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**“MOTIVATIONAL TEACHING ACTIVITIES TO DEVELOP THE SPEAKING
SKILLS IN ENGLISH WITH STUDENTS FROM LEVEL 10TH AT UNIDAD
EDUCATIVA REPÚBLICA DEL ECUADOR IN OTAVALO”**

**Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía de los
Idiomas Nacionales y Extranjeros Especialidad Inglés**

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DEDICATORY

Firstly, I dedicate this project to my family, God, and especially to my godparents, who were essential to reach this degree as a professional. Thus, I had support from my parents in difficult moments, who advised me and helped me follow a good path during my student stage. Finally, my siblings were an example to follow because they helped me so that I did not give up and continued studying and getting this degree.

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ABSTRACT

This goal of this research was to strengthen the development of the speaking skills through a guide containing motivational teaching activities with students from the tenth level at Unidad Educativa República del Ecuador in Otavalo. This study focuses on motivational teaching activities to encourage students to speak in English during classes, taking into account the modules of the Ministry of Education incorporated with activities for speaking skills. In addition, data collection was based on mixed methods to guarantee the viability of this study; it helped collect, analyze, and illustrate data to solve the problem. In this sense, a motivation test focused on English classes in the first part. Also, using a speaking test based on vocabulary, grammar, pronunciation, and communication. The survey and interview for students and the teacher focused on the speaking activities in the classroom. This study suggests that: students feel unmotivated due to the repetition of activities and lack of confidence during classes. Therefore, the research topic was taken according to the problem of the lack of strengthening activities and motivation to develop speaking skills in English classes. For this reason, this research has proposed activities inside the classroom to improve speaking in students, such as contest activities, conversation cards, pictures sequencing, games, finding differences, picture descriptions, and storytelling. Therefore, it is necessary to create a guide of activities focused on motivating and providing confidence to improve speaking skills in students.

Key words: Motivational activities, speaking skills, motivation test, speaking test, survey, interview, guide.

RESÚMEN

El objetivo de esta investigación fue fortalecer el desarrollo de la habilidad oral a través de una guía de actividades didácticas motivacionales con estudiantes del décimo nivel de la Unidad Educativa República del Ecuador en Otavalo. Este estudio se enfoca en actividades didácticas motivacionales para incentivar a los estudiantes a hablar en inglés durante las clases, tomando en cuenta los módulos del Ministerio de Educación incorporados con actividades para hablar en inglés. Además, la recolección de datos se basó en métodos mixtos para garantizar la viabilidad de este estudio; ayudó a recopilar, analizar e ilustrar datos para resolver el problema. En este sentido, una prueba de motivación se centró en las clases de inglés en la primera parte. Además, utilizando una prueba de expresión oral basada en vocabulario, gramática, pronunciación y comunicación. La encuesta y la entrevista para los estudiantes y el profesor se centraron en las actividades de habla en el aula. Este estudio sugiere que: los estudiantes se sienten desmotivados por la repetición de actividades y falta de confianza durante las clases. Por lo tanto, el tema de investigación se tomó de acuerdo a la problemática de la falta de actividades de fortalecimiento y motivación para desarrollar la destreza oral en las clases de inglés. Por esta razón, esta investigación ha propuesto actividades dentro del aula para mejorar el habla en los estudiantes, tales como actividades de concurso, tarjetas de conversación, secuenciación de imágenes, juegos, búsqueda de diferencias, descripción de imágenes y narración de cuentos. Por lo tanto, es necesario crear una guía de actividades enfocada a motivar y brindar confianza para mejorar las habilidades orales en los estudiantes.

Palabras claves: Actividades motivacionales, habilidad del habla, prueba de motivación, prueba de habla, encuesta, entrevista, guía.

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INTRODUCTION

1.1 The Problem

Motivational Activities are dynamic resources of great importance that have evolved year after year in learning and teaching a foreign language. These activities encourage students to become more enthusiastic and involved within school hours. Speaking is a fundamental skill during the teaching of a foreign language. In this way, this skill has an essential role in direct interaction with other people. The lack of strengthening motivational activities towards speaking was the motivation to experiment with a series of methods at Unidad Educativa República del Ecuador. In the literature and research on motivational activities in language pedagogy, there is an argument that the lack of confidence and motivation in the development deteriorates the interaction between teacher-student and does not generate an environment of security and trust to dialogue in English. Therefore, incorporating methods to develop motivational activities in class is recommended.

1.2 Justification

The reason for performing this study was to strengthen motivational teaching activities within classrooms to develop the skill of speaking in English in 10th-grade students at Unidad Educativa República del Ecuador high school in Otavalo. It helped students get a high English language level and great fluency in speech. In this way, it will focus on offering motivational teaching activities that support the student, and the teacher has greater motivation in teaching this foreign language, especially in speaking skills. The little interest that the students put during the classes and speaking lessons causes tremendous concern in the teachers and the parents who hope to obtain favorable results in the learning of English in their children.

1.3 Background

Over the years, English has become a universal language; therefore, today, it is a priority to learn it in educational institutions. This language is officially taught nationally in private and public educational institutions in Ecuador. For García (2019), "It has implemented several measures to improve the teaching and learning of the foreign language in educational institutions." Teaching this foreign language regarding speaking skills is extremely important for all students in and outside of the classroom. "In this way, motivational teaching activities to develop speaking help the student to be able to interact more easily between the teacher and the students." (Gallardo, 2008). One of the major inhibiting factors for teaching speaking skills is the lack of motivational activities. At present, teaching methods in the classroom are traditional, and based only on the use of dialogues from textbooks, which is not enough motivating and effective for students.

1.4 Objectives

1.4.1 General objective

Strengthen the development of the speaking skills by applying motivational activities with students from level tenth at Unidad Educativa República del Ecuador in Otavalo.

1.4.2 Specific objectives

Measure the speaking English level of the students participants at Unidad Educativa República del Ecuador high school through a speaking test.

Analyze the information collected in the diagnostic phase and theoretical framework to design a guide of motivational activities to develop speaking skills.

Identify motivational teaching activities that teachers should use to develop speaking skills in the classroom.

Develop a guide with motivational teaching activities that can be applied to improve speaking skills.

CHAPTER I

THEORETICAL FRAMEWORK

2.1 Motivation

Motivation is an essential factor in learning and teaching in different social and educational settings. It is determined that it is a primary element of great importance to achieve a goal. Furthermore, motivation has a fundamental role in learning the English language. The relationship between motivation and language learning has had an excellent academic impact for many years. It is fully proven that motivation influences language learning and teaching achievement and failure. Inspiration helps us to have an appropriate behavior to achieve a goal.

Motivation is the feeling supported by the behavior; in other words, behaving is a specific way to learn. On the other hand, teachers' motivation is a way to motivate students, such as creating methodologies and having good classroom management where students can get excellent learning. All of these things are important to learn a language. (Martínez S. , 2021)

On the other hand, motivation is understood as those significant activities for the educational development of the student and teacher. Therefore, it is considered a positive factor in the psychological and emotional development of the student and teacher. This element is essential in education because it facilitates thinking about behavior and academic performance and allows deciding on activities to reinforce student motivation. However, the relationship between teachers-students and families supports the construction of learning where safe places must be created so that students have the desire to learn and grow in learning a second language. (Rheinberg & Vollmeyer, 2018)

2.2 Types of Motivation

2.2.1 Positive motivation

This motivation is considered a principle of doing or learning something new, which is not very satisfactory. There is a physical or psychological reward within this motivation at the end of the activity. In addition, it is used by parents and teachers to begin to educate and obtain meaningful learning.

The use of positive motivational techniques must be consistent and timely to be effective. Proper use of positive motivation is critical for teachers in today's constantly changing classroom environment. How well teachers use these techniques to motivate students directly affects students' productivity and efficiency to compete in the classroom today. (Kamery, 2004)

Consistent use of positive motivational techniques is essential to teachers in today's constant changes in the classroom. Teachers use this motivational activity technique to achieve a goal. Classrooms that propose practical, motivational activities have the edge needed to maintain meaningful learning.

2.2.2 Negative motivation

A study by García (2018) showed that “Negative motivation refers to the process by which a person initiates or remains attached to behavior to avoid an unpleasant consequence, both external (punishment, humiliation, etc.) or internal (avoid the feeling of frustration or failure).” This type of motivation is established on the influence of behavior to prevent actions that are considered unfavorable. In addition, this is applied in different organizations, whether public or

private, to use threats or punishments. It can also be considered that there are various types of negative motivation, such as motivation by danger, fear, discipline, and humiliation.

2.2.3 Intrinsic motivation

This motivation is known as an action for pleasure without expecting anything from anyone. It is also considered a distraction or hobby inherent in human nature. More recent studies by Durand and Huertas (2010) show that "Intrinsic motivation can be defined as that which comes from the subject himself, who is under his control and can reinforce himself. This type of main motivation is internal, that is, you do not expect to get anything in return."

For example, a student may be self-motivated to do anything because they need to know about the world. It is to do something "just because."

2.2.4 Extrinsic motivation

It is considered the foreign factor to individuals who stimulate this to carry out specific actions. In this motivation, the rewards, moral, social, or legal duties are the founders of the person to commit or not, certain acts.

It is doing something to earn a reward or avoid punishment. The primary motivator is external; you expect to get something to complete a specific task or avoid a result for not doing something. For example, a student completes all his homework to get a good grade in his average. (Anaya-Durand & Anaya-Huertas, 2010)

Or you care about their behavior because you don't want to miss your break. Students behave well not because they want to, but to get something in return or avoid a negative outcome.

2.3 Motivational Factors in the Classroom

2.3.1 Teacher motivation

Teacher motivation is a vital element to improve classroom management. It is more necessary because the teacher transmits emotions and dynamics. A motivated teacher is essential for teaching and learning a foreign language. In addition, a fun teacher can create happy and passionate students.

Help students alter their perceptions about the causes of failure from sources outside their control (such as bad luck) to insufficient effort, an element within their control. Teachers should get more tasks to students' interests, incorporate novelty and variety in lessons, give students opportunities to respond and receive feedback, and include "fun features" in learning activities whenever possible. (Lumsden, 1994)

In conclusion, if the teacher has a good vibe, we can make our students happy through attraction. It isn't easy to teach if a student does not want to learn. The change consists in knowing how the student wants to learn. Being a teacher is not teaching how much I know about a specific subject. Being a teacher makes my students want to learn.

2.3.2 Student motivation

Motivation is a crucial factor for the effectiveness of students' learning process and for it to be meaningful for them. In this way, for the student to be motivated to learn, some strategies must be taken, such as a comfortable classroom with different forms of structure, words, or phrases to encourage the student, relevant activities such as games, songs, and videos, and a good relationship between peers.

