing students with story patten, themes, characters, and situations to help learners to create short narration where students need to put their own words or ideas, improving their oral production in the English language. Moreover, storytelling activities promote the preservation of traditions, culture and fairy tales

developing learner's limitless imagination, all in all storytelling activities are the good way to develop speaking skill in EFL learners.

Even though storytelling activity is focused to develop speaking skills, it is also related to reading skills also, because, most of the time learners need to read a story first in order to create their own stories, and sometimes teachers can use pictures or books with photos so that students create stories using their imagination. It is important to mention that during history the humanity started sharing ideas and thoughts via oral production (Anggryadi, 2014).

Teachers' role in the English classrooms to develop speaking production with storytelling activities is vital because, teachers can start motivating students through the use of personal stories that engage students to listen to him or them. Moreover, teachers should evoke curiosity, willingness to create imaginary stories, the use of body language to stress certain points in the story is quite important (Taylor, 1991).

### **2.5.3 Picture description.**

This strategy perhaps is well known by all English teachers, but the fact that even though, it seems easy to do in the classroom, sometimes it is not well learning to develop students' oral production. This strategy comprises action like showing a strip of pictures to be described by students. For Kayruye (2012) picture description can be delivered in groups or pair work, then teachers provide pictures to each group and students organize their description.

Picture description has many activities that can fit well with students' moods. Spotting differences is one example. Then teachers provide pictures to the groups and they have to discuss which commonalities or differences are presented in the picture. Therefore, picture description helps students to develop their oral communication and also makes students think critically (Harmer, 2007).

#### **2.5.4 Debates.**

The debate strategy is a situation where two opposed ideas are shown to be discussed. This argument might be a real or imaginary issue, where students need to have a piece of basic information about it then students need to have different viewpoints to be discussed. Therefore, debate strategy can be used in EFL classrooms to make students practice their oral production. It also helps students to overcome students' shyness, fears, and doubts (Rybold, 2006).

In debate activities, there are some items that are important to develop this strategy, for example, motion, debaters, theme line, the argument, and rebuttal. Thus, the topic that is going to be touched is call motion, also teachers should find or create a topic that does not benefit any group in order to groups feel comfortable to answer questions. Additionally, debaters who are the individuals that have to debate or give arguments defending their position about any topic presented in a debate. Theme line is another item that should be fulfilled by students or participants because it helps students to agree or disagree with the topic then the theme line could be the reason to give arguments or attack their opponents. Moreover, the argument is considered as the trigger that activates the gun to attack the opponents. On the other hand, the Rebuttal is considered as well the gun contrast opponents' arguments in a debate (Maharia, 2019).

#### **2.5.5 Role-plays.**

The term role-play is also called simulation. For Qing (2011) role-play is understood as “the projection in a real-life situation with social activities” (p. 37). Therefore, this speaking strategy called Role-play is a projection of trial situation that happens in human lives. Then this controlled situation helps students to develop their oral production in collaboration with other students and teachers in the classroom. Because of this the role-play strategy is a communicative-based technique designed to work in a different environment to motivate learners and engage them to participate in oral activities in English classes.

Then with role-play, activities students have more chances to participate in English lessons and even they stay motivated as well. For Ments (1999) the use of role-playing, students can act as similar as real-life, hence, for students whose task is to act like someone else they have to simulate situations of daily life. This strategy is useful for teachers to evaluate students' linguistic ability, providing learners with meaningful learning experiences.

Finally, Ments (1999) also stated, that when learners use role-play activities their vocabulary amount raises considerably. Furthermore, learners stay engaged with these activities because they can use verbal and non-verbal communication. On the other hand, the teacher's role in applying role-play activities is quite important because teachers need to design situations and organize students to present a role-play in front of the class. Even though the situation can be a free choice for students but teachers have to organize stages and rules about how to develop the activity to maintain an organization in the English classroom.

### **2.5.6 Interviews.**

The interview speaking strategy is intended to develop learners' oral production and feeling when they are interviewed in any situation to giving their opinions (Webster, 2000). An interview strategy can be an effective strategy to express an opinion and get information from the interviewer and interviewee (Thornbury, 2005). Namely, students have the chance to participate in oral situations created by the teacher or students. The discussion should be smooth to avoid conflict among students. The use of open-ended questions for interviews can be beneficial to develop speaking skills in English classrooms because learners can express their feeling and interact freely in any situation.

Teachers' role in interview strategy is focused on grabbing students' attention with an interesting question. For Dalton-Puffer (2007) there are two interview interactions when

students make referential and displayed questions. He remarks that referential questions are more natural and authentic and of course their answer is easy to respond to. On the contrary, for displayed questions, he stated that these kinds of questions are restricted and answers are closed and they can respond with yes or no answers. This kind of question can be displayed with beginners because they are not ready to articulate more complex responses.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research approach

This study is based on a mixed approach, quantitative and qualitative design models to collect data, where the quantitative approach aims to gather numbers or statistic data. On the other hand, the qualitative approach gathers opinions or viewpoints from responders. With mixed-methods one approach complements the other one to scaffold the whole investigation (Joason, 2007). Furthermore, mixed methods have skills within both research approaches then quantitative research provides measurements orientations from the data collected. On the other hand, qualitative research permits the gathering of detailed information from interviewed about their experiences (Creswell, 2008). Hence, mixed methods have been considered as a “third movement” in research investigations becoming a trend methodology these days (Creswell & Plano, 2007). This investigation is a sort of investigation focused on quantitative paradigm at first phase and afterwards it is followed by a qualitative paradigm and at the second stage of this investigation, then it is understood as a mixed sequential design.

The use of mixed-methods implies the negotiation of decision and dynamic interaction that takes place during the investigation where both quantitative and qualitative data collection was collected and interpreted as a whole as a single study or in other words a longitudinal inquire with several phases (Creswell & Tashakkori, 2007). These mixed-methods are aimed to support and help, when data collection is not clear at the first stage with quantitative information then the use of qualitative approach can clarify results using surveys, interviews or focus group conversations from the population field. Finally, qualitative data collection guarantees the efficacy of this investigation because qualitative data can explain the power of speaking strategies and the use of motivation strategies to encourage students to improve their oral production in the classroom.

This research study has a non-experimental design because it lacks the manipulation of an independent variable; it has a descriptive scope. It specifies and describes a current phenomenon responding to learner's problems with speaking skill in the classroom. Therefore, the analysis of students' difficulties in speaking skill was essential to dive into students' motivation to perform oral production in English classes. It helped to understand what factors affect learners' oral production and encourage them to keep students motivated to talk in English.

Because of the pandemic situation, this study has a proposal perspective since the investigation was carried out in a lockdown restriction that the government applied to avoid spreading the new illness. Hence, it was complicated to work in person. Additionally, students did not have laptops or desktop computers at home. Most of the time, students only have one cellphone that the whole family shares.

However, at this point, an English-speaking diagnostic test was used to measure students' problems with speaking skill. On the other hand, a teachers' survey was applied to collect qualitative data to understand and determine teachers' perceptions and feelings about learners' difficulties with oral production and student's lack of motivation to perform this specific skill. Finally, both research data collection helped design helpful speaking strategies to motivate and encourage learners and teachers to improve students' oral production in the English classroom.

### **3.2. Population and sample**

This investigation research took place in Unidad Educativa Intercultural Bilingue "Miguel Egas Cabezas" with tenth level class students "A" and "B". In total, there were 40 students in the age range of 14-15; where 60% of the population were males and 40% females. Likewise, it is essential to remark that 98% of the people live in communities from Peguche parish, a place well known by tourists who regularly visit it due to its incredible waterfall scenery and handicraft souvenirs.

Concerning English teachers who were part of this investigation, 5 educators responded to the survey. This instrument was part of the qualitative approach to gather information about speaking

skill and motivational strategies to encourage learners to improve their English oral practice. The interviewees were 2 females and 3 males English teachers holding degrees from graduate degree to Ph.D. Additionally, qualitative data was gathered from English teachers to get to understand students' difficulties.

It is important to mention that there was not needed to select a sample population for this study due to the small student's number at each level. The total population was taken as a non-probabilistic or intentional sample; the students for this study were selected according to research interest. Finally, the diagnostic speaking test and survey were applied in "Miguel Egas Cabezas" High School in the 2020-2021 school year, the population that is shown in table 1.

*Table 1.*

*Students of tenth English class*

<b>English Class</b>	<b>10° Grader's students</b>	
Gender	10° "A"	10° "B"
Male	8	11
Female	12	9
Total	20	20

Source: File from secretary office at Miguel Egas High School

### **3.3 Data collection instruments**

The current study was organized to apply at the first stage a diagnostic speaking test to analyze the speaking skill production in 10th-graders students. Likewise, the second stage for this investigation was a teacher's survey with open-ended questions to contrast with the first stage information. It is important to note that the pandemic was a period that forced the lockdown of students and teachers at their homes. It is for this reason that gathering students was quite complicated. Nevertheless, the diagnostic speaking test tool was applied in person at the school through a sequential schedule to ensure this activity turns out more accurate results. On the other hand, it was necessary to use the Zoom platform and word files for the teachers' survey to gather

the required information for the investigation. Finally, it is important to say that the instruments applied were previously validated by experts in English teaching and in the research area.

### **3.3.1 Speaking English diagnostic test.**

The diagnostic speaking test instrument was designed to be applied with 10th-graders students. This test was an oral evaluation to identify strengths and weaknesses at a time learner use the English language to convey a message. The test had 6 basic group questions with pictures to help students focus on the topic. For example, there were groups of questions with regard to Introduce yourself as the main topic, and there was also sub-question in each group such as what is your name? how are you? Where do you live? Who do you live with? Or how many siblings do you have? Moreover, there were more groups of questions about family, daily routines, and activities that happened in the past. Then all of these questions were focused on gathering as much as accurate information for this investigation. Additionally, for the pre-test, simple present and past tense sentences were used because these topics were taught for these school levels according to the National Curriculum of English administered by the Ministry of Education.

All in all, the speaking diagnostic test helped to know about students' English grammar knowledge using short sentences as responses. Therefore, a speaking rubric was used having the following indicators: pronunciation, grammar, context, complete responses, and fluency. Finally, in the test, students were allowed to take a group of questions freely. Each question was scored 2 points. Hence, the responses were evaluated according to a speaking rubric following these structures: where 0 meant that students had more than 3 mistakes, 1 meant that students had less than 3 mistakes, and 2 meant that the student's speech was perfect.