They need strategies to achieve short-term goals. If they begin to focus on the means to the end (methods) rather than the end itself (the outcome), they are more likely to "own" the result. Another common belief is that it is helpful to acknowledge something positive about a child's work, even if praising is not central to the task. However, suppose children are praised for tasks they perform with ease or receive positive comments about irrelevant or extraneous factors. In that case, they tend to dismiss the praise and interpret it as a sign of lack of ability. (Butler, 2014)

Teachers need to be practical to support their learners to be motivated to learn and succeed. Teachers must go beyond the materials and procedures commonly used to promote and comprehend the underlying factors of motivation to learn.

According to Santrock (2006), six areas can influence students' learning motivation.

The task that students are asked to do.

The autonomy students are allowed in working.

Students are recognized for their accomplishments.

Grouping practices.

Evaluation procedures

Time in the classroom.

2.3.3 Materials

Teaching materials are essential to achieve student motivation. That is, the lesson planning in teaching depends on teaching materials. Teaching materials are general elements to describe the lesson. It can support student learning and increase student success. Ideally, the teaching materials

come in many shapes and sizes, but they all have in common the ability to support student learning. Finally, teaching materials help students develop new learning skills. (Right, 2018)

Motivated teachers would be more energized and committed to proposing many activities in the classroom. They would express a good attitude, interest, and adaptability to cater to the needs of individual learners.

2.4 Motivation and Foreign-Language Learning

To resolve whether our students like EFL and their selections, what could influence their mood when they arrive at the classroom, get ready at home, or even watch television or play video games in which they must use English. Motivation relates to a mixture of the learner's attitude, desires, and enthusiasm to expend effort to learn the second language. It is usually considered one of the main reasons for progress and failures in second language learning. Nevertheless, students enjoy learning English in some learning contexts because they want languages. In other contexts, students like to learn English because they are conscious of being fluent in English in the current day. (Musso & Ortega, 2018)

2.5 Social and Functional Motivation

2.5.1 Interpersonal conversation

It refers to creating social relationships such as meeting with friends or family. This relationship is essential for teachers to identify which significant interactions are necessary for their students. Interpersonal conversation is all about the interactivity of individuals who each have their motivations, expectations, and interpretations of communication. (Burns, 2019)

2.5.2 Attitudes and Motivation

These factors are essential to achieve good English language learning where the student must be prepared emotionally and psychologically. Attitude is a factor of beliefs related to motivation, and therefore, it plays a fundamental role in the learning process (Ahmad, 2005). A good mood would encourage learners to achieve their learning goals. It can be of great support for the teacher and students.

2.6 Demotivation in second language

These are personal and visible influences that can affect the lack of motivation to learn a second language. These factors are related to the teacher and the student to know what harms students' motivation.

2.6.1 Teacher-related influences on demotivation

The teacher should get familiar with the learners' interests to choose the topics respectively. Teacher motivation could be explained as the teacher's level of enthusiasm and commitment to teaching the subject matter. Students also should follow the instructions; when they are motivated, it is easy to learn language skills. In other words, teacher demotivation has a high impact on learner demotivation in class. (Sanjay & Narayana, 2020)

2.6.2 Learner-related factor on demotivation

Trang & Baldauf (2007) identified negative factors towards English as possible sources of learner-related demotivation. Students felt that their inability to make good progress in their previous lesson caused them to be incapable of catching up with their peers due to significant

knowledge gaps. Consequently, they were incapable of keeping up with the current studies and becoming demotivated. Other students who had negative factors towards English reported that English was difficult to learn due to pronunciation, vocabulary, and grammar challenges. These students were incapable of maintaining interest in learning and hence experienced demotivation.

2.6.3 Discouraged Students

Discouraged students are students with anticipation-related motivational challenges. For example, students with limited ability who have difficulty keeping up develop chronically low expectations and resign themselves to failure. In other cases, students whose attributions of failure or knowledge beliefs make them susceptible to helplessness in failure situations. Another point is that students obsessed with protecting self-esteem focus on performance goals but not learning goals. Finally, students do not perform well due to a desire to avoid responsibility. (Chanthaboun, 2015)

2.7 Classroom Management on motivation

Classroom management is an overarching term that directs how a teacher structures the material, instructional, and social structures in the classroom to make an environment conducive to understanding. According to Jones (2010), the motivation in the school is a charge of the teacher; he must promote materials and content that are interesting for students. In this way, students will be more motivated to follow the class; however, this tedious development shows low motivation and less interest in the course. On the other hand, the school environment is not an environment suggested by its academic nature and does not intervene in the learning and teaching of the student. In this sense, it is common to accuse the student of a lack of motivation. However, this is usually not the case. Rather, it is the teacher who should instill motivation to learn in the student.

2.8 Classroom Anxiety and Interaction

Anxiety negatively affects performance in the second language because it is associated with sentimental regression, fear, violence, self-pity, uncertainty, sadness, separation, reduced personality. If the number of students in a classroom is too large, it also provides anxiety. That is why classroom anxiety changes an FL learner's motivational intensity.

It can cause many psychological problems when practicing speaking in English. In this case, the teacher is helping the student face this problem. In addition, the interaction in the classroom is one of the factors that will help the student in their learning process to help improve their speaking skills. In learning English, interaction is the best way to practice speaking skills. (Kodri, 2018)

2.9 Impact of Teaching Activities on Motivation

Instruction activities can also enhance students' engagement or involvement in the learning process. Learners are unhappy overall and find the English courses of no benefit. Motivation, then, seems to be an essential point in helping students learn the language. Stipulate improving feedback as part of teaching strategies and create a teaching-learning method that can support significant participation for all learners within the classroom. To discover the views of the educators and learners of what contains students' language learning in the English language classroom in consulting engagingly and integral thinking. (Bahous, 2011)

2.10 Motivational Activities in Teaching ESL/EFL Based on Language Learners' Perceptions

It is perceived as successful activities employed in a second/foreign language classroom. Language teachers may be a relevant and valuable source of insights regarding what teaching activities effectively increase their students' motivation to learn a second/foreign language. The literature also claims that teaching English as a second/foreign language requires creative, innovative, and motivating teaching strategies. It is also essential for educators to pay attention to what students believe in this aspect. Students' perceptions and beliefs may be as relevant as teachers, external observers, or general ideas about it as described in the literature. (Bachtiar, 2011)

2.11 Types of multiple intelligences

2.11.1 Linguistic intelligence

Good second-language speakers are often considered talented people with special verbal abilities who possess more than one code to understand and acquire knowledge to use in new situations. Gardner (1972) has investigated "the relationship between IQ and the ability for learning foreign languages but have discovered only a reasonable level of correlation; therefore, Spearman's traditional static concept of intelligence' cannot be used as a predictor of successful language learning." In Gardner's scheme, verbal-linguistic intelligence does not directly reference second language learning. However, there seems to be a very plausible link as people with high verbal-linguistic intelligence are those that tend to think in words and that can use language effectively both orally and in writing (Christison, 1999), which is to say, "those who have a high level of sensitivity to sounds or phonology, sentence structure or syntax, meaning or semantics and illocutionary force or pragmatics".

2.11.2 Interpersonal intelligence

Understanding other people, working cooperatively, and communicating is part of interpersonal intelligence and is strongly connected to learning a second language. Language learning is a social process that has the development of communicative competence as a primary goal. For Hymes (1971) defines "interpersonal intelligence is connected to the ability to harmonize with others, to comprehend their viewpoints and ideas, but also to persuade others to achieve personal goals."

As Pinto (2002) said, "empathy developed through group activities helps create a relaxed classroom atmosphere where learners can feel more self-confident and willing to speak in the target language."

2.11.3 Intrapersonal intelligence

Intrapersonal intelligence allows us to comprehend the self's internal aspects and practice self-discipline. It is related to studies about metacognitive knowledge and language learning, where metacognition refers to knowledge about oneself, the language, and the procedures or strategies to be used for certain types of tasks. (Wenden, 1987)

For Williams (1997), it is essential that metacognition takes in the facts of our cognitive functions and involves learning of elements connecting to the self and how these affect the use of mental processes. Thus, it would incorporate one's character, emotions, motivation, mindsets, and leading style at any moment within such a concept of metacognitive attention.

2.12 Learning Approaches

Language teaching is distinguished by the transformation and innovation of competing language teaching at different periods. The following sections discuss different approaches for foreign language teaching, specifically speaking skills, as proposed in the literature.

2.12.1 Task-Based Learning

During this approach, students do relevant and exciting tasks. They need to use the target language they are learning to communicate with their classmates to solve the task. For instance, activities must be designed for authentic communication, where lessons carry out meaningful learning.

For Kawasaki (2021) Task-Based Learning is an approach of group learning. Strengthening a language as a group is also essential for adequate Learning. Working with other people and becoming confident with the language within a group is crucial in developing that language. Also, obtaining positive feedback from classmates and teachers improves confidence and motivation to learn and communicate with others.

The communicative task is a classroom activity where students work, understand, interact using a real-life case in the target language. In other words, students need active participation in the classroom by interacting with other students and teachers. Task work is focused on communication, and activities are designed to develop students' oral communication; Students learn another language by interacting using task work and activities.

2.12.2 Communicative Language Teaching

The Communicative Approach can be explained as the "idea that learning language successfully comes through communicating real meaning" (British Council, 2016).

In the Communicative Approach, the continuous application of material allows for timelier and more consistent, and therefore more effective evaluation and correction. The existing testing calendar functions to provide the beneficial side-effect of informal assessment. Consequently, we can begin to see how the communicative approach can improve teaching and using the language, thereby improving a crucial language teaching and learning area. The United States can make the classroom experience more meaningful, with adherence to the Communicative Approach guiding the process. When dealing with the "ideal" second language learning environment and the communicative approach, there must not only be an evaluation of its effectiveness but a description of what it entails for our school systems. (Mordaunt, Naprstek, & McGuire, 2019)

Interactive teaching approach for teaching English as a foreign language to school students improve comprehension and communicative competence. Teachers are aware of their students' needs to know and develop their communicative skills and of the importance of student reflection.

2.13 English language

English is used in many countries of the world, and the desire to learn it as a second language tends to high. According to Petruta (2012), English is the first language in 45 countries of the world; and in many more countries, people use it in business and research.

English provides an excellent opportunity for interacting with people from abroad, both native and L2 English speakers. Speaking English (or any other second language) besides one's

native language allows for a better understanding of different cultures and even of one's own culture.

2.13.1 Factors that Influence the Learning of the English Language

Learning the English language in these times is a development of methodologies and tools. It has generated a tremendous methodological and technological advance, which today has an essential function in the teaching-learning dynamics of this language. Texts and hours of conversation have been ordained for a long time to be part of the teaching of English. Nowadays, technological development has allowed the appearance of tools based on applications, games, and videos that are fundamental to improving the development of the skill's English language.

The lack of helpful methodology influences their good development as teaching professionals. Moreover, teachers must change the traditional types of classes that nowadays are useless and do not give the expected results—the lack of understanding and wrong pronunciation, which are factors that negatively influence their reading process. (Irlanda, Miguel, & Brigita, 2017)

2.13.2 English Language Skills

Language learning involves four skills: listening, reading, speaking, and writing. Many types of research have suggested the four skills, combining the language skills to develop the oral communication, engaging students to improve their language abilities, and combining language skills can increase students' communication. Every single language skill demands an activation; in other words, learners need a purpose to develop the language skill. Harmer also states that the English language embraces the four skills and is almost impossible to create only one skill in isolation to develop oral communication. (Harder, 2007)

2.13.3 Speaking skills

Speaking is one of the fundamental skills to develop better communication. This skill is considered one of the most challenging skills to learn. Many students discover it demanding to express their thoughts effectively in English as a foreign language. They are often incapable of describing themselves due to fear of making mistakes or finding the right words and expressions at the time of interaction.

Pusdá (2021) mentions that having a good command of communication will help to develop better the ability to speak a foreign language. Speaking has important messages that help students expand their knowledge. Therefore, the teacher has a fundamental role in developing oral production since teachers are in charge of controlling and monitoring the students in their speech learning process.

This document aims to establish the need to focus on the factors that affect the English-speaking ability of language learners. This review article describes the body of research on speaking, the importance of speech, characteristics of speech performance, speech problems, and factors that affect speech performance. Based on the literature review, adequate oral instruction was the students' priority and an area in which they need more attention. This study may be helpful for teachers and researchers to consider the speaking needs of their language learners in the context of teaching and learning the English language. (Leong L. M., 2017)

2.13.4 Teaching Speaking

Teaching speaking is an interactive exercise to help you develop your students' speaking skills. Teaching speaking is a vital part of any language education classroom, and it is also an essential element of syllabus content and learning results. However, teaching speaking stays

contesting for many English teachers. A key issue is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking. Speaking is a highly complicated and dynamic skill that involves the use of several concurrent processes - cognitive, physical, and socio-cultural - and must activate a speaker's knowledge rapidly in real-time. Therefore, it is essential to teach speaking explicitly in language classrooms. Simply "doing" speaking through a sequence of movements is not identical to learning the facts, skills, and speaking strategies. (Burns, 2019)

2.13.5 Speaking development

The ability to speak is based on ideas and fluent expressions to share learning messages and be understood by the receivers. For Martínez (2021), it is necessary to know two micro-skills related to speaking skills, such as fluency and accuracy. Fluency is based on spontaneous and natural speech, while accuracy is appropriate language. Therefore, students can engage in basic activities to develop their oral production. For example, students can create ideas right now to improve pronunciation and intonation. Similarly, students can build their fluency using simple sentences. The use of vocabulary helps to achieve pragmatic understanding in the speaking process.

2.13.6 Speaking importance

Humans are programmed to talk before they understand to read and write. Human beings consume much more time interacting orally with language rather than using it in its written form. Speaking is an essential skill because it is one of the necessary abilities to perform a conversation. English speaking is not accessible because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking allows learners to develop their vocabulary and grammar skills and enhance their writing skills. Students can

express their emotional ideas, say stories, request, talk, discuss, and show the various functions of language. Speaking is of vital significance outside the classroom. Therefore, language speakers have more chances to find employment in different institutions and organizations. (Leong & Masoumeh, 2017)

2.13.7 Factors Affecting Speaking Skills

Teachers should give their students enough opportunities for practicing their speaking skills, so that they gradually lose their fear of making mistakes. If teachers want to help learners overcome their difficulties in learning speaking skills, they should identify factors that influence their speaking performance. According to Leong & Masoumeh (2017), there are five factors:

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions.

The second factor is of affective nature. One of the essential parts of learning a language is the affective side of students.

Listening ability is the third factor. Learners should comprehend what is uttered to them to have a successful dialogue.

Topical knowledge is the fourth factor. It is the speakers' knowledge of related topical information.

The fifth factor is related to the feedback during speaking activities. Many learners expect their teachers to give them the necessary feedback on their speaking performance.

2.13.8 Characteristics of Speaking Skills

Mazouzi (2013) should create learners' activities on a correspondence between fluency and precision achievement. Both fluency and precision are essential elements of the communicative process. Classroom practice can support learners in developing their communicative competence. So, they should know how the language system works appropriately.

The first factor of speaking performance is fluency, and it is the primary purpose of teachers in teaching speaking skills. The second characteristic of speaking performance is precision. Learners should be articulate in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process.

2.13.9 Activities to develop speaking

Many teachers look for activities to apply in their classes. Students can improve their speaking skills using different methods created by the teacher. PUSDÁ (2021) affirms that using a variety of activities is intended to get students to learn the language quickly. These activities can be given by the teachers or by the students themselves. Teachers should apply speaking activities to support students' speaking to reveal how can teach oral communication in the classroom and how learners can obtain it. Moreover, speaking activities will help produce interactive language and help you feel confident about yourself. In this way, it is fundamental that students enjoy English classes with innovative activities that motivate them to develop oral production in this language.

The activities aim to improve students' understanding, skill, or success in a specific area by engaging multiple learning styles. Activities also give out to pervade fun into learning, support student confidence and think critically. We see a good design of classroom activities when the

Barkeley graduate division (2021) commented that the classroom activities could not only help the students handle the relationship of "input" and "output" during their speaking process but also mobilize the interaction between teachers and students inside the classroom. It is helpful to both the students and the teachers to make satisfying achievements for the teaching task.

2.13.9.1 Spelling

It is one of the order elements of alphabetic languages. Spelling conveys the sounds of each alphabetic letter. The alphabet is invented to develop the sounds of spoken language, and it is crucial because it facilitates communication (Nordquist, 2020).

2.13.9.2 Flip Grid

Flip Grid creates unlimited themes and video uploads for all your speaking activities and tasks. It is a video analytics platform to create a network for your classroom and classmates and add a topic to generate discussion. Students must respond with short videos for about 1 minute without creating an account. You can access this platform with a code.

One of the best items about Flipgrid is the capacity to interact employing videotape, such as face-to-face in the actual globe, but without the tension of a live classroom. Since students are provided the freedom and time to reply when they are ready, it makes academic attention possible for even more anxious students who might ordinarily feel left out in the lesson. (Edwards, 2021)

2.13.9.3 Pictures sequencing

Picture sequencing is a significant teaching activity in speech therapy. Sequencing is a skill we use to describe and break down the factors of an event, such as the beginning, middle, and end. It is a process of putting ideas together to improve your communication skills.

Children need to develop since it allows children to recognize patterns that make the world more understandable and predictable. They write descriptive words using adjectives, adverbs, and expressions of time and series. In these activities, the student must put a sequence of pictures in order. When they finish, they must organize ideas and information efficiently to tell their story to their classmates.

2.13.9.4 *Conversation card*

This activity supports students who are learning a new language and who have difficulty speaking; they will use the conversation cards to get by without problems. These conversation cards include simple text with ideas and prompts for various conversations topics.

This activity is the best not to have a conversation simultaneously. You must organize cards that include conversation starter sentences or questions to do this speaking activity.

2.13.9.5 *Class presentation*

Students can do any presentation as exposition about a project, or you can introduce a theme of the class to your classmates. "Students Can Teach Too". According to Maryellen (2013) "students learn how to speak in front a group, a broadly useful experienced skill. They understand how to organize material for public exposition, and exercise (especially with feedback) enhances their speaking skills."

2.13.9.6 *Missing dialogues*

Dialogues are vital when stress and intonation are included in the conversation. Students should focus on pronunciation problems for individual phonemes. It helps clarify the meaning of the words. Beare (2017) mentions that dialogues help students develop their conversation skills is

common in most English classes. There are other ways to go about including discussions in classroom activities.

It is an exercise conversation activity where you pair your students to practice the dialogue you show on the screen. Just show your slide and have students read out loud. After two rounds, you will remove words in the conversation and replace them with blanks. Do this in succession until the whole dialogue is just a series of blanks.

2.13.9.7 Interview

The interview is a meeting between two people (interviewer and interviewee). An interviewer is the one who asks questions, and an interviewee is the one who responds to the questions. The objective is to ask questions and obtain information from the interviewee.

Performing interviews with people offers students an opportunity to practice their speaking ability in class and outside and helps them become socialized. After discussions, each student can present their study to the lesson. Moreover, students can question each other and "introduce" their partners to the class. (Nunan, 2003)

The teacher can interview students about a specific topic to use the language outside the classroom. Another way to accomplish this activity is to organize their questions to ask other students: the interview between student-student.

Students can complete interviews on selected topics with various people. It is good that the teacher provides a rubric to students to comprehend what kind of questions they can ask or what approach to follow, but students should organize their interview questions.

2.13.9.8 *Tongue twister*

It is a series of words that are repetitive and difficult to pronounce quickly and correctly. We use this activity to develop and improve the student's pronunciation. Carmen (2010) said that "using tongue twisters is a common EFL teaching technique because it helps students to learn the correct pronunciation of English words, to use vowels and consonants correctly and to become familiar with common English words."

2.13.9.9 *Role play*

Students disassemble; they are in a separate social environment taking on a different social role. For example, students can be the server and the customers in "In a Restaurant" role play, and so on. To make role plays successful, students must understand their role and the context of the situation.

One other way of obtaining students to communicate is role-playing, where Harmer (2007) explains, "students act they are in different social contexts and have a mixture of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel".

2.13.9.10 *Class debate*

In this activity, students are driven to do short research about a topic quickly. For example, I do 35 seconds debate where there will be two groups. Each student representative from each group will give their stand in 30 seconds per round. The teacher will introduce exciting and sometimes funny statements like "Soccer is the best sport in the world."

According to Fedrizzi, Mariann, Ellis, & Randy, (2008), “it makes students more enables them to communicate and give arguments in English, and by this technique, the students know how to speak well. Students could improve their speaking skills after being taught with debate technique”.

2.13.9.11 Discussion

Students will work in groups; they share ideas or opinions or ask questions. It must be organized to get a discussion to work well, assigning each member a specific role such as leader, timekeeper, recorder, challenger, etc.

Students may aim to share ideas, and the teacher sets the discussion activity's purpose. In this way, the conference points are relevant so that students do not spend their time chatting with each other about unrelated things. (Murcia, 2001)

2.13.9.12 Pictures descriptions

Another way to use pictures in a speaking activity is to give students just one image and describe what it is in the panorama. This activity is excellent for helping students acquire new vocabulary and practice pronunciation. For this activity, students can create groups, and each group is assigned a different picture. Students discuss the image with their groups, then a spokesperson for each group describes the concept to the whole class. This activity stimulates the originality and imagination of the students and their general speaking skills.