### **3.4 Teachers' survey**

According to the purpose of this investigation, this teachers' survey aimed to validate and analyze the qualitative data collection about motivation and speaking strategies applied in English

classrooms by teachers from different educational institutions to improve learners speaking skills. This qualitative instrument had six open-ended questions which were aimed to contrast information gathered with the student's speaking diagnostic test at the first stage. Moreover, the survey was performed via the internet using a template file sent to the English teachers to be filled up by them; the main reason for this was that it was impossible to have in-person contact with teachers due to the pandemic.

### **3.5. Ethical considerations**

This investigation guaranteed the protection of the participants' private information by using codes to replace the participant's names. Furthermore, partakers agreed with the informed consent to participate in the research. On the other hand, the school board's collaboration helped develop this investigation because, with their authorization, all the instruments were applied. Finally, all the participants took their own decision freely to be part of this investigation.

## CHAPTER IV

### ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

#### 4.1 Findings

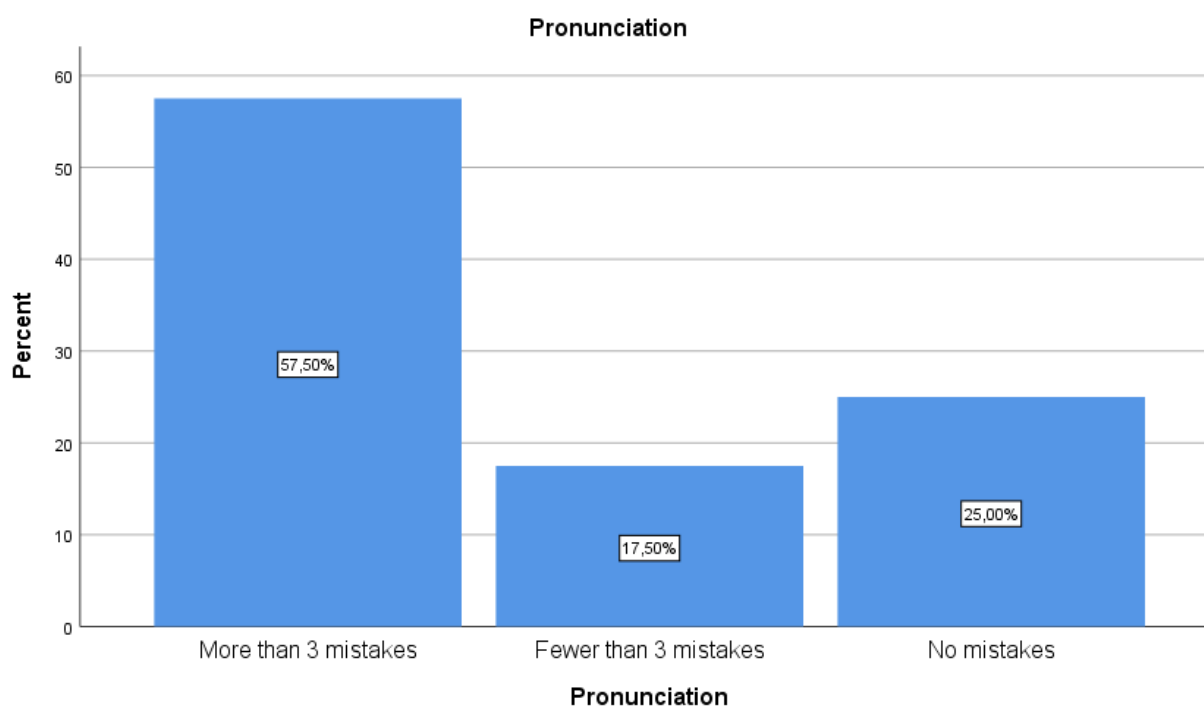
This investigation “Motivational Teaching Strategies to develop the speaking skill in English as a foreign language learner of the tenth grade was carried out at Miguel Egas Cabezas high school” had the collaboration of all the participants. Thus, teachers and students demonstrated an extraordinary willingness to take part in this study. Therefore, a speaking English test and teachers’ survey the data collected the information. The variables of this study were: dependent variable motivational teaching strategies, and the independent variable was the speaking skill.

#### 4.2 English Speaking Diagnostic Test

This instrument was applied at the beginning of this investigation to analyze the learners’ speaking level, which was the first specific objective of the study. The speaking test was designed to help students produce oral communication according to learners’ possibilities using the English language. Additionally, it is essential to pinpoint those questions were organized in several groups, and all questions were made considering students’ English level and age. Then there were three groups of questions with subtopics. Likewise, learners had the chance to choose a group of questions.

This evaluation instrument was a quantitative design, which showed numerical information about students’ performance in English classes. Therefore, the information displayed below contains valuable data about student’s pronunciation, grammar context, complete sentences answers, and fluency performance.

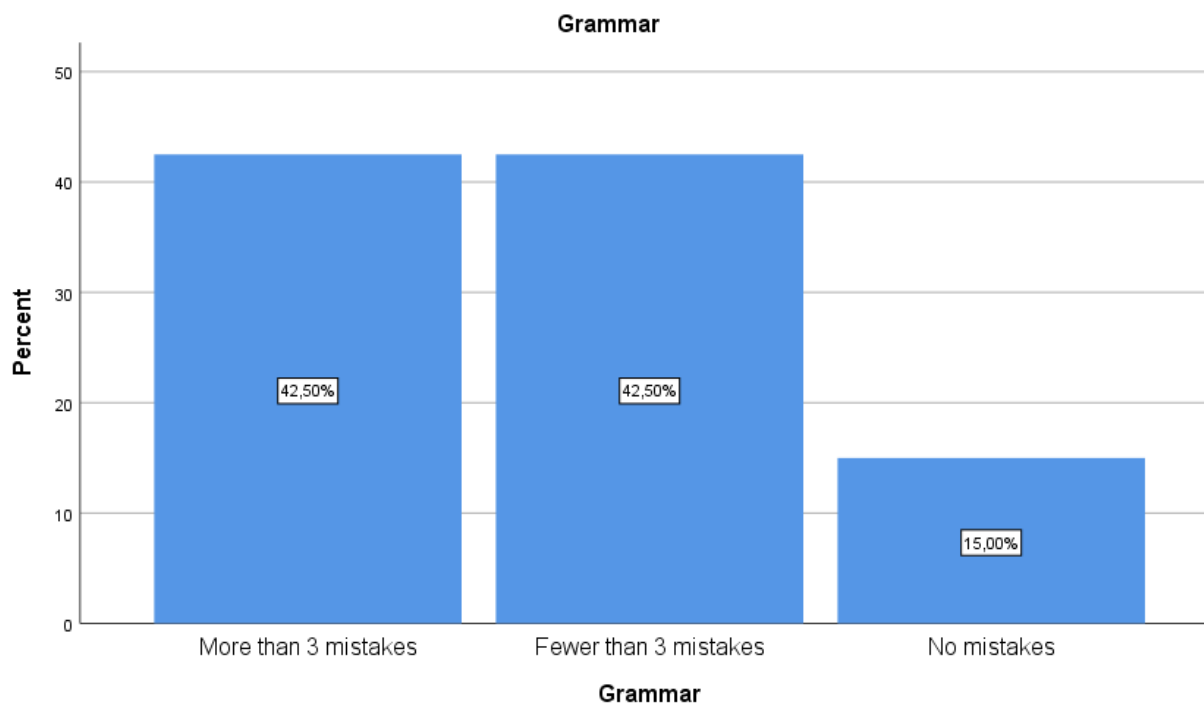
### 4.3 Analysis and Interpretation



*Figure 2.* Pronunciation Results

Regarding the *Pronunciation* indicator, 57.5% had more than 3 mistakes; on the other hand, 25% had no mistakes they did a well-done job, and 17.5% had fewer than 3 mistakes.

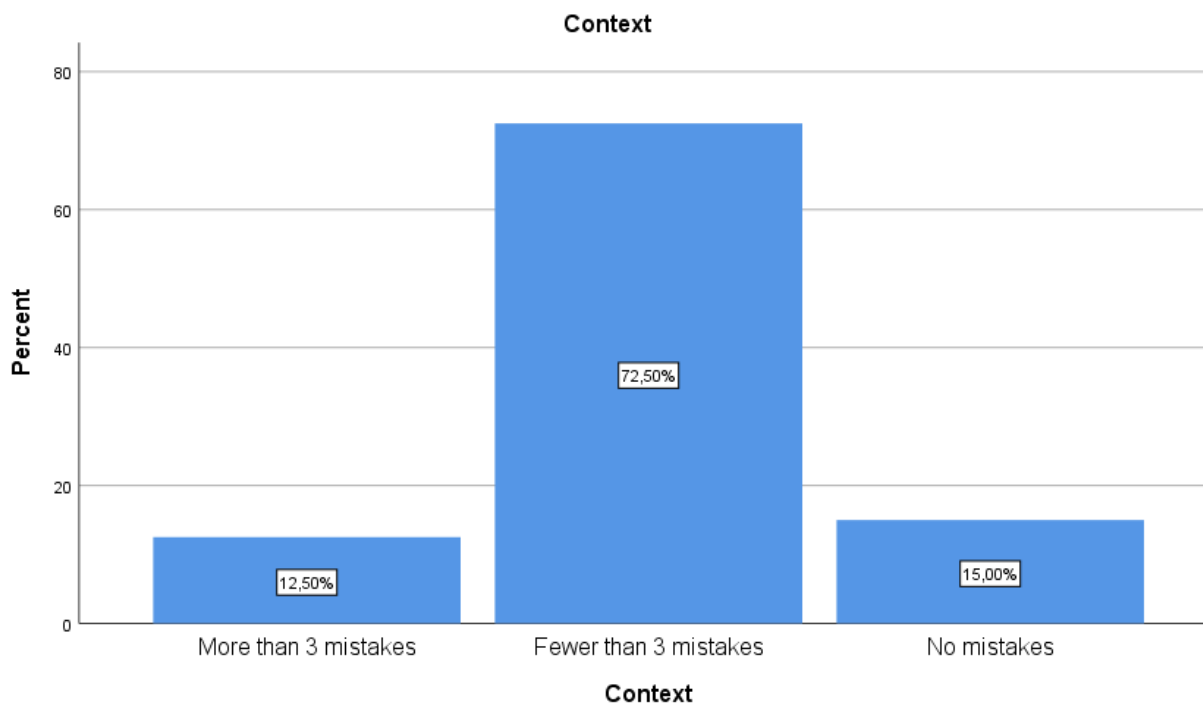
Therefore, most of the students had difficulty in pronunciation; these findings agree with the statement that English learners can face different problems in pronunciation when students' pronouns sound which is not familiar with them in their first language (Moosa, 1979).



*Figure 3. Grammar Results*

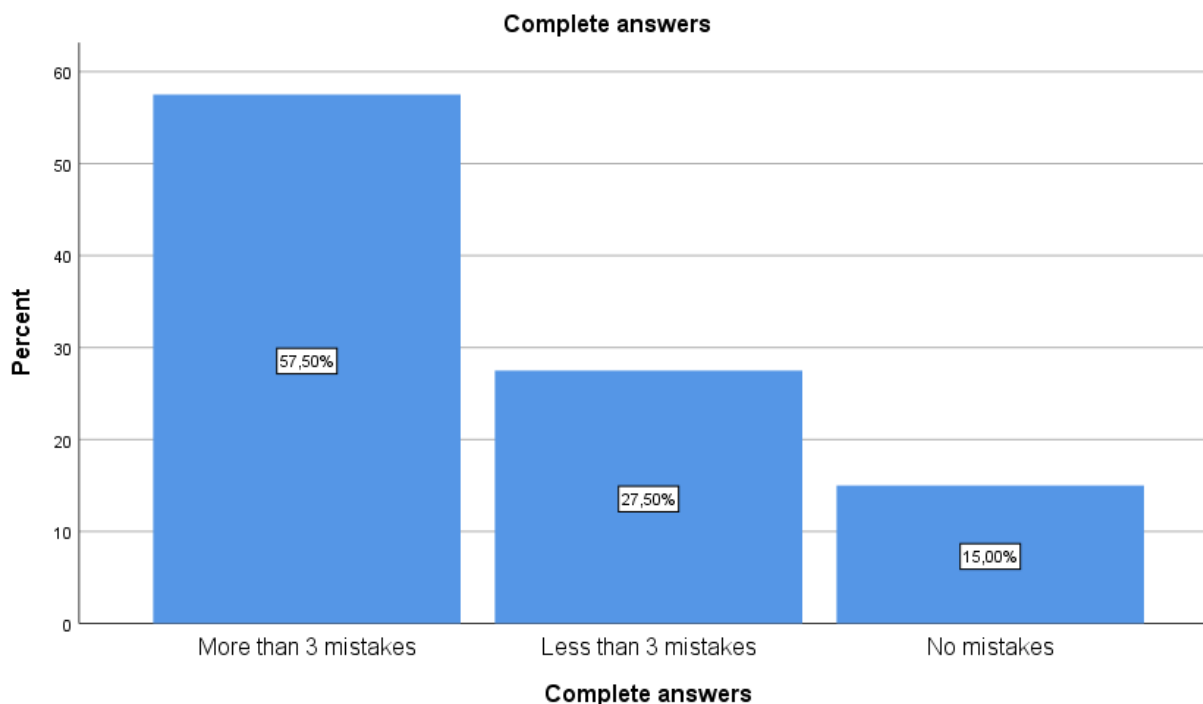
Concerning the *Grammar* indicator, figure 3 shows that 42.5% had more than 3 mistakes. Likewise, 42.5% had fewer than 3 mistakes and finally 15% have done a good job because, students did not have any mistakes. It showed that learners face common problems with the English language in oral production; therefore, these common mistakes reveal that misunderstanding, omission, and miss sentences production are very common for learners where students commonly miss personal pronouns, auxiliary verbs, objects, prepositions, and others part of the speech, hindering their understanding when they speak English (Bautista & Gonzales, 2006).





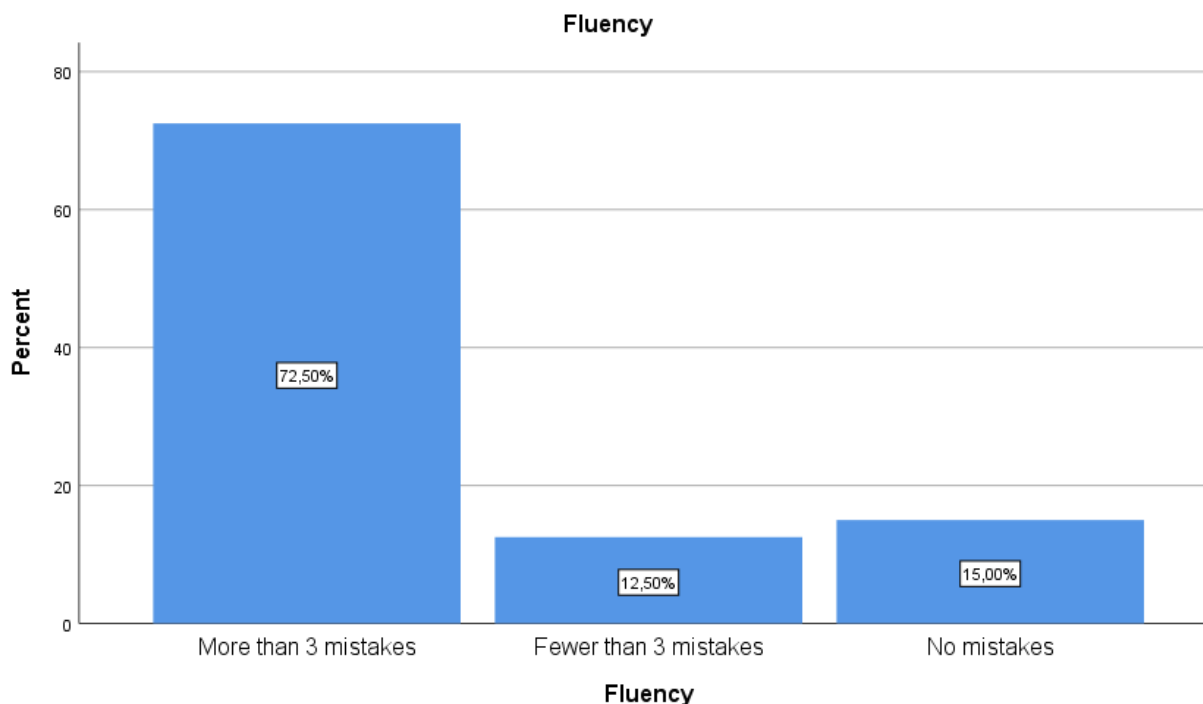
*Figure 4. Context Results*

Regarding the *Context* indicator, the students had to give the appropriate response focusing on the question presented by the teacher. Therefore, results showed that 72.5% had fewer than three mistakes in their responses. On the other hand, 15% have done a good job with any mistakes, responding to all questions correctly. Finally, 12.5% of the population had more than three mistakes. It means that learners need more social English practice to improve their context in a conversation because the speaking skill is not automatically transferable (Thornbury S. , 2007). Figure 4 can explain what was explained above.



*Figure 5. Complete Answers Results*

Regarding the *Complete Answers* indicator students had to give complete responses for each question; otherwise, if students give only a Yes or No response their score is affected. Then 57.5% had more than 3 mistakes they could not respond correctly giving just incomplete answer; they only said Yes or No as complete statements. On the other hand, 27.5% of the population has fewer than three mistakes when they responded to the questions. Finally, 15% have done a good job giving complete answers with any mistakes. Hence, students need to practice the English-speaking skill as much as they can joining other language skills to scaffold the speaking (Skehan, 1998). Figure 5 displays the information previously stated before.



*Figure 6. Fluency Results*

Regarding the Fluency indicator, 72.5% had more than three mistakes. On the other hand, 15% had excellent fluency with teachers' questions without any mistakes. Meanwhile, 12.5% had fewer than 3 mistakes regarding their fluency when they responded to the questions. Therefore, it means that students do not have adequate fluency when they speak English. In other words, students do not have a sufficient pace or flow; then, learners made too many pauses in their oral production. For Richards (2009) Fluency refers to when learners are engaged in meaningful interaction and, of course, when learners keep comprehensible and ongoing communication, regardless of their oral communication limitations; additionally, fluency is understood as the flow or fluency in people performs speaking skill in any language.

#### 4.4. Teachers' survey

According to the investigation, the second stage was a qualitative instrument that was focused on teachers' opinions and feelings about motivation and speaking strategies. Then this instrument involved five English teachers that were part of this study. On the other hand, it is essential to mention that the English teachers who were part of this investigation have a wide work experience in their field. Hence, their opinions played an important role in the study.

The first question was to know how important motivation is in the students when they stand out in the classroom? Hence, five English teachers have said that motivation is a vital part of English classes. Because, unmotivated students always have a low performance especially, concerning oral production, which is a productive skill and complicated to perform when students do not have too much time to think and respond specially, when learners interact with others students. Therefore, intrinsic and extrinsic motivation should be focused as a target to encourage students to participate in English classes, giving them the appropriate reward to get engaged in English activities. For Aebli (1999) motivation is a synonym of success where teachers should establish positive arguments to motivate learners to achieve their oral production in the English language.

The second question was targeted to know how often teachers use motivational strategies in their English classes? Therefore, all teachers stated that they always or almost always use motivational strategies in their English classes to engage students to learn the English language and participate in classroom conversations. Also, one teacher said that every lesson is new, and students need to be motivated always using extrinsic and intrinsic motivation resources.

The third question was aimed to know what kind of motivational strategies teachers use in English lessons? One teacher has said that she understands students' fear in her English classes and motivates her students to produce English. Therefore, that teacher expects students to create simple conversations giving learners confidence and smiling when learners speak; everything is done to set a warm classroom environment. Teachers also said that discipline should rule the classroom. Other teachers remarked that they use games or speaking strategies such as role-plays,

dialogues, or oral presentations to motivate students to produce the English language. On the other hand, another teacher stressed grouping activities to encourage students to participate and immerse in speaking activities with their partners in small groups.

The fourth question was focused to find out information about what kind of things teachers do to keep students motivated during the English classes? Well, one English teacher stated that he uses real conversations about funny activities that students can do, although he was not very specific with the fun activities. Additionally, that teacher said that he uses role-plays to engage students in the topic. Another English teacher stressed that clear instructions are good to keep students motivated in English activities. Even though that teacher did not mention specific strategies applied during the classroom. She remarks that her strategy is effective, she also stressed that she uses active speaking strategies to motivate learners but she did not mention which active strategies are those. On the other hand, one English teacher said that to keep students engaged in speaking activities the teacher changes classroom setting and uses short games as well.

The fifth question is about speaking strategies and teachers' perception of the most effective one in their English classrooms? Then English teachers had the chance to choose speaking strategies from a list where educators could see strategies such as debate, role-play, conversation, simulation, and graphic organizers. Most of the responders have said that their effective speaking strategy to make students produce the English language orally is conversations. Other teachers said that role-play and graphic organizers are convenient to practice the speaking skill.