2.13.9.13 Dialogue

It helps the students practice speech, pronunciation, intonation, and stress. The primary objective of using dialogue is developing students' competence (pronunciation, intonation,

anxiety) in teaching speaking like a native speaker. Therefore, in teaching-learning using exchange (short and long), the students are motivated by the teachers' questions.

2.13.9.14 *Storytelling*

Students can shortly outline a story they heard from somebody beforehand or create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the beginning, development, and ending format, including the characters and setting of a story. (Harmer J. , 2007)

2.13.9.15 *Guessing game*

This activity is related to communication and is essential to developing a new language. It is an activity where students must identify something that the description indicates. Students can participate and compete in a well-organized way through the guessing game. Sukerni (2019) assumes that the guessing game provides a favorable attitude for learning the English language and improving their ability to speak.

2.13.9.16 *Finding differences*

This activity is based on relating two images, and the student must identify what is in one shot and what is not in the other. It will help students acquire more vocabulary to promote more reliable and creative interaction.

2.14 *Flipped Classroom*

The classic classroom model, where the learners stay inactive and sit at their desks listening to the lesson, is being substituted by new teaching-learning procedures by many professionals.

More people question their efficacy and believe that innovative methods are required that are more motivating to the students, where they vigorously participate in building knowledge and constitute a model that attends to the individual needs of everyone. This research will focus on a new and innovative model: The Flipped Classroom model, or “inverted classroom.” It is attributed to the traditional model of education many deficits and has leaped a total “investment” or change of essence to their classes. (Blasco, 2016)

It is a type of flexible learning where students might watch pre-recorded videos at home, then come to the academy to do the assignment with questions and at least some background knowledge.

The flipped classroom frees up time to carry out participatory tasks and activities, allowing the teacher to focus on reflection and creation through practice, which also facilitates evaluation. This methodology will enable students to develop active participation, customization, equality, extra motivation, and time use.

2.14.1 English oral production components

Interacting in a second language is a complicated process that influences understanding and the relationship with the target language and culture. Some people mention that oral production is an easy way to acquire a foreign language, while others say the opposite.

Oral production involves listening and speaking skills. Hearing and listening are factors in the difference between speaking and oral production. The best way to develop oral production is to be a good listener. It helps to get a communication effectively and understand the conversation. (Velásquez, 2021)

Pronunciation is based on the correct stress, clarifies, and intonation of words or questions in a spoken language. If you get a good accent, the communication will be easier to understand the conversation.

Grammar: When students want to speak English, they must organize the word or sentences correctly. It helps students to understand your ideas to be used in a conversation.

Vocabulary: When learning a new language, students must know many terminologies to communicate because it is essential to expand their knowledge. Students can acquire more vocabulary when they are reading books.

Fluency: It is the ability to speak at a leisurely pace so that the other person has the facility to understand without difficulty. Developing fluency is fundamental to student development.

CHAPTER II

METHODOLOGY

3.1 Research approach

This study introduces the mixed methodology approach. It helps to describe some necessary information of the students and teachers to improve the speaking skills through the motivational activities' application with students from level 10th of the Unidad Educativa República del Ecuador in Otavalo. In brief, this methodology combines quantitative and qualitative approaches because it helped obtain a good result and make the research more exact. For Sampieri (2014), mixed methods are becoming more common these days because of the mixed works with both designs together to support the researcher's investigation of interest or contrast qualitative and quantitative data; therefore, the use of different data sources helps to make the inquiry more precise.

3.2 Type of Research

3.2.1 Qualitative research

This research was necessary to collect data about the teachers' experiences and opinions. For Gelling (2015), this research "is an approach to experimental analysis that allows researchers to investigate human experiences in personal and social circumstances and gain greater conclusions of the factors influencing these experiences." This type of methodology was crucial because there was a tool as the interview that was important during this project. It helps to gain accurate information of motivational teaching activities to develop the speaking skills in the class

time with students from level 10th of the Unidad Educativa República del Ecuador high school in the Otavalo city.

3.2.2 Quantitative research

This research study also used a quantitative method because the results were objective. It uses percentages, tables, and numerical data. According to Allen, Titsworth, S., & Hunt, S. (2008), this method defines as “any approach that uses systematic observation to account for and generalize about human behavior” (p.6). To develop this process, some tools such as a survey and two tests were fundamental to have an analysis more precise and establish how many students and problems are there in this institution during the period of study.

3.3 Methods, Techniques, and Research Instruments

This research project works with two methods of reasoning, the deductive and Inductive approaches, that were important to carrying out this project.

3.3.1 Deductive

This method was used to work from general problem: the lack of strengthening motivational teaching activities to develop speaking skills in-class time with students from level 10th at Unidad Educativa República del Ecuador high school in Otavalo. For Posso (2009, pág. 310), “This method helps us from models, theories, and general facts to get to particularize or specify them in the aspects, proposals, strategies, and particular factors that make up this study.” In this case, it is essential to find particular information working from a general aspect.

3.3.2 Inductive

In this case, this method was helpful because it works with several particular facts. According to Posso (2009, pág. 310), “this system allows to scientifically examine a series of facts and events of a particular nature to arrive at generalities that serve as a source in the investigation.” This method works from specific information to get general facts.

3.4 Techniques and Research Instruments

This research study used different instruments to gather and analyze specific data during the research process.

3.4.1 Survey for students

This tool was essential to gather quantitative data. Fowler (2013) suggests that “Surveys are designed to produce statistics about a target population. The answers to the questions are used to describe the experiences, opinions, and other characteristics of those answering the questions” (p.8).

There were eight closed questions for this research tool, and the measuring was designed on the Likert Scale. Therefore, the questions for the survey were created to get data about the lack of strengthening motivational teaching activities to develop speaking skills. The survey was applied to students from Unidad Educativa “República del Ecuador,” an urban high school in Otavalo. Students from level 10th of this high school were the participants.

3.4.2 Interview for English Teacher

This tool was fundamental to collect some vital information during this project. An interview is a discussion for ordering details. A research interview concerns an interviewer who responds to the discussion process and asks questions and an interviewee who replies to those questions. Meetings can be performed face-to-face or over the telephone. The internet is also appearing as a tool for questioning. (Easwaramoorthy & Zarinpoush, F., 2006)

The interview was applied for teachers from level 10th of this high school, and it took about thirty minutes for a teacher. Moreover, it was performed online via Team Platform, and the dialogue was spoken in the Spanish language. The general purpose was to collect relevant data to understand the problem.

3.4.3 Motivation test for students

For Schunk (2008), test-taking motivation “is a specific type of attainment motivation that can be comprehended as an active method by which goal-oriented activity is developed and supported” (p.2). The motivation test tool was designed to use students from level 10th. To apply this tool, there were six questions with the multi-choice grid to collect information and understand how motivation helps students perform better in the English class with tenth-grade students.

3.4.4 Speaking English diagnostic test for students

The speaking English diagnostic test instrument was designed to use students from level 10th. This test was an oral assessment in pairs to know the speaking skills level in English. The test had three sections; the first part was with basic questions where the teacher asked the students seven basic questions about their profiles, such as What is your name? What is your last name?

How old are you? Are you a teacher or student? Where are you from? And where do you live? In the second part, the teacher asked five other questions about their daily routine. In the last part, the partner had to watch some pictures about different hobbies, and they had to make a conversation using questions and sentences in simple present. For example, do you like reading books? Yes or no, why. These topics were prepared according to the National Curriculum of English administered by the Ministry of Education.

To conclude, this test was important because it helped to know about students' level in speaking skills. Therefore, a speaking rubric was employed to gather the following indicators: Grammar and vocabulary, pronunciation, and interactive communication.

3.5 Research Questions and Hypothesis

Is it important to improve the speaking skills in students?

Why do students have a low level in the speaking skills?

3.6 Participants and Sample

According to Streefkerk (2019), a population is an entire group that you want to study and draw conclusions about it. Still, he also explains about the sample; it refers to a specific group of people and is less than the total size of the population.

This research takes place at Unidad Educativa República del Ecuador” an urban high school in Otavalo. This high school works with six classrooms from level 10th. Therefore, people involved in this study to collect data were students from level 10th and their English teachers.

About the school level, there were about 38-39 students in each classroom, for 220 students and 2 English teachers. To take the survey, motivation test in students, due to the populations'

number; a sample was determined to calculate its size taking a margin of error of 0.09. The following formula obtained it:

n= Sample size searched

N= Universe size

Z= Confidence level 95%

σ=Standard deviation

e= Maximum estimation error accepted

Data:

n	77
N	220
Z	1.96
σ	0.5
E	0.09

$$n = \frac{N * Z^2 * \sigma^2}{(N - 1) * e^2 + Z^2 * \sigma^2}$$

$$n = \frac{220 * 1.96^2 * 0.5^2}{(220 - 1) * 0.09^2 + 1.96^2 * 0.5^2}$$

$$n = \frac{220 * 3.8416 * 0.25}{219 * 0.0081 + 3.8416 * 0.25}$$

$$n = 77,2731595$$

$$n = 77$$

This result was considered to apply the survey in students; for this reason, I took two courses from level 10th; it was students from level 10th “E” and “F.” On the other hand, to take the diagnostic speaking test, because there were 77 students in those two courses: another sample with students from level 10th “E” and “F” were calculated with the same formula.

n= Sample size searched

N= Universe size

Z= Confidence level 95%

σ=Standard deviation

e= Maximum estimation error accepted

Data:

n	30
N	39
Z	1.96
σ	0.5
E	0.09

$$n = \frac{N * Z^2 * \sigma^2}{(N - 1) * e^2 + Z^2 * \sigma^2}$$

$$n = \frac{39 * 1.96^2 * 0.5^2}{(39 - 1) * 0.09^2 + 1.96^2 * 0.5^2}$$

$$n = \frac{39 * 3.8416 * 0.25}{38 * 0.0081 + 3.8416 * 0.25}$$

$$n = 29.5344583$$

$$n = 30$$

3.7 Data Analysis and Procedure

The procedures related to surveys, interviews, motivation test, and speaking test were the following: these were approved by the thesis' tutor, and to be applied these instruments requested the authorization of the rector. The purpose of the tools was presented to the students from level 10th "E" and "F" and their English teacher. Those surveys, interviews, motivation tests, and speaking tests were created based on the project objectives, topic, and models from the last study review and taking into account students' conditions to develop the speaking skills and make the proposal according to this data collection. The speaking test was focused on the Ecuadorian English curriculum and speaking skills. After gathering the information for the procedure, data was required to interpret the data. Finally, the data were tabulated and used tables and percentages.