The sixth question was focused on the students' English level to plan the appropriate strategies to develop speaking skill in the classroom. The indicators proficiency levels were organized in this way starter A1.1, Elementary A1.2, Beginner A1.3, and Beginner A2. Therefore, One English teacher said that her tenth-grade students have a starter A1.1 level according to the Minister of Education reference table. Another English teacher remarked that his students have a beginner A2 level, the highest English level in this table. Likewise, two English teachers stressed that their students have a beginner A1.3 and beginner A2 level. The last English teacher said that her tenth-grade students have an elementary A1.2 level. It is essential to remark that it is necessary to identify

students' English level to adapt the appropriate speaking skill to develop their oral communication is for this reason that this information word worth.

## CHAPTER V

### ACADEMIC PROPOSAL

#### 5.1 Title

“Let’s talk pal”

Didactic handbook with Active Strategies to Improve the Speaking Skill in English

Language

LET'S TALK PAL



A Handbook with Motivational Strategies to Develop  
Speaking Skill

By: Sulay Martínez

## 5.2 Introduction

Speaking is a productive English skill that helps students interact with classmates and teachers in English classrooms. Moreover, using the English language outdoors benefits students who live in communities, especially when those communities have a high-level sightseeing rate.

For this reason, teachers, school boards, and even parents in their communities should focus on developing the English-speaking skill to reach a high level of performance with other English-speaking people from different parts of the world. Furthermore, using specific strategies to develop oral production can boost the students' proficiency in this productive skill in the classroom.

On the other hand, when teachers and students do not develop their speaking skills appropriately, learners are disappointed because they are not learning the English language or are not English proficient. According to the ministry of education, it promotes communication and cultural awareness in English classes where culture plays an essential role in the English classrooms. It is important to stress that the other language skills are equally important in the English language process; otherwise, developing oral production in English will be challenging for learners.

Furthermore, this study could evidence that the lack of motivational speaking strategies affects learners' performance in English classes because they hardly speak English and their teachers speak mainly during the English lesson. Findings also showed that students keep having common mistakes when they produce the English language, which should be done with practice using the appropriate strategies to overcome speaking difficulties.

Finally, this proposal aims to contribute more resources in the English classes to provide to English teachers new and enhanced activities to promote the oral production of English. Additionally, the proposal remarks on intrinsic and extrinsic motivation to keep students active and willing to participate during the English learning process. Therefore, this booklet has various speaking strategies that can help teachers guide their English classes step by step because the



booklet is easy to follow and easy to understand. In the end, teachers can use the activities to enhance students' speaking skill or they can vary the activities according to students' needs.

### **5.3 Objectives**

#### **General objectives**

- To build up motivational speaking strategies to motivate learners in developing their oral production in the English language with the application of “let's talk pal” handbook.

#### **Specific Objectives**

To select suitable speaking motivational strategies to develop the English-speaking skill.

To design speaking motivational strategies for student's oral production using motivational speaking strategies from the “lets' talk pal” booklet.

To promote cooperative work in the classroom using motivational speaking strategies.

### **5.4 Beneficiaries**

This current proposal called “Let's talk pal” is focused on developing the speaking skill of students from Miguel Egas Cabezas high school. The use of a speaking handbook intends to rise learners' potentials to develop their oral production in the classroom. Likewise, the strategies proposed in the handbook intends to encourage students and teachers to practice their English productive skill.

### **5.5 Impacts**

Learning English has become an essential tool to face the globalized world. Consequently, learning the English language has become mandatory in different countries' curriculums. Then for countries, where the English language is not their mother tongue the use of the target language might be a challenge, because for EFL students' progress in the language requires a long period of time to acquire it. Therefore, it is recommended that students need to be espoused to more immersed activities where learners can develop the English language (Willis, 1996). On the other hand, Miguel Egas Cabezas high school gathers students from different rural communities whose primary source of work is tourism. Thus, learning English is vital for students to get immersed in parents' activities to raise their productivity using the English language with their clients.

## **5.6 Development**

The present proposal was organized according to students' needs and how they can interact in the classroom to produce the English language, bearing in mind the speaking situations that teachers can present to their students. Additionally, the present handbook is scaffolded by essential approaches that can widen the teachers' outlook on English oral production in EFL classrooms.

## **5.7 Theoretical framework**

Even though English speaking skill seems intuitive and easy to get, it is complicated to reach for learners (Ur, 1996). The importance of the English language is worldwide recognized for many countries whose mother tongue is not English (Graddol, 2006). It means that the English language is a Lingua Franca and it is the bridge to link every region in the world. Therefore, teachers and students should be aware about the importance of English language and how beneficial it might be in their lives.

The use of speaking strategies leverages English learning in classrooms consequently, those strategies should be aimed to apply in real-life situations to improve learners' oral production (Harmer, 2007). Therefore, collaborative work and external influence play an important role in speaking development because, students' active participation makes that they improve their oral

communication (Richards J., 2009). Hence, teachers and students should base their participation on active strategies which scaffold their learning.

### **5.7.1 Cooperative or Collaborative Learning Approach.**

The cooperative learning approach involves group work to solve problems or create a task. Therefore, in cooperative learning students work on different challenges; then the responsibility for learning lays mostly on students because they are responsible for group work and also for themselves without disregarding teachers' role in the classroom (MacGregor, 1990). The current proposal engages students to participate actively with other students to develop their oral production in the classroom, learning from their counterparts and growing in matureness because they are the leader and also form part of a group of learning.

For speaking development learners need a social interaction rather than isolated participation in the classroom, where students' affective filter might be reduced considerably to reach the communication objectives in the English language. It is important to mention that this oral participation should be spontaneous in social settings. Therefore, teachers are responsible for classroom arrangement and also students grouping to maximize learners' potentials with strategies and classroom material to enhance student's retention capability using the vocabulary, grammar and language mechanism in real-life conversation (Paulson, 2002).

### **5.7.2 Task Based Learning.**

Real-life communication involves daily activities based on meaningful doings, because, the English language is used as a mean of communication. Therefore, learners need to fulfill teachers' tasks (Nunan, 1989). Hence, educators can design a task-based lesson according to some components that can be seen in this way, the establishment of outcomes for that specific task, arrange the time and doing a similar task for pre-task component. Likewise, time plays an important role because during the task teachers should press their

students to finish the activity on time. Finally, it is important to consider the number of students, a student's report, a consciousness-raising, and the repetition of the task at the third stage in post-task (Richars, 1996).

#### **5.7.2.1 The Pre-Task Phase.**

At this stage teachers prepare their students to do the task, bearing in mind that this activity should be meaningful and also promoting communication (Lee, 2000). Moreover, for Lee, the correct organization and clear understanding of what students are doing are vital; learners need to know what they will reach the objectives at the end of the lesson. Lee also emphasizes motivation and how students should be engaged in the task to be involved in experimental activities that promote learning. According to Skehan (1996) during pre-task phase teachers should emphasised cognitive and linguistic components, and after that stundets should focus on linguistic factor.

#### **5.7.2.2 Performing a Similar Task.**

When pre-task is ready it means that learners are set for communication performance (Prabhu, 1987). Therefore, using similar tasks into a whole one helps students correct mistakes, prepare everything about content, and get confidence for the final results. Prabhu also states that the pre-task is interactive; there is an interaction between questions and answers. Then teachers are expected to manage the classrooms to segment the activities step by step to participate comfortably in the school. Additionally, teachers can find some difficulties when students create dialogues then the teacher's role is to assist learners.

#### **5.7.2.3 Providing a Model.**

In task-based learning providing a model can help learners to go through students succeed when they learn the English language because learners need to learn without a trial performance (Aston, 1982). The idea of presenting a model is to give students hints about what they have to do at the end of the lesson. For both Skehan (1996) and Willis (1996)

observation helps students to reduce cognitive load therefore, models provide learners a wide understanding of the task. For instance, the strategies which are going to be used to develop speaking skills. In other words, providing a model can become a stage to solve problems, doubts, and get a big picture of the activities.

## **5.8 Critical Thinking**

The way people think or in other words the reflective thinking was defined many years ago by Dewey (1910) then critical thinking is a predisposition to think deeply to solve problems. It is essential to mention that critical thinking is applied to all subjects matters because it involves reflection and judgment about what they are doing. All topics conjoin to learn the target language.

In critical thinking, teachers encourage students to use their own knowledge or viewpoint about classmates' ideas or tasks that they have to solve (Thomas & Thorne, 2009). Furthermore, critical thinking is used to evaluate learners' ideas because students can differentiate what is right and wrong using their own experiences to analyze and judge different opinions to monitor their progress.

A way to encourage learners to acquire the English language and produce it orally is using of HOTS strategies where students have to answer questions perhaps provided by the teacher or by their classmates. Hence, learners have to widen their critical thinking given their own opinions of a topic or solving a problem.

## **5.9 Speaking**

According to different views speaking might be defined using two main approaches such as bottom-up and top-down. According to Bygate (1987), Speaking is a perceptive motor skill then learners are aimed to produce the language orally. Therefore, it is understood as the combination of sounds systematically to convey messages to be understood by others.

In the speaking skill, the interaction can be defined as the proficiency of oral development, in particular when situations are based on real-life. Nonetheless, three different ways motivate

learners to develop English oral products are interactive, partially interactive, and non-indicative speaking. Additionally, the use of HOTS strategies magnifies the improvement of the speaking skill as well. Even though the other language skills like reading, writing, and listening are the pillar for supporting the speaking skill (Stovall, 2004). On the other hand, learners also judge their oral production to measure their ability to master the target language reflecting their improvement.

### **5.9.1 Interactive Speaking.**

Social interaction plays an essential role in developing English language speaking skill. Therefore, face-to-face conversations trigger a close relationship to establish an utterance between other people. When students are involved in an interactive speaking situation, they have to listen to and speak, in other words, holding an interactive conversation with answers and questions or asking for clarification (Rao, 2019).

### **5.9.2 Partially Interactive Speaking.**

In partially interactive speaking situations, students can give a speech in front of an audience; hence, the person in front is changed to deliver the message, and on the other hand, the audience listens to the presenter without any interruption (Rao, 2019). Therefore, learners' presentation is judged by the audience then the presenter can use gestures, facial expressions, and voice tone.

### **5.9.3 Non-Interactive Speaking.**

Conversely, there is another different speaking situation called non-interactive speaking where learners have to record audios, a radio broadcast, perform in a play, recite a poem, and sing a song. Everything should be recorded in a file in order to show that material to the rest of the students in the classroom (Rao, 2019). Therefore, students do not have interaction with the audience, students only prepare their speech alone, and that material is recorded.

All in all, English teachers should expose their students to these speaking situations to encourage them and boost their English learning production. Learners can get the confidence to speak English when they use these speaking situations in the classroom.

## **5.10 Speaking Strategies**

### **5.10.1 Information gap-activity.**

Information gap-activity is a way to encourage students to participate actively in English classes. Thus, in gap activities the information is divided into two groups or two people then learners have to start a conversation among students and this activity is going to close the gaps, then in the end both students or groups are going to have the whole information (Harmer, 1991). Therefore, learners are involved in activities to transfer information. It is essential to mention that in information gap-activities, the data is transferred among students only. Thus, students can share their viewpoints or discuss important issues with others classmates. The purpose of gap-activities is to discover specific information that other students have. Hence, gap-activities promote the development of oral production in English students.

Information gap activities can be performed with interactive speaking situations; due to the nature of this activity, the interaction with other students is fundamental. Therefore, information gap activities reinforce students' vocabulary, critical thinking, and grammar structure taught during the English classes.

### **5.10.2 Storytelling.**

Storytelling is a well known speaking strategy to develop students' capabilities to improve their speaking skill. Likewise, storytelling activities push students to produce the target language using narrations evoking powerful feelings and emotions to convey the ideas to other students. This strategy embraces other exercises like reading comprehension, picture description, and imaginary stories. For Safdarian (2013) storytelling activities are aimed

to retell the story in different words which means that students need to use their English vocabulary and fluency to reconstruct the story.

Storytelling might be linked with interactive, partially, and non-interactive speaking situations. Therefore, students can interact with other students with questions while one is narrating or telling a story. On the other hand, students can only say a story, and the audience in the classroom listens to the story. Finally, students can also create stories to be recorded in a video file to be presented to the whole class.

### **5.10.3 Picture description.**

Picture description is one of the main strategies to develop students speaking production in the classroom. For this strategy, teachers can create activities where students can participate in small groups or individually. Indeed, students have to describe or create imaginary stories using pictures. Thus, this activity helps students to practice vocabulary and some basic grammar structures. In the end, it helps to raise student's creativity when students describe images (Harmer, 1998). Therefore, the teacher's role is fundamental because teachers have to organize and prepare pictures to be delivered to the students.

This speaking strategy can be performed in different speaking situations according to the teacher's organization and the lesson's purpose. Thus, the partially interactive situations can be adjusted well with description situations in the classroom because learners have to describe pictures, and other students listen to them. Moreover, picture description activities can be non-interactive. Students can record their descriptions or stories, and later those stories and descriptions can be presented in a video file format in front of the students.

### **5.10.4 Debate.**

Debate Strategy aims to develop students' oral production through the use of different themes and high expertise of the topics. Thus, students need to dominate or have reviewed a topic previously presented by the teacher; hence, students can state judgments or explain



the pros and cons of a theme. Sometimes, the best way to be ready for a debate is to read a lot the topic. Therefore, learners need to prepare the material with deep reading comprehension and setting questions that their opposed classmates' groups will answer. It is essential to mention that learners need a broad vocabulary range about the theme. For this activity, also students need to work on their English fluency and pronunciation so that the communication flows effectively.

This debating strategy should be linked with interactive speaking situations because students will interact in person, giving opinions and asking when needed. Additionally, teachers can rearrange the classroom setting according to the problem. Thus, the teachers can make a stage to have two groups of students in front of the classroom.

#### **5.10.5 Role-play.**

There are various speaking strategies to motivate and encourage learners to improve their oral production using the target language. Hence, role-play is a well-known strategy used by English teachers because it can meet the students' needs while developing their speaking skills. Therefore, in role-play activities, students show their capabilities to imitate or act in a way that is not the regular one, then students play different roles on a stage. Likewise, role-play activities involve feelings and emotions to act like another person.

Role-play activities can be linked with interactive, non-interactive and partially interactive speaking situations thus, it means that role-play allows students to simulate the real-life and establish conversations or dialogues with other students who are in the play (Wheeler, 2006). Moreover, a classroom setting can be arranged to set up a stage if students are going to use a partially interactive situation. On the other hand, if students are going to use a non-interactive situation, they can record their play and later present it to the whole class. It is essential to mention that role-play activities should be performed in small or large groups to promote interaction.

### **5.10.6 Podcast strategy.**

This strategy has been grabbing teachers' and student's attention in different parts of the world where students have been facing problems with speaking and listening skill. These two language skills are the target in English learning in order to improve the development of the foreign language (Hasan, & Hoon, 2012). Therefore, podcast strategy has become one of the best alternatives to develop and improve student's oral production in the English language as is suggested by (Rosell-Aguilar, 2007). Some studies have shown that Podcast activities have increased students' motivation and willingness to practice the English language (Stanley, 2006).

Podcast strategy is a helpful tool for developing speaking and listening skills. These days the use of technological devices has been increasing in English classes. Thus, social media networks are part of students' lives today. It is essential to mention that this strategy is a non-interactive speaking situation because students have to cast a message or information through social media networks. Therefore, students can use platforms such as Facebook, Instagram, and WhatsApp, the most popular websites.

### **5.10.7 Circle Talk.**

The circle talk strategy comes from traditional indigenous activities; thus, the circle talk strategy is based on equality among students. The main principle is to share power with other participants rather than owe one-person absolute power. Furthermore, this strategy stresses communication and listening skills mainly because learners have to organize discussions in the group where only students who have the talk can speak and the other students listen carefully (Mills, 2011). Therefore, the English teacher gives the students an object called a talking piece. The students speak or explain something about an important topic; when the student finishes talking, the students pass on the thing to another student until the talking piece completes the circle.

Circle talk is an interactive speaking strategy where learners have to work in person with other students. Thus, this speaking strategy help students to keep motivated during the learning process, discuss interesting topics, and work in collaboration with other students in the classroom. Furthermore, the English teachers should make sure that each group has a talking piece and an exciting topic to discuss among students.

## MODULE ONE

### Lesson One

#### What do you do in your free time?

**Lesson topic:** What do you do in your free time?

**Learning outcome:** At the end of the lesson, students will be able to ask and answer about their free time in small conversations.

**Speaking strategy:** Information gap-activity

**Speaking situation:** Interactive speaking situation

**Classroom setting:** Small groups

**Procedure:** For this information gap activity, students have some completed information and some missed information at the same time thus; they need to present the information given and also students have to complete the information that was not given. Finally, students have to talk asking question with other students to find the information missed.

**Group A:** Is going to have two pictures with daily activities that represent common free time activities that can be done by students, likewise, daily activities are given with some information that can be used by students. On the other hand, group A is going to have missing information about sports. Thus, students have to make some question to complete the sport activities.

**Group B:** Is going to have the same pictures with no information in. Therefore, this group have to listen the first group in order to present the ideas about pictures given asking or organizing the information in order to complete everything as the first group. Afterwards, both groups have to work together to complete the information through short questions or short conversations in English to fill out the missing information.

Students are going to form sentences with the information given in each card; then, the second group has to take notes to identify the missing vocabulary; afterwards, students have to ask questions to identify the missing information that was not clear for them.

**In the classroom:** Information gap-activities are quite useful because they provide several opportunities for extended speaking practice in EFL students, then the activities represent real communication with daily situations. Additionally, motivation can be present there in a high percentage. Moreover, in information gap-activities, sub-skills such as clarifying meaning and re-phrasing are required. Finally, in information gap activities students might find; describing and drawing, spotting the difference, jigsaw readings, and split dictations.

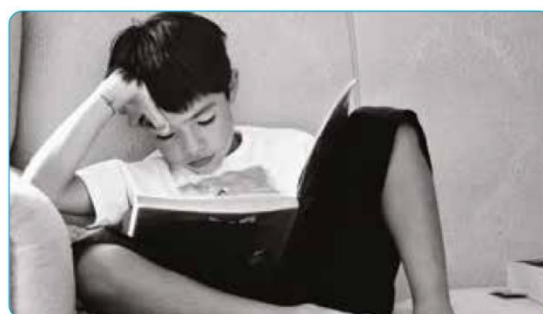
## INFORMATION GAP-ACTIVITY

What do you do in your free time?

### Time Management is the Key to Success and Having Fun

It's common for everybody to spend their free time doing interesting activities. For example, playing sports, listening to music, reading books, etc.

Nowadays, people can choose from a lot of hobbies to have fun or learn something new. There are indoor and outdoor activities, paid or free, in groups or alone. You decide, the time you spend on yourself is priceless.



Ministry of Education. (2020). *Modulos Educacion General Basica-Superior*  
[https://recursos2.educacion.gob.ec/portfolio/sup\\_mod1\\_10mo\\_ingles/](https://recursos2.educacion.gob.ec/portfolio/sup_mod1_10mo_ingles/)

**Group A:**

**Daily activities.**

Get up, wake up, take a shower, brush my teeth, get dress, make the bed, have breakfast, go to school, do homework, watch Tv, go to bed.

**Sports.**

**Missing information. Make question to find out the right information.**

**Group B:**

**Daily activities.**

**Missing information. Make questions to find out the right information.**

**Sports.**

Swimming, jumping, fishing, jogging, basketball, volleyball, soccer, tennis, running.

**Group A.**

- In the morning I get up at 6.00 am but I woke up at 5.00 am.
- After that, I took a shower the water was cold.
- Right after, I brushed my teeth, next I got dressed.

**Questions to identify missing information.**

- What do you do in your free time?
- Which activity do you like to do? and why?
- Which sport do you practice often?

**Notes.**

**Swimming, jumping, fishing, jogging, basketball, volleyball, soccer, tennis, running.**

**Group B.**

- ✓
- ✓
- ✓

- 
-

## Lesson Two

Do you remember when you were a child?

**Lesson topic:** Past events.

**Learning outcome:** At the end of the lesson, students will be able to tell real or imaginary stories about past events using used to and simple past tense.

**Speaking strategy:** Storytelling

Speaking situation: Partially interactive, non-interactive speaking situation.

**Classroom setting:** Small groups, or individually

**Procedure:** Students can interact in two ways with their classmates. Thus, the English teachers have to decide which interaction can adjust with students' needs.

Students can prepare some stuff regarding their memories for partially interactive speaking situations to tell a short story. Then learners have to tell a story in front of the class; only the student can speak in front of the classroom.

For non-interactive speaking situations, students can record a video or audio file to be presented to the whole class.

English teachers have to organize students by forming small groups. Perhaps one group can work with a partially interactive situation and the second group with a non-interactive problem to vary presentation.




**In the classroom:** Storytelling activities encourage students to produce the target language, creating real or imaginary stories.