CHAPTER III

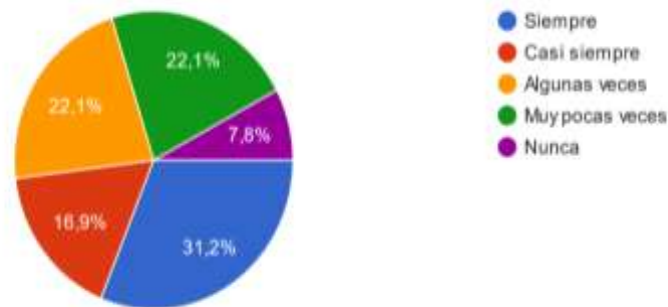
DATA ANALYSIS

4.1 Students' Survey Analysis

1. Do you feel demotivated when you have English classes?

Graphic 1: Demotivation when you have English classes

77 respuestas



Taken from: Survey

Author: Lema Wilo

Graph one shows the answers given by students' participants in this study related to how motivated they are during the English classes. A good percentage of students responded that they do not feel motivated, whereas a few agreed that they feel so. Data may suggest that students do not like English lessons. Some factors may be considered determinants like the teachers' methodology, motivation, materials, and the classroom environment.

2. Do your teachers use different activities to develop speaking skills?

Graphic 2: Use different activities

77 respuestas



Taken from: Survey

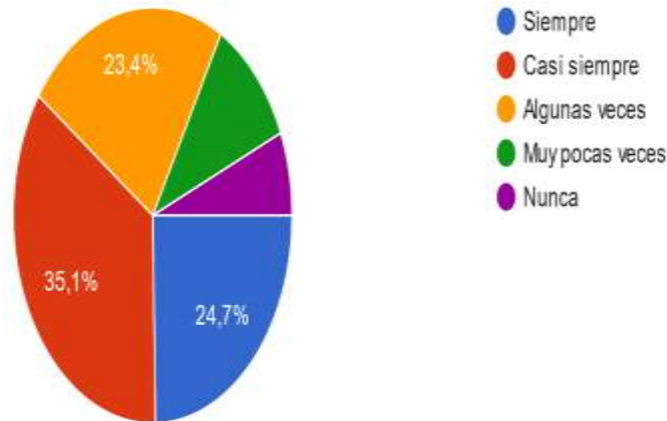
Author: Lema Wilo

Graph two shows the answers given by students' participants in this study related to using different activities to develop speaking skills during English classes. Half of the respondents considered that teachers use some activities to improve the students' speaking skills. However, the other half of respondents stated that teachers do not use any task related to the speaking skill. Data may suggest that using different activities in the learning process about speaking skills can have both a negative and a positive impact.

3. When your English teachers use traditional book activities to develop speaking skills, do you feel demotivated?

Graphic 3: Traditional book activities

77 respuestas



Taken from: Survey

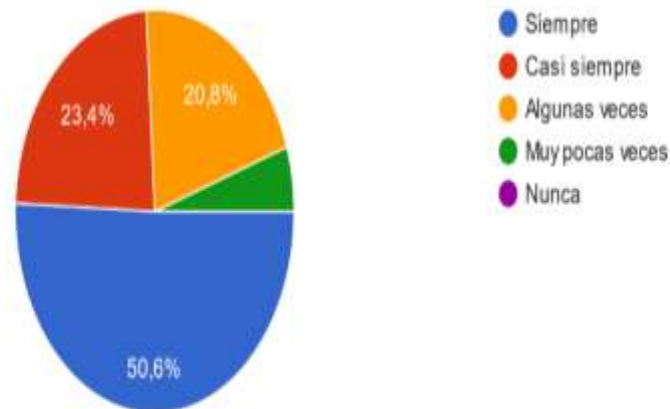
Author: Lema Wilo

Graph three shows the answers given by students' participants in this study related to traditional book activities in every class focusing on speaking skills. Many respondents reported that they feel demotivated when teachers use traditional book activities to practice their speaking skills. In contrast, a small number of respondents said that they do not feel unmotivated by using traditional book activities in every class. The data suggests that students do not like the traditional book activities to develop their speaking skills because they are repeated for every lesson.

4. When your English teachers start classes with new activity-based speaking skills, do you feel motivated?

Graphic 4: Start classes with speaking activity

77 respuestas



Taken from: Survey

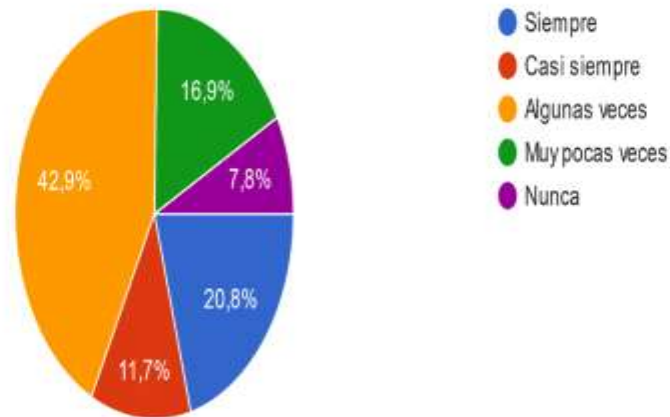
Author: Lema Wilo

Graph four shows the answers given by students' participants in this study related to knowing students' motivation level when the lesson starts with a new activity based on speaking skills. Half of the respondents considered that they always feel motivated when their teachers start the class with a funny activity that involves all students. Otherwise, a few respondents said they seldom feel motivated to start the English classes with new activities related to speaking skills. This data suggests that students like to begin with motivational activities to develop their speaking skills. These activities seem to increase the motivation level in English language learning.

5. How often do your teachers motivate you to participate in speaking activities?

Graphic 5: Participate in speaking activities

77 respuestas



Taken from: Survey

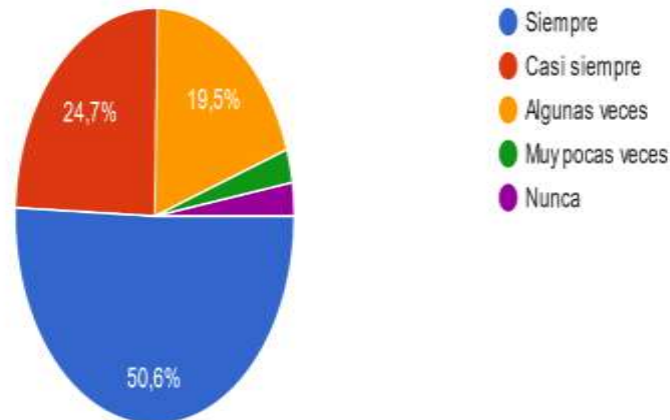
Author: Lema Wilo

Graph five shows the answers given by students' participants in this study related to how often teachers motivate students to speak English during classes. A large number of respondents answered that teachers sometimes encourage students to talk English in the classroom. Still, a small number of respondents admitted that their teachers never motivated them to participate in every activity about speaking skills. The data suggest that teachers' motivation plays an essential role in getting confident with students.

6. Do you feel motivated when you speak in class?

Graphic 6: Speak in class

77 respuestas



Taken from: Survey

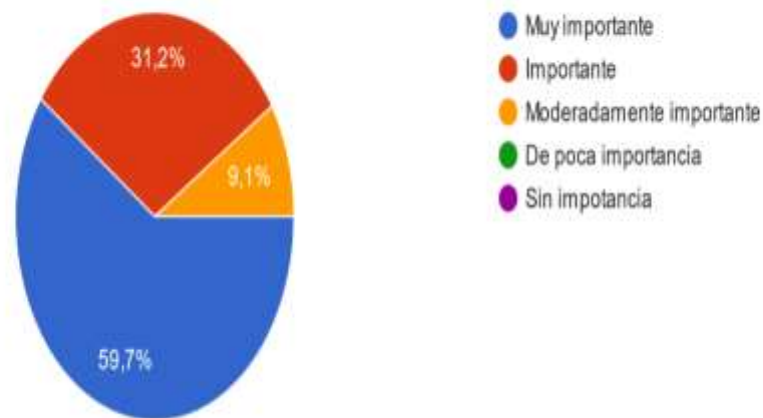
Author: Lema Wilo

Graph six shows the answers given by students' participants in this study, focusing on positive motivation when teachers provide them with the confidence to speak English in the lesson. A large percentage of participants claimed that they feel encouraged and motivated to improve their speaking level. In contrast, a small percentage of participants stated that they do not feel confident interacting with the teacher when he uses speaking activities to develop it. This data might suggest that teachers' confidence is necessary to keep students motivated for developing speaking skills in English.

7. Do you think that using other speaking activities such as discussion, storytelling, pictures sequencing, picture description, and finding differences can improve your speaking skills?

Graphic 7: Use of other speaking activities

77 respuestas



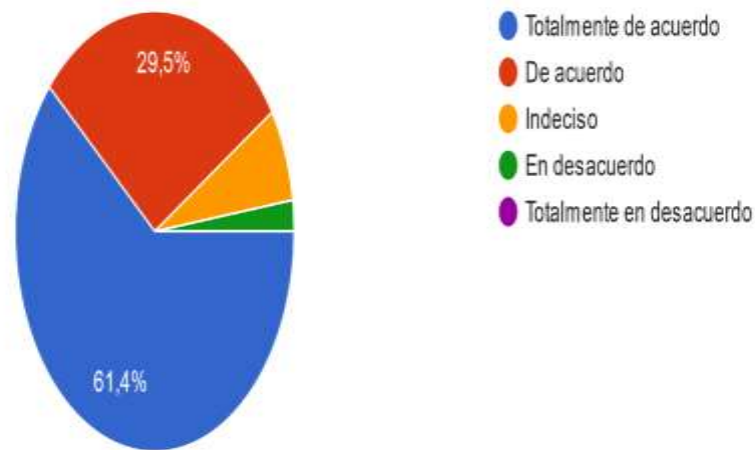
Taken from: Survey

Author: Lema Wilo

Graph seven shows the answers given by students' participants in this study related to using other speaking activities different from the everyday activities developed by the book. Many students said that they need to apply new activities to improve their speaking skills, while just a few students responded that they do not want other activities to help them develop their speaking in English. This data might suggest that students are impatient to work with active methodologies to develop their speaking skills calmly.