## Storytelling

### Tell Me About a Time When...

Tell a 2-minute story describing a memory of an event. Prompts should be concrete and short. It was cold; it was raining; you were lonely, lost track of time, and stories should be true or imaginary. Finally, students should use pictures to illustrate and support their stories.

	<p>✓ When I was child, I used to run faster but now I do not run anymore.</p>
	<p>✓ When I was a child, I used to jump on my bed before I went to sleep.</p>
	<p>✓ When I was a child, I used to have a tree house where I played with my neighbors.</p>

## Lesson Three

### Can you tell me what are you seeing?

**Lesson topic:** I love outdoor activities

**Learning outcome:** At the end of the lesson, students will tell what they are seeing in the pictures with outdoor activities creating short stories by using the simple present tense, present continuous, and future tense.

**Speaking strategy:** Picture description

**Speaking situation:** Partially interactive, non-interactive speaking situation

**Classroom setting:** Small groups or individually

**Procedure:** For this activity, English teachers should organize students to form small groups, or maybe students can perform this activity individually; it depends on teachers' lesson class objective.

**Then,** the English teacher hands out some pictures to the students to ensure all students or groups have material for this activity.

**Afterward,** students will see the pictures and describe everything they can in the picture, or they can create a short story using the image provided.

**In the classroom:** Picture description is a strategy to motivate students to get more confidence to start speaking English.

## Picture Description



**Student 1.** In the picture, the woman is taking photos on the shore. It is a beautiful sunny day in Ecuador. The woman has sunglasses, a beach hat, and a pretty blue dress. Her family is not in the picture; they are resting lying on the beach. Her passion is taking pictures of her family, and she loves outdoor activities.

**Students 2.**

**Student 3.**

## Lesson Four

### Videos games

**Lesson topic:** What kind of video games do you like? Why?

**Learning outcome:** At the end of the lesson, students will discuss video games, their likes, and preferences.

**Speaking strategy:** Debate

**Speaking situation:** Interactive speaking situation.

**Classroom setting:** Small groups

**Procedure:** For this activity, the English teacher should organize students to form two groups. Both will have the same topic, and the two groups can also read information about the theme to have more chances to talk about the topic. Additionally, the interaction between students is direct because they have to hold a conversation answering and asking questions.

**In the classroom:** Debate activities promote students' critical thinking in the classroom. Thus, students have to give their opinions or contradict other students' claims to provide their viewpoints.

## Debate

### Types of Video Games

Video games are so popular with teens that it may seem they could spend days playing them. They are a way to release stress and to have a good time. There are many different types of video games. Some of them are listed below:

- Action video games: They involve shooting, attacking, and fighting. E.g. Call of Duty.
- Adventure video games: They follow a story line and they look like movies. E.g. Minecraft
- Racing video games: They include cars and **chases**. E.g. Need for Speed.
- Strategy video games: They develop thinking skills. E.g. Plants vs Zombies.
- Sports video games: They are related to sports or athletics. E.g. FIFA.

Ministry of Education. (2020). *Modulos Educacion General Basica-Superior*  
[https://recursos2.educacion.gob.ec/portfolio/sup\\_mod1\\_10mo\\_ingles/](https://recursos2.educacion.gob.ec/portfolio/sup_mod1_10mo_ingles/)

### Example questions:

1. What kind of video games are you interested in?
2. What does playing video games do for teens?
3. What type of video game seems the most violent?
4. What type of video game makes you think a lot?



Freepik

## Lesson Five

### What can people do in Otavalo?

**Lesson topic:** A visit to Otavalo

**Learning outcome:** At the end of the lesson students will be able to simulate real-life situation when foreigners visit Otavalo.

**Speaking strategy:** Role-Play

**Speaking situation:** interactive, partially interactive, non-interactive speaking situation.

**Classroom setting:** Small groups, pairs

**Procedure:** For this activity, the English teacher should organize the whole class into small groups or pairs. Thus, students in the groups have to set the activity, organizing who will play the main and secondary characters. Additionally, students have to write down a script to be rehearsed with the characters before presenting the play to the whole class.

**First,** the students have to read the information provided by the teacher about tourism in Otavalo.

**Second,** students need to search for more information if it is needed for more clarification about the theme.

**Third,** organize the dialogues for each character.

**In the classroom:** Role-play activities encourage and improve learners' oral production in the classroom, giving them more chances to participate in English activities. Moreover, the interaction among other students to prepare the play and dialogues makes those students get involved in English learning enjoying what they are doing.

## Role-play



P. Mabday / DeZaid

### A Visit to Otavalo

People from all over the world visit Ecuador, and they go to famous places. One of these places is *Plaza de los Ponchos* in Otavalo. In this place, visitors can take amazing pictures, and, of course, choose from thousands of souvenirs to buy. Also, this is the perfect place for people who enjoy taking photos because the market is an interesting place. For everybody who loves going to festivals or going sightseeing in their **free time**, Otavalo is perfect. The city offers a lot of cultural activities for the whole family. For example, adventurers can go cycling, trekking in the mountains, or kayaking. Visiting the lakes and traditional restaurants is a good idea to enjoy the views and try typical food.

Ministry of Education. (2020). *Modulos Educacion General Basica-Superior*  
[https://recursos2.educacion.gob.ec/portfolio/sup\\_mod1\\_10mo\\_ingles/](https://recursos2.educacion.gob.ec/portfolio/sup_mod1_10mo_ingles/)

### Group 1 Characters:

**Foreigner:** Hi! Good morning. Could you help me? Do you know where the plaza de Ponchos is?

**Local:** Sure! two blocks forward, you can't miss it.

**Foreigner:** Thank you

**Local:** Sure, no problem

**Seller:** Good morning, Sir. How can I help you?

**Foreigner:** Well, I would like see some hammocks. What kind of fabric is made of them?

**Seller:** It is cotton, for today there is a big discount. It is 40% percent off.

**Foreigner:** That's cool. I'll take one.

**Seller:** Nice purchase, thank you very much.



## Lesson six

### A Family Interview

**Lesson topic:** Tell me about your family.

**Learning outcomes:** At the end of the lesson, students will be able to make a family interview, asking and answering questions with other students about family characteristics.

**Speaking strategy:** Interview

**Speaking situation:** interactive, non-interactive speaking situational.

**Classroom setting:** Small groups

**Procedure:** The English teacher has to organize students to set up a family interview. Thus, the English teacher can form very small groups or just pairs of work, then the English teacher can assign students' roles such as who might be the interviewer and the interviewee. Afterward, students can prepare their material to talk in English with a specific topic for interviews.

**In the classroom:** Interview activities help students to participate actively producing the English language because interviews can be performed in person with direct interaction with other students, or learners can record a video simulating interviews.



## Family Interview



### Example:

**Karla:** Good morning Mr. come on in.

**Christian:** Good morning, Miss. Thank you very much.

**Karla Manager:** How would you describe your family?

**Christian:** Well, I have a short family my dad, my mom and my little brother.

**Karla:** Very interesting, what does your parents do?

**Christian:** Well, My Father is a bus driver, he a public bus and my mother is a nurse, she helps people at the hospital.

**Karla:** Do you spend time with outdoors activities?

**Christian:** Well, my family usually love hiking on the mountains and we go out there once a month.

**Karla:** Wow! that's sound cool

**Christian:** Thank you very much. I have a wonderful family.

## Lesson seven

### Olympic games

**Lesson topic:** Athletes of gold

**Learning outcomes:** At the end of the lesson, students will be able to cast information about Ecuadorian athletes, their backgrounds, and physical characteristics.

**Speaking strategy:** Podcast strategy

**Speaking situation:** Non-interactive speaking situation.

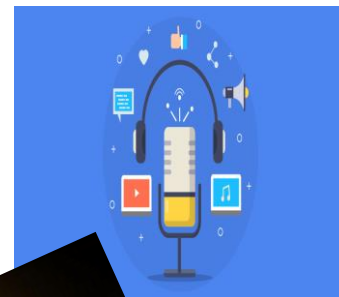
**Classroom setting:** Individual or very small groups.

**Procedure:** For this activity, the English teacher has to organize students to create a podcast using their favorite social network. Students have to make their script or find information about the topic; after that, they have to cast the information about famous athletes from Ecuador. For instance, learners can talk about the current Olympic game's gold medals winners Richard Carapaz and Neisi Dajomes. Students can use Facebook as a web platform to cast their content, and other students can watch it on their computers or cellphones.

**In the classroom:** Podcast activities encourage students to participate actively, producing the English language in a funny way. Therefore, students can create their material to cast their content about a specific topic.

## Podcast Activity

Richard Carapaz and Neisi Dajomes gold Olympic medalist.



Good morning, everyone!

Today I will talk about two greats athletics that won a gold medal in Tokyo.

Then, we are going to learn a little bit more about their background.

Richard Carapaz was born in Carchi province; his origins are very humble, and his parents are farmers.

Now lets' see something about Neisi Dajomes. Well, her origins are humble as well. Her parents are refugees from Colombia, and she lives in Puyo province.

She is 20 years old, and her siblings are athletes too.



## **Did you have an emergency?**

**Lesson topic:** Yesterday I had a mishap

**Learning outcomes:** At the end of the lesson, students will be able to tell their experiences when they have had an accident or any emergency.

**Speaking strategy:** Circle talk

**Speaking situation:** Interactive speaking situation.

**Classroom setting:** Small groups

**Procedure:** For this activity, the English teacher has to organize students to form groups in different parts of the classroom. The English teacher has to give the students the topic about emergency time. Then students have to talk about any emergency or a mishap; students can tell some sentences tell their experiences using question such as what happened? how do they solve their trouble? And how do they feel when they had a wrong time? Moreover, the English teachers have to explain to students that they have turns to speak. Then students can tell when they have an object given by the teacher it is called the talking piece.

**In the classroom:** Circle talk activities are a way to encourage students to improve their oral communication, and then many activities can be done using this strategy.

## Circle Talk



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### Group 1

**Student one:** One week ago, I fell on the ground; the floor was slippery. I twisted my foot; it was so painful I felt pretty bad. My mother took me to the hospital immediately.

**Student two:** Well, when I was a child, I used to ride horses, and one day one horse kicked me. It was not a big emergency, but I felt so bad about it. I was in pain for hours.

**Student three:** Two years ago, I was in a car accident, it was a terrible scene. I saw many people injured and dead people. My parents called 911 immediately.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

- ✓ This current study determined that English learners face difficulties with speaking English production in the classrooms. Thus, the research evidenced problems with their English fluency limiting their responses. most of the students only used short answers to address questions.
- ✓ The study also shown some difficulties with grammar structures when students form sentences to respond teachers' questions. Therefore, students answer lack of meaning or they are very difficult to understand in a conversation. For instance, students get confuse personal pronouns, or verbs form.
- ✓ Moreover, the study displayed data about students' mispronunciation. Hence, when students produce the English language is complicated to understand them. Thus, students face difficulties when they have to pronouns unfamiliar words.
- ✓ Regarding motivation, teachers stated that students do not feel engaged enough to do English activities. Hence, English teachers try to motivate students with different games and activities. Teacher also said that learners need more speaking strategies which can provide more motivation to keep learning the speaking skill.

## 6.2 Recommendation

- ✓ According to the findings, it is recommended to use a handbook proposed in this investigation where English teachers can find some speaking activities to perform with students in the classroom. The handbook was designed according to learners' needs and their current interests. Additionally, the activities were planned to work in collaboration to students have more interaction with other students.
  
- ✓ The English language is the main way to keep in touch with other people worldwide regardless of their mother tongue. It is the bridge among other countries. Therefore, teachers and school boards should consider doing extra-curricular activities to show their capabilities to hold conversations with other students, teachers, or foreign people.
  
- ✓ It is recommended that English teachers reduce students' affective filter using simple speaking strategies at the beginning of the class to give the students confidence to produce the target language, activities like we can find in the proposal. Moreover, teachers should also emphasize other language skills to boost oral production in English learners.

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## APPENDIX

### Appendix 1

UNIVERSIDAD TÉCNICA DEL NORTE  
INSTITUTO DE INMIGRANTES  
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN INGLÉS  
SEGUNDA COHORTE

CONSENTIMIENTO PARA USO DE INFORMACIÓN

Tema de investigación: Motivational Teaching Strategies to Develop the Speaking Skill in English as a Foreign Language Learners of Tenth Grade at Miguel Egas Cabezas High School, in Peguche-Otavalo, during the academic year 2020-2021.



Yo, Sulay Zulema Martínez Maigua, portadora de cédula de Identidad No. 100224055-2, estudiante de la maestría en pedagogía de los idiomas nacionales y extranjeros mención Inglés, de la universidad Técnica del Norte, tengo la oportunidad de realizar mi investigación con los estudiantes de la básica superior de los Décimos años paralelos A y B, con la finalidad de aplicar un test, para analizar el nivel de la destreza de habla en el idioma Inglés.

Los estudiantes procederán a escogerán 5 preguntas, de inmediato se lo entregará al docente investigador para su respectiva interrogación, cada pregunta corresponde a un valor de 2 puntos, misma que será evaluada mediante una rúbrica que dará un total de 10 puntos, la cual está dividida en 5 parámetros que se debe considerar para su respectivo puntaje como lo muestra en la rúbrica.

En conclusión, toda información recolectada en esta investigación será para los fines educativos en mi proceso de investigación del postgrado, donde toda documentación adquirida se adjuntará como respaldo.

Segura de contar con su apoyo y consentimiento, agradecerles infinitamente a los estudiantes de la básica superior de los décimos años A y B, a la vez por la colaboración a la tutora del paralelo A.

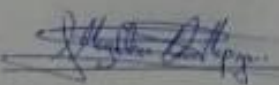
## Appendix 2

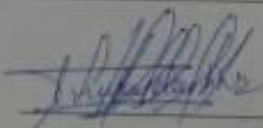



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 MENCIÓN INGLÉS  
 SEGUNDA COHORTE



Para constancia de su consentimiento, escriba sus nombres y apellidos completos como estudiantes del Décimo año, paralelo A.

Ashley Uxve Cepeda Remache.  
 Sara Verónica Murga Vega.  
 Mathenn Naharo Albarán Sorruj.  
 Jenny Dmays Panama Macillo.  
 Jon Sebastián Torres Corzo.  
 Jonathan Mauricio Páramo Santillán.  
~~Walter Alvarado~~ Alvarado Astudera.  
 Maty Isage Torres Cachiguango.  
 Jofre Stalin Cabascano Mattona de  
 Angel Arango.  
 Lis Erica Tena Cacho.  
 Lis Alberto Andrade Murgu.  
 Andy Joel Leon Mena.  
 Anita Lucia Sarmiento Barrios.  
 Wilton David Huatón Sorruj.  
 Kays Swanze Castañeda Ajala.  
 Ingrid Guana Muenala Tumbaymba.  
 Analía Yamileth Nirdalde Escala.  
 Swiale Pacholletia Guarni Tumbaymba.  
 Yanis Mitchell Cota Cuchi Pineda.

  
 MSc. Magdalena Quillupangui  
 DOCENTE TUTORA

  
 Lic. Sulay Martínez  
 DOCENTE INVESTIGADOR


## Appendix 3

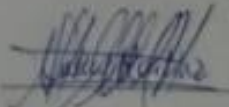



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 MENCIÓN INGLÉS  
 SEGUNDA COHORTE

Para constancia de su consentimiento, escriba sus nombres y apellidos completos como estudiantes del Décimo año, paralelo B.

Steven Sol Vega Leon  
 Lena Elizabeth Rosales Lopez  
 Blanca Priscila Tituano Ferrnango  
 Gina Marisol Pachambos Tontagimba  
 Mayra Rocío Saravino Bautista  
 Henry David Tontagimba Jesa  
 Dante Jon Astiba Interoquinga Muroso  
 Kevin Alexis Castro Pasugachi  
 Karen Valeria Tueres Pasugachi  
 Jessica Alejandra Olavango Paredes  
 Soa Patarina Mateo Morales  
 Gina Arabi Moreta Salazar  
 Shirlen Lee Alvarado Cardona  
 Luis Alberto Andrade Maigua  
 Eric Milena Patarachi Pichamba  
 Jesus Beto De la Torre Maldonado  
 Luis Fabian Maldonado Muela  
 Mallo ~~...~~ Joel Pizarro Fuentes  
 Lexmy Steyla Saravino Bonilla  
 Saravino Bonilla Dylan Alexander

  
 Lic. Sulay Martinez  
 DOCENTE TUTORA

  
 Lic. Sulay Martinez  
 DOCENTE INVESTIGADOR





# Appendix 4


**Speaking test**


**Objective:** To analyze the level of the speaking skill of the EFL learners of tenth grade at Miguel Egas Cabezas high school.

- 1. Introduce yourself!**  
 What is your name?  
 How old are you?  
 Where do you live?  
 Who do you live with?  
 How many siblings do you have?



- 2. Differences:** Look at the four pictures. Which one is different? Why is it?



- 3. Look at the pictures. Choose your favorite hobby. Why do you like it? and why do not like it?**


- 4. Let's talk about your family:**  
 How many people are there in your family?  
 How is the oldest in your family?  
 What are you doing in your family?  
 Tell me about your father  
 Is he working in Otavalo?



- 5. Let's talk about your daily routine.**  
 What time do you get up?  
 Who prepares the breakfast?  
 What do you usually do after breakfast?  
 Do you have a class online in the morning?


- 6. Let's talk about your activity that happened last weekend.**  
 What did you do in the morning?  
 Did you get up early on Sunday?  
 Did you help your mom in the kitchen?  
 Who made the lunch?  
 What program did you watch on TV?







**Rubric to evaluate the speaking skill.**

Pronunciation (2pts)	Grammar (2pts)	Content (2pts)	Complete answer (2pts)	Fluency (2pts)
Student uses the correct pronunciation	Students uses correct grammar in present and past tense	The student gives the appropriate response to each question.	The student responds to the question using entire two-part response. Yes, no and complement.	The student does not repeat verbs and does not only use either yes or no.
(1pt) The student makes 1-3 error.	(1pt) The student makes 1-3 errors.	(1pt) The student makes 1-3 errors.	(1pt) The student does not make a complete answer 1-3 times.	(1pt) The student repeats 1-3 verbs.
(0pt) Student makes more than 3 errors.	(0pt) Student makes more than 3 errors.	(0pt) Student makes more than 3 errors.	(0pt) Student does not make a complete answer more than three times.	(0pt) Student repeats verbs more than 3 times, OR, AND Students only responds with no.

Signature \_\_\_\_\_


## Appendix 5

<p style="text-align: center;">   </p> <p style="text-align: center;"> <small>UNIVERSIDAD TÉCNICA DEL NORTE INSTITUTO DE POSGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS SEGUNDA COHORTE</small> </p> <p><b>ENCUESTA A ESTUDIANTES</b></p> <p>Curso: _____ Paralelo: A: <input checked="" type="checkbox"/> B: <input type="checkbox"/></p> <p>Edad: _____ Género: Femenino <input checked="" type="checkbox"/> Masculino <input type="checkbox"/> Fecha: _____</p> <p><b>OBJETIVO</b></p> <p>Conocer estrategias didácticas motivacionales para desarrollar la destreza oral en inglés como estudiante de lengua extranjera de los décimos A y B, en el la Unidad Educativa Miguel Egas Cabezas, en Peguche-Otavalo, durante el año lectivo 2020-2021.</p> <p>Instrucción: Responda cada pregunta según su realidad.</p> <ol style="list-style-type: none"> <li>¿Con qué frecuencia usa el docente el inglés en la clase? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Hace el docente una revisión previa de los temas tratados en la clase anterior? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Entiende cuando el profesor habla inglés en la clase? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Motiva el docente al salón de clases para que se vuelva agradable, confiable para producir el habla? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>Dirige el docente a toda la clase con preguntas para que todos los estudiantes participen y comprueben su progreso Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Elige el docente temas de acuerdo con el interés y la realidad de los alumnos? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Con qué frecuencia usa usted el inglés en el aula? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> <li>¿Muestra el docente comentarios positivos cuando los estudiantes participan en clase? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/></li> </ol>	<p style="text-align: center;">   </p> <p style="text-align: center;"> <small>UNIVERSIDAD TÉCNICA DEL NORTE INSTITUTO DE POSGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS SEGUNDA COHORTE</small> </p> <p>9. ¿Tiene dificultad para desempeñarse en la clase de inglés? ¿Por qué? Siempre <input checked="" type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> Nunca <input type="checkbox"/> ¿Por qué? _____</p> <p>10. ¿Cuáles son sus estrategias favoritas para practicar inglés? Clasifíquelos de 1 al 5, siendo 5 la estrategia que más le gusta y el uno el que menos le gusta. Marque con una X.</p> <table border="1" data-bbox="883 527 1344 625"> <thead> <tr> <th>Estrategias</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Diálogos</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Simulaciones</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Organizador gráfico</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Juegos de rol</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Debates</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Estrategias	1	2	3	4	5	Diálogos						Simulaciones						Organizador gráfico						Juegos de rol						Debates					
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Debates																																					


(Ecuador)




# Appendix 6



UNIVERSIDAD TÉCNICA DEL NORTE  
INSTITUTO DE POSGRADO  
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCION INGLÉS  
SEGUNDA COHORTE



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SEGUNDA COHORTE

**TEACHER'S SURVEY**

Age: 39 Gender: Female  Male  Date: 30<sup>th</sup> - 06 - 2021

**OBJECTIVE**

Know motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Puyoche-Otaivao, during the academic year 2020-2021 Instruction:

Instruction: Answer the following questions based on your experience in the classroom with your students.