8. Would you like to work in groups to develop your English oral communication?

Graphic 8: Work in groups



Taken from: Survey

Author: Lema Wilo

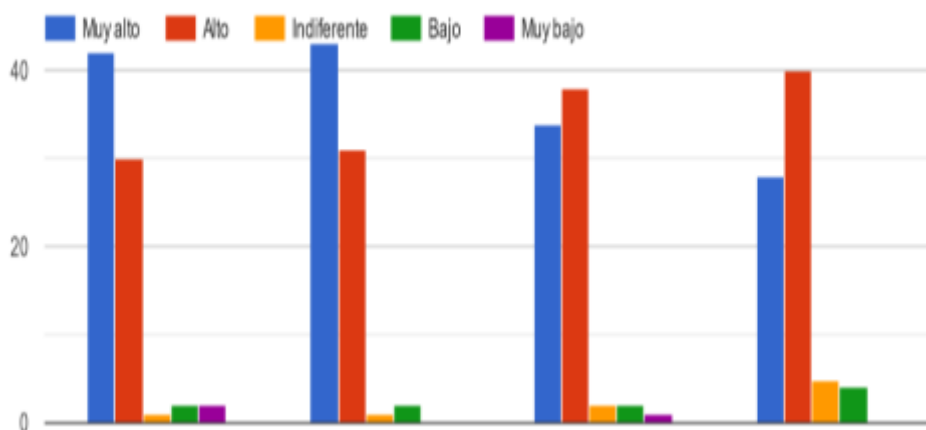
Graph eight shows the answers given by students' participants in this study related to students' choice for working in groups when they are developing speaking skills in the classroom. A good number of participants responded that they agreed with working in groups to maintain a simple conversation with other students, even though a few disagreed that they do not need to work in groups. This data suggests that most students are interested in practicing oral communication with their classmates; it helps to get a social interaction that is important for students.

4.2 Students' Motivation Test Analysis

1. How do you feel during English class?

- The confidence you have in learning a second language.
- A great desire to overcome obstacles and get good grades in English classes.
- Self-sufficiency to carry out all the tasks.
- The need to be able to interact with foreign people.

Graphic 9: Motivation feeling



Taken from: Motivation test

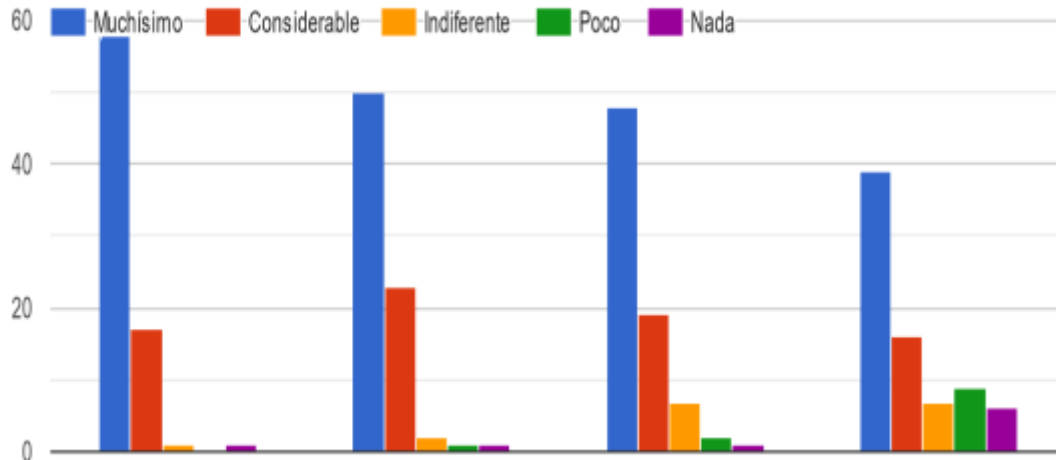
Author: Lema Wilo

Graph nine shows the answers given by teachers' participants in this study related to value in the scale their motivation level when students begin English class. Most students reported that they feel motivated to learn the English language, but other students assumed that they feel a low motivation to establish links with tourists. Data may suggest that students have a very high level to overcome obstacles and get a good grade in this subject.

2. Why do you feel motivated to learn the English language?

- Because you can communicate with different people in the world.
- Because you get a good job in different occupations.
- Because you have a chance to travel to Europe.
- Because you can live in a foreign country and become like another member of society.

Graphic 10: English language learning



Taken from: Motivation test

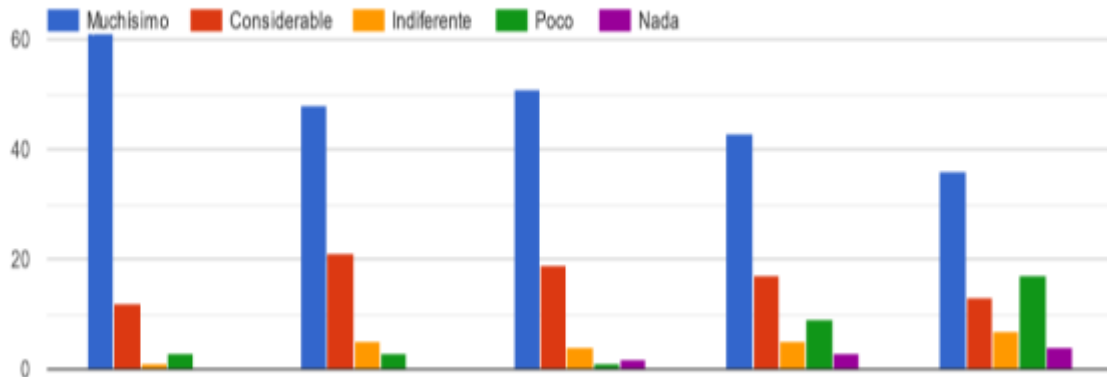
Author: Lema Wilo

Graph ten shows the answers given by students' participants in this study related to knowing the reasons for learning English. A large number of participants considered that they wanted to learn this language to interact with other people, while very few students claimed that international communication is not a significant factor in motivating them to learn English. The data suggests that students need to communicate with visiting foreigners to learn English.

3. What are your objectives in studying the English language?

- Chance to study in other countries.
- Get a better job.
- Earn a lot of money.
- Become a bilingual or trilingual speaker.
- Doing business in other countries.

Graphic 11: Objective to study English



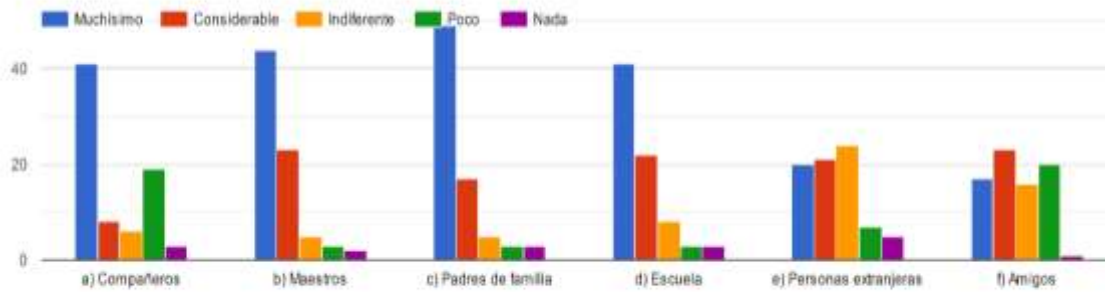
Taken from: Motivation test

Author: Lema Wilo

Graph eleven shows students' answers in this study related to aims to study English. A good number of students said that they dream of studying in another country, whereas other students defined that doing business in other countries is not necessary. Data may show that students want to better their studies and get a degree in another country.

4. Who influences students' motivation?

Graphic 12: Environment about students' motivation



Taken from: Motivation test

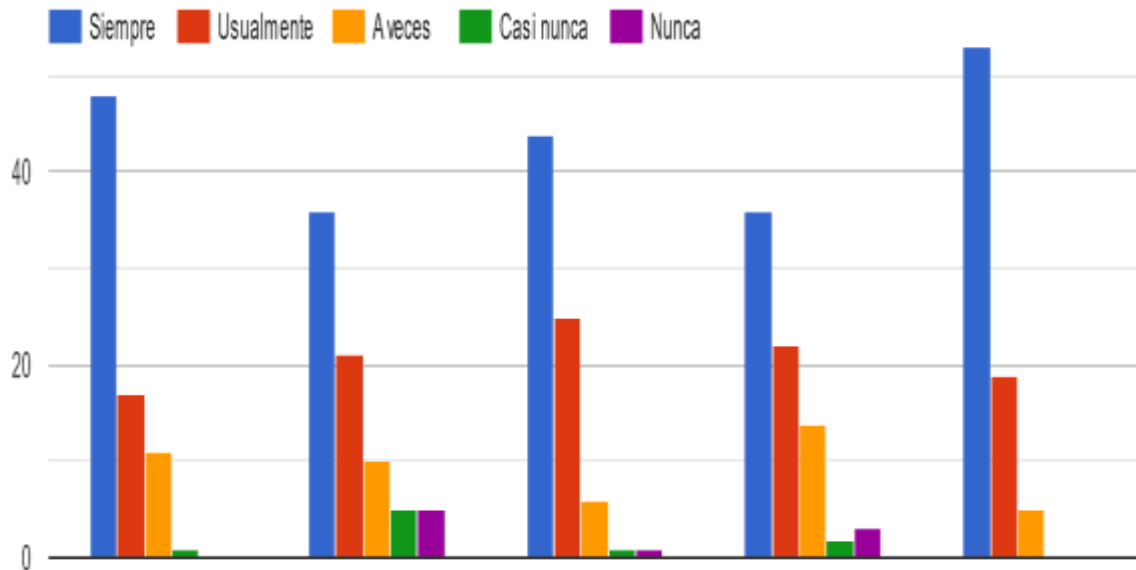
Author: Lema Wilo

Graph twelve shows the answers given by students' participants in this study related to the influence of the environment on the students' motivation. Most students suggested that the students' motivation influences parents; on the other hand, other students said that people from abroad 'are not involved in their learning. The data suggests that students have a good relationship with their parents, and they are fundamental to achieving the goals.

5. Which of the following motivating effects has happened to you?

- The teacher congratulates you for your performance in class, your motivation increases.
- When you are punished, your motivation decreases.
- Working in pairs or groups, your motivation increases.
- You feel unmotivated when you do not participate in classes and remain silent.
- You are more motivated when the teacher uses new activities than a traditional book.

Graphic 13: Motivating effects



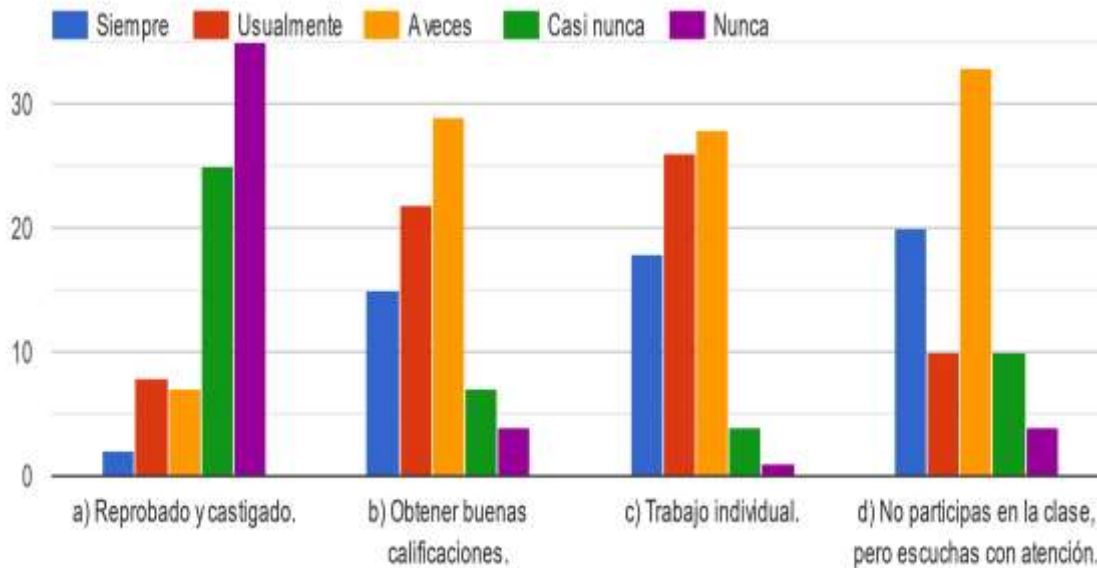
Taken from: Motivation test

Author: Lema Wilo

Graph thirteen shows the answers given by students' participants in this study related to the motivating effect of teaching-learning situations. A large number of students stated that they feel motivated when teachers use a different material for the lesson, while other students assumed that they lose motivation when teachers punish them. This data may suggest that using different methodologies is always essential for increasing students' motivation.

6. Which of the following positive or negative impacts has happened to you in the classroom?

Graphic 14: Positive or negative impacts



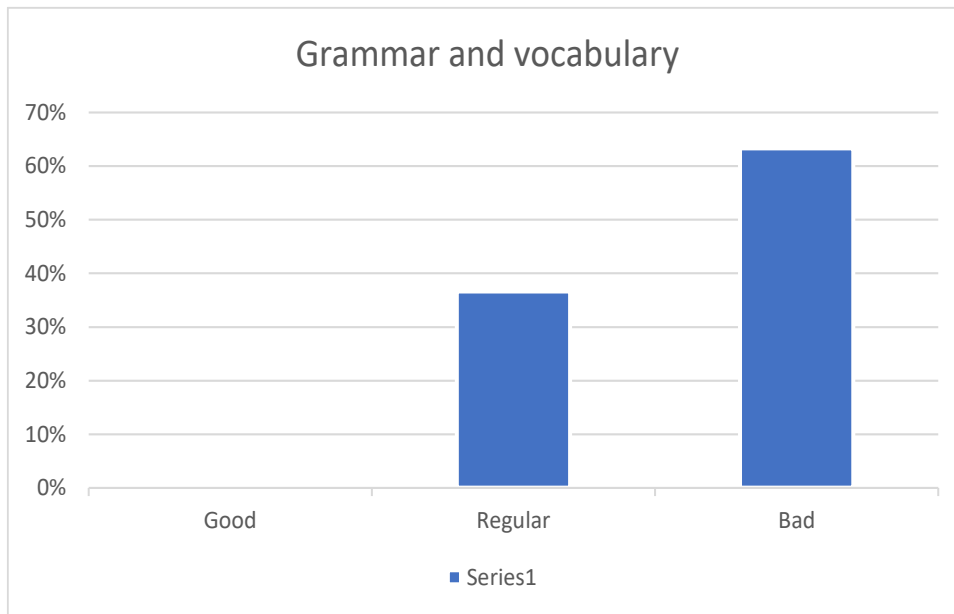
Taken from: Motivation test

Author: Lema Wilo

Graph fourteen shows the answers given by students' participants in this study related to external motivational factors in the classroom. A good percentage of students considered that they do not participate in the class but pay attention to the teachers, whereas other students have never been reproved and punished. Data may report that students do not interact with teachers during the class.

4.3 The Diagnostic Speaking Test Analysis

Graphic 15: Grammar and vocabulary



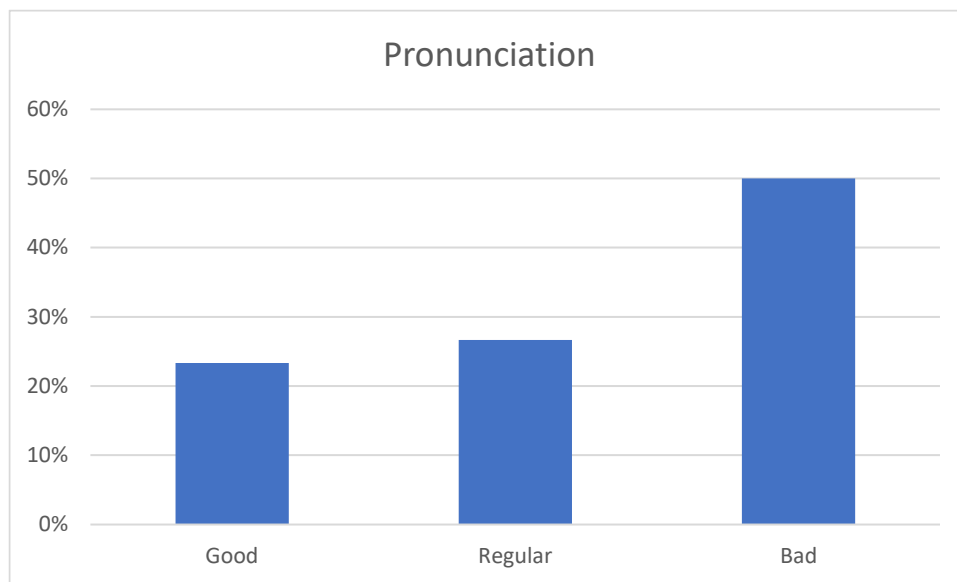
Taken from: Speaking test

Author: Lema Wilo

Graph fifteen shows the answers given by students' participants gave in this diagnostic speaking test related to personal information, daily routines, and interacting in the simple present using hobbies according to the descriptors of A2 level about grammar and vocabulary. A large number of students had many mistakes in their responses at the moment of answering daily routines questions such as "What time do you get up? How do you go to school? How often do you practice sport?" and interacting with questions and sentences in simple present. In contrast, a few students got a considerable giving their personal information using a reasonable degree of control of simple grammatical forms such as "My name is Dayana, I am 14 years old, I live in Otavalo". Data may suggest that students do not reach a reasonable degree of control of simple

grammatical forms, which are not easy to understand. They do not use appropriate vocabulary in daily routines and hobbies.

Graphic 16: Pronunciation

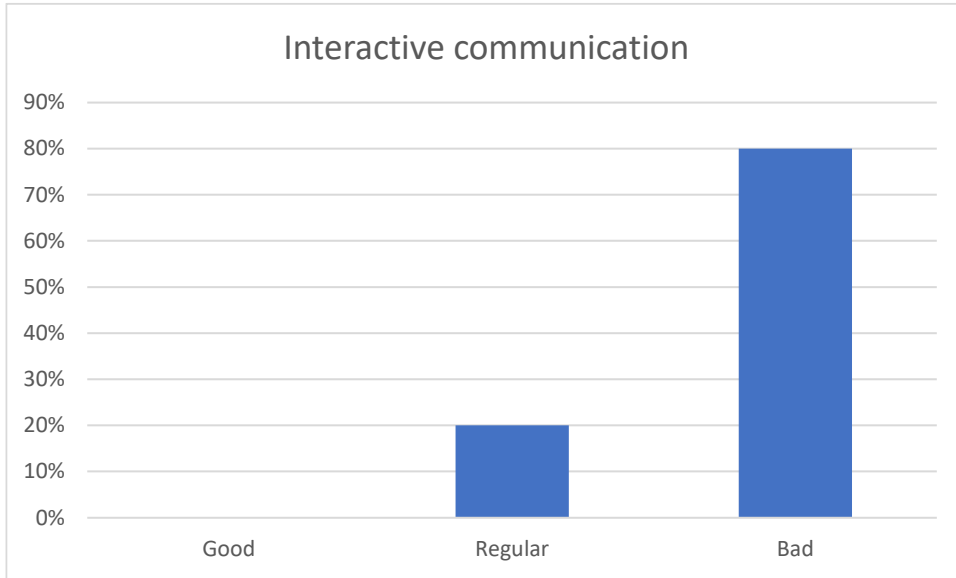


Taken from: Speaking test

Author: Lema Wilo

Graph sixteen shows the answers given by students' participants gave in this diagnostic speaking test related to the descriptors for A2 level, which were about personal information, daily routines, and interacting in the simple present to know how good their pronunciation is when they speak. These results show that students have severe shortcomings in the phonological domain; for example, they do not use raising intonation when asking questions. It causes that the pronunciation is generally wrong and always gets in the way of the meaning. A good percentage of students got many mistakes of intonation and sentences stress when they ask and speak about daily routines and hobbies, while a small number of students had success in word fluency during personal information speaking.

Graphic 17: Interactive communication



Taken from: Speaking test

Author: Lema Wilo

Graph seventeen shows the answers given by students' participants in this diagnostic speaking test related to interactive communication in topics about personal information, daily routines, and interacting in the simple present using hobbies. Most students harmed interacting and maintaining a conversation with other people, but a few participants got appreciable responses when they must interact about everyday situations. The data suggest that participants cannot maintain communication in a simple context, and they need support to repair communication with their partners.

4.4 Teachers' Interview Analysis

1. Do you think that students are interested in English language learning? Why?

Yo pienso que no porque existen estudiantes que no lo toman a lo serio esta asignatura debido al miedo a equivocarse al momento de responder las preguntas realizadas en las horas de clases. De esta forma, la mayor parte de los estudiantes no siente motivación en aprender este idioma e incluso la odian.

Translated by Wilo Lema

I do not think so because students do not take the English subject seriously due to fear of making mistakes when responding to the questions asked during class hours. In this way, most students do not feel motivated to learn this language and even hate it.

Analysis

The first question shows the result by the teacher participant in this research related to the English language learning for students. The teacher said that many students are not interested in learning this language because students feel nervous about speaking English. An important aspect is that motivation is a primordial factor for English language teaching. In conclusion, the teacher's motivation is essential to the student's motivation where students need the teacher's confidence in the classroom.

2. Do you believe that good classroom management causes changes in the student's motivation to learn a foreign language? Why?

Yo creo que sí porque organizar el espacio en tu aula es un factor esencial a la hora de poner en práctica distintos métodos pedagógicos en clase. Esto hace que el tema sea más

interesante, y mejora la confianza del estudiante. Pero también influye mucho la predisposición de los alumnos en aprender este idioma. Es muy importante ordenar constantemente el espacio en el aula para que el aprendizaje sea mutuo.