- How important is motivation for the student to stand out in class?
 

Motivation is the main part of the class because we like teachers can get student's attention and motivate them to be active at the beginning, during and finishing the classes
- How often do you use motivation strategies in class?
 

I always use this motivation strategies due to students can have the chance to participate giving their opinions, ideas and let them to integrate to whole group
- What kinds of motivational strategies do you use in class to promote speaking?
 

Promoting speaking on my students the best strategies are games, roleplays and debates because they need to defend their points of views.

- What do you do to keep your students motivated during class?
 

I like to talk about real and fun experiences where they can integrate in a conversation. Besides, interesting role-plays are the good way to help them to motivate their participation.
- What are the most effective strategies to develop speaking?
  - 5.1 Debate
  - 5.2 Roleplay
  - 5.3 Conversation
  - 5.4 Simulation
  - 5.5 Graphic organizer
  - 5.6 Other

If your answer is other, show what strategies is the best for you and Why?


\_\_\_\_\_

\_\_\_\_\_
- Within the A1 level How would you determine the proficiency level of the majority of your learners in the speaking skill?
 

Indicator	Starter A1.1	Elementary	Beginner	Beginner A2
Proficiency level		A1.2	A1.3	

Communication	Elementary			
capable to comprehend, interact, use conversational strategies and make themselves understood (Definition)	because children can have the capacity to improve their knowledge on speaking by using simple vocabulary			
Fluency				
Accuracy				

# Appendix 7


 UNIVERSIDAD TECNICA DEL NORTE  
 INSTITUTO DE POSGRADO  
 MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
 MENCIÓN INGLÉS  
 SEGUNDA COHORTA

TEACHER'S SURVEY


Age: 41    Gender: Female (x) Male ( )    Date: 25/06/202

OBJECTIVE

Know motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Papacho, Otavalo, during the academic year 2020-2021. Instruction:

Instruction: Answer the following questions based on your experience in the classroom with your students.

- How important is motivation for the student to stand out in class?  
  
Motivation is a very important factor that all teachers should use in class in order to encourage students to speak in English out of class.
- How often do you use motivation strategies in class?  
  
I usually use motivation strategies in class.
- What kinds of motivational strategies do you use in class to promote speaking?  
  
In each speaking class, I use role plays, games, oral presentations, and dialogues.
- What do you do to keep your students motivated during class?


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To keep students motivated during the class, I provide them clear instructions and very active strategies where they can have the opportunity to speak with their partners also, I cheer when students do a good job.

5. What are the most effective strategies to develop speaking?

5.1 Debate  
**5.2 Roleplay**  
**5.3 Conversation**  
 5.4 Simulation  
 5.5 Graphic organizer  
 5.6 Other


If your answer is other, show what strategies is the best for you and Why?

\_\_\_\_\_

\_\_\_\_\_


6. Within the A1 level How would you determine the proficiency level of the majority of your learners in the speaking skill?

Indicator	Starter A1.1	Elementary	Beginner	Beginner A2
Proficiency level		A1.2	<b>A1.3</b>	


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Communication				
(Able to understand, interact, use conversational strategies and make themselves understood) (Definition)				
Fluency				
Accuracy				

# Appendix 8


 UNIVERSIDAD TECNICA DEL NORTE  
 INSTITUTO DE ROSARIO  
 MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
 MENCIÓN INGLÉS  
 SEGUNDA COHORTE

|

**TEACHER'S SURVEY**

Age: 32    Gender:  Female ( Male (    Date: Saturday, June 26<sup>th</sup>, 2021.

**OBJECTIVE**

Know motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Alemán Cabezas high school, in **Pepico-Otavaló**, during the academic year 2020-2021. Instruction:


Instruction: Answer the following questions based on your experience in the classroom with your students.

1. How important is motivation for the student to stand out in class?

Well... When working with students in specially with teenagers, it is always important that they feel confident, without fear or shame. And to achieve that security in the students is the motivation, a motivated student always will be initiative drivers in class. Moreover, they are at an age that is evolving and absorbing all the changes in their environment. The least thing a teacher should do in class is try to humiliate him directly or indirectly.

2. How often do you use motivation strategies in class?

I try to use motivation strategies as long as possible because, each class of foreign language is new for them, although they know the theme of the class.


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3. What kinds of motivational strategies do you use in class to promote speaking?

Well, I try to understand your fear, I don't expect perfectionism but I hope they are disciplined, I speak simple conversations with each one and I always try to smile so that they are not afraid.

4. What do you do to keep your students motivated during class?


I always smile with them, I always respect them, and sometimes I talk about my anecdotes from when I was an English student.

5. What are the most effective strategies to develop speaking?

5.1 Debate  
5.2 Roleplay  
5.3 Conversation  
5.4 Simulation  
5.5 Graphic organizer  
5.6 Other

For me, the most effective strategies to develop speaking are: Roleplay, simple conversations and simulation.

If your answer is other, show what strategies is the best for you and **why?**


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6. Within the A1 level How would you determine the proficiency level of the majority of your learners in the speaking skill?

Indicator	Starter A1.1	Elementary	Beginner	Beginner A2
Proficiency level		A1.2	A1.3	
Communication (Ability to comprehend, interact, use conversational strategies and make themselves understood. Definition)	They try to comprehend.			
Fluency	They don't have fluency.			
Accuracy	They try to develop			

## Appendix 9

Indicador/ Proficiency level	Starter A1.1	Elementary A1.2	Beginner A1.3	Beginner A2
Communication (Ability to comprehend, interact, use conversational strategies and make spontaneous understood Declarations)				X
Fluency				
Accuracy				

## TEACHER'S SURVEY

Age: 49 Gender: Female (F) Male (M) Date: 20-06-2021

## OBJECTIVE

Know motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in Peguche, Otavalo, during the academic year 2020-2021. Instruction:

Instruction: Answer the following questions based on your experience in the classroom with your students.

1. How important is motivation for the student to stand out in class?

It's very important. Use the student's interest and natural curiosity appeal aid in motivation. Student will be motivated to learn when the course is structured a way that they learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course.

2. How often do you use motivation strategies in class?

All the time, otherwise if you do not use a motivational strategy, you will not be successful in class.

3. What kinds of motivational strategies do you use in class to promote speaking?

Talk about a topic of interest, need or curiosity to him.

4. What do you do to keep your students motivated during class?

That students learn by doing, creating, writing, designing and solving. Encourage students to suggest approaches to a problem.

5. What are the most effective strategies to develop speaking?

- 5.1 Debate  
5.2 Roleplay  
5.3 Conversation (X)  
5.4 Simulation  
5.5 Graphic organizer  
5.6 Other

If your answer is other, show what strategies is the best for you and Why?

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6. Within the A1 level How would you determine the proficiency level of the majority of your learners in the speaking skill?

## Appendix 10

<p style="text-align: center;">   </p> <p style="text-align: center;">           UNIVERSIDAD TÉCNICA DEL NORTE            INSTITUTO DE POLOGRADO            MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS            MENCIÓN INGLÉS            SEGUNDA COHORTE         </p> <p>TEACHER'S SURVEY</p> <p>Age: _____ 41 _____      Gender: Female ( ) Male (x)      Date: _____          _____ 25/06/21 _____</p> <p>OBJECTIVE</p> <p>Know motivational teaching strategies to develop the speaking skill in English as a foreign language learner of tenth grade at Miguel Egas Cabezas high school, in <u>Pezasche-Otarvalo</u>, during the academic year 2020-2021. Instruction:</p> <p>Instruction: Answer the following questions based on your experience in the classroom with your students.</p> <p>1. How important is motivation for the student to stand out in class?</p> <p>I believe, motivation is one of the cornerstones for learners, to encourage them to participate and learn in the classroom.</p> <p>_____</p> <p>2. How often do you use motivation strategies in class?</p> <p>In my opinion, I sometimes use motivational strategies in classroom.</p> <p>_____</p> <p>3. What kinds of motivational strategies do you use in class to promote speaking?</p>	<p style="text-align: center;">   </p> <p style="text-align: center;">           UNIVERSIDAD TÉCNICA DEL NORTE            INSTITUTO DE POLOGRADO            MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS            MENCIÓN INGLÉS            SEGUNDA COHORTE         </p> <p>Most of the time I change classroom setting to form students' groups. The use of short game can help students to change their mood and engage learners in the English class.</p> <p>_____</p> <p>4. What do you do to keep your students motivated during class?</p> <p>I use short game and I change classroom setting sometime to times.</p> <p>_____</p> <p>5. What are the most effective strategies to develop speaking?</p> <p>5.1 Debate      x</p> <p>5.2 Roleplay      x</p> <p>5.3 Conversation      x</p> <p>5.4 Simulation</p> <p>5.5 Graphic organizer</p> <p>5.6 Other</p> <p>If your answer is other, show what strategies is the best for you and why?</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">   </p> <p style="text-align: center;">           UNIVERSIDAD TÉCNICA DEL NORTE            INSTITUTO DE POLOGRADO            MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS            MENCIÓN INGLÉS            SEGUNDA COHORTE         </p> <p>6. Within the A1 level How would you determine the proficiency level of the majority of your learners in the speaking skill?</p> <table border="1"> <thead> <tr> <th>Indicator/ Proficiency level</th> <th>Starter A1.1</th> <th>Elementary A1.2</th> <th>Beginner A1.3</th> <th>Beginner A2</th> </tr> </thead> <tbody> <tr> <td>Communication (Ability to comprehend, interact, use conversational strategies and make themselves understood. Definition)</td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>Fluency</td> <td></td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>Accuracy</td> <td></td> <td></td> <td></td> <td>x</td> </tr> </tbody> </table>	Indicator/ Proficiency level	Starter A1.1	Elementary A1.2	Beginner A1.3	Beginner A2	Communication (Ability to comprehend, interact, use conversational strategies and make themselves understood. Definition)				x	Fluency			x		Accuracy				x
Indicator/ Proficiency level	Starter A1.1	Elementary A1.2	Beginner A1.3	Beginner A2																		
Communication (Ability to comprehend, interact, use conversational strategies and make themselves understood. Definition)				x																		
Fluency			x																			
Accuracy				x																		