Translated by Wilo Lema

I think so because organizing the space in your classroom is an essential factor when putting into practice different pedagogical methods in the class. It makes the theme is more interesting and improves student confidence. But the predisposition of students to learn this language also has a lot to do with it. It is essential to constantly order the space in the classroom so that learning is mutual.

Analysis

The second question shows the result by the teacher participant in this research related to classroom management on motivation. The teacher said that excellent classroom management is essential to apply different methods during the class. The use of various pedagogical methods increases students' motivation to teach English as a foreign language. Finally, the teacher is responsible for organizing a good environment in the classroom and must create and use specific methods to change students' motivation.

3. Could you say if the learners' emotional state and motivation are significant to learning a foreign language? Why?

Sí, porque son factores que inciden mucho en el aprendizaje y esto ayuda a los estudiantes a obtener mejores resultados y mostrar un mayor interés en aprender un nuevo idioma. Y, de hecho, la motivación es el motor que impulsa a los estudiantes a lograr muchos objetivos planteadas a lo

largo de la vida. Para concluir, el interés debe estar ligado a los estudiantes para que el docente realice un buen trabajo.

Translated by Wilo Lema

Yes, because they are factors that significantly affect learning, and it helps students obtain better results and show a greater interest in learning a new language. And motivation is the engine that drives students to achieve many goals set throughout life. To conclude, the claim must be linked to students so that the teacher does a good job.

Analysis

The third question shows the result by the teacher participant in this research related to student's emotional state and motivation. The teacher mentioned that the student's motivation is fundamental to promoting excellent educational development. Students with a perfect emotional state gather better results in their learning and are interested in achieving their goals. To sum up, learners' emotional state and motivation are keys to success.

4. A teachers' favorable attitude would motivate students to reach their learning goals? Why?

Sí, porque los estudiantes reciben positivamente los aprendizajes y su proceso de conocimiento es más efectivo. De tal forma, la actitud correcta del docente motiva a los estudiantes a comprometerse con el aprendizaje y les permite alcanzar mejores niveles de comprensión. En breve, el docente debe tener una actitud favorable y centrarse en las necesidades del estudiante.

Translated by Wilo Lema

Yes, because students receive learning positively, their knowledge process is more effective. In this way, the correct attitude of the teacher motivates students to commit to learning and allows them to achieve better levels of understanding. In brief, the teacher must have a favorable attitude and focus on the students' needs.

Analysis

The fourth question shows the result by the teacher participant in this research related if the teacher's favorable attitude is involved in the students' motivation. The teacher said that the teachers' attitude during the class is necessary because students need to have a good relationship with their teachers. A teachers' favorable attitude helps students to get more confidence. To conclude, students can reach their learning goals if their teachers have an excellent attitude.

5. Do you think that the lack of improvement in activities causes the student's disinterest in improving their speaking skills? Why?

Yo pienso que sí porque los estudiantes deben tener un conocimiento muy activo y lúdico para no sentirse aburrido con esto la clase se vuelve monótona y el cerebro de los estudiantes ya está programado a lo que viene. Es importante conocer los errores en el proceso de atención y así emplear nuevas formas de enseñanzas con el fin de tener estudiantes interesados en aprender a nueva lengua.

Translated by Wilo Lema

I think so because students must have a very active and playful knowledge not to feel bored. With it, the class becomes monotonous, and the students' brain is already programmed to what is

coming. It is essential to know the errors in the attention process and thus use new forms of teaching to have students interested in learning a new language.

Analysis

The fifth question shows the result by the teacher participant in this research related to the lack of materials and activities in English learning. The teacher stated that the class must be dynamic and funny to be safe to learn this language. It is essential to know the students' needed to get better results. In summary, the lack of improvement in activities can cause a bad performance in English language learning.

6. Should English teachers focus more on student participation to develop speaking skills? Yes, or no? Why?

Yo considero que sí porque es parte de la evaluación, eso nos demuestra si el conocimiento llegó a los estudiantes. El centro principal del aprendizaje son los alumnos, de hecho, ellos deben tener un alto porcentaje de participación activa dentro del aula. Para lograr una participación dentro del aula, es necesario usar diferentes metodologías de aprendizaje en cada clase.

Translated by Wilo Lema

I think so because it is part of the evaluation; it shows us if the knowledge reached students. The main center of learning is students. They must have a high percentage of active participation in the classroom. To achieve involvement within the school, it is necessary to use different learning methodologies in every class.

Analysis

The sixth question shows the result by the teacher participant in this research related to students' participation. The teacher reported that the participation in the classroom is the students' evaluation because it indicates the lesson was well explained. Participation in the class is vital to know doubts about the theme. In conclusion, teachers should focus more on students' involvement to develop speaking skills and improve learning.

7. Do you think that interpersonal conversation is essential for students' motivation and thus improves their speaking skills? Why?

Yo pienso que sí porque este tipo de conversación permite desarrollar más la destreza del habla a través de un dialogo más profundo sobre la vida de cada uno y a la vez una interacción entre estudiantes, docentes, y compañeros. Esto ayuda al estudiante a explorar al máximo su aprendizaje.

Translated by Wilo Lema

I think so because this type of conversation allows the development of speaking skills through a deeper dialogue about the life of each one and, at the same time, an interaction between students, teachers, and classmates. It helps the student to explore their learning to the fullest.

Analysis

The seventh question shows the result by the teacher participant in this research related to the interpersonal conversation. The teacher argued that this type of conversation helps develop the speaking skills of the best way because students can interact with their teachers or classmates about

anything personal theme. With these conversations, students can talk freely and choose the topic. Finally, students' motivation will increase to improve their speaking skills.

8. What knowledge level do you believe that have your students in speaking skills?

Actualmente, yo creo que el nivel de habla está un poco bajo a consecuencia de la pandemia, ya que existen muchos estudiantes que no se conectan a clases por falta de recursos, lo que ha hecho que la práctica sea limitada. Por otra parte, esta destreza no ha sido bien trabajada ya que influye mucho la falta de oportunidad en nuestro país. Finalmente, los temas de clases no son adecuadas para estos estudiantes debido a que son muy extensas.

Translated by Wilo Lema

Currently, I believe that the speaking level is a bit low due to the pandemic since many students do not connect to classes due to a lack of resources, which has made practice limited. On the other hand, this skill has not been well developed since the lack of opportunity in our country dramatically influences it. Finally, the class topics are not suitable for these students because they are very extensive.

Analysis

The eighth question shows the result by the teacher participant in this research related to knowledge level about speaking skills. The teacher said that students have a low level because of the online classes. This skill is not practiced for lack of resources in high school. In summary, students from the 10th level do not have a high percentage of English, especially speaking skills, because the planning topics are pervasive.

9. Do you think Teachers should develop more activities to improve speaking skills?

Yo pienso que sí porque la falta de actividades ha influido mucho en el desarrollo de esta destreza y también las pocas horas de clases ha dañado la organización de actividades. Finalmente, actividades bien planificadas deben ser desarrolladas por maestros para permitir a los estudiantes tener confianza aun cuando cometan errores y que desarrolle su fluidez.

Translated by Wilo Lema

I think so because the lack of activities has dramatically influenced the development of speaking skills and, also the few times of classes have harmed the organization the activities. Finally, teachers must develop well-planned activities to be confident even when they make mistakes and build their fluency.

Analysis

The ninth question shows the result by the teacher participant in this research related to activities to improve the speaking skills. The teacher mentioned that using different activities during the classes will help develop this skill in the best way. Students need to improve their speaking level with different methodologies and techniques. To sum up, teachers should create an excellent space to develop other activities related to speaking skills.

DISCUSSION

In this research, the results from the surveys applied to students from level tenth at Unidad Educativa República del Ecuador are related to how motivated they are during the English classes. Most surveyed consider that they do not feel motivated when they have English classes. However, motivation is an essential factor during English classes. The determinant factors for the successful acquisition of English-Speaking skills are the teachers' methodology, motivation, materials, and the classroom environment. Furthermore, the relationship between motivation and successful language learning has been repeatedly pointed out in the literature. It is verified that motivation influences language learning and teaching achievement and failure. Motivation helps students to have an appropriate behavior to achieve a goal. Some studies have been related to the motivation in English language learning by Rheinberg & Vollmeyer (2018); it is determined that motivation is important in English lessons because it facilitates thinking about behavior and academic performance and allows for learning how to decide on activities to reinforce student motivation.

Regarding positive motivation, when students speak English in the lesson, many participants stated that they feel encouraged and motivated when teachers let them talk freely and confidently in the classroom. It helps them improve and develop their speaking skills reliably without any problem. The study carried out by Kamery (2004) concluded that positive motivation plays a vital role for teachers in the classroom. This factor influences how the teacher uses it to motivate the student because it directly affects learning development.

When English teachers start the lesson, they focus on students' motivation with speaking activities such as picture sequences, role play, games, pictures descriptions, and finding differences. Half of the respondents considered that they always feel motivated to improve their speaking skills because motivation is crucial for every student's training process to be effective

and have meaningful learning. In this way, for the student to be motivated to learn, some strategies must be taken, such as setting up a comfortable classroom with different forms of structure, words, or phrases to encourage the student, relevant activities such as games, contest, and videos, and a good relationship between among peers. For Butler (2014), teachers need to be indeed sufficient to support their students to be motivated to learn and to achieve. Teachers must go beyond the materials and methods commonly used to produce and comprehend the underlying factors of motivation to learn.

On the other hand, when teachers use traditional book activities to develop speaking skills, data suggests that most students feel unmotivated because those activities are repeated in every lesson. The teacher should get more tasks to students' interests and give students opportunities to respond and receive feedback. Finally, students are interested in practicing oral communication with their classmates; the best way to develop oral production is to be good listeners. It helps to get a contact effectively and understand the conversation. (Velásquez, 2021)

On the other hand, the interview results are given to the teacher from level tenth; Evident considered that the teachers' attitude during the class is necessary because students need to have a good relationship with their teachers. For Ahmad (2005), a favorable attitude would motivate learners to reach their learning goals. It can be of great support for the teacher and students. Then, the teacher is responsible for organizing a good environment in the classroom and must create and use specific activities to change students' motivation.

The analysis of the results suggests that students from level tenth do not reach level A2 in the speaking skills as the requirement established by the Ecuadorian Ministry of Education. Among the reasons are the activities repeated in every class, and also, the lack of time. In addition, this skill is not practiced for lack of resources, and the planning topics are pervasive for this level.

It should be developed according to the needs of the student. Also, speaking is considered one of the most challenging skills to learn. Many students discover it demanding to express their thoughts effectively in English. As PUSDÁ (2021) mentioned that having a good communication command will help better develop the ability to speak a foreign language. Speaking has powerful messages that allow the student to expand their knowledge. Besides, students need to improve their speaking level with different methodologies and activities, but teachers should create an excellent space to develop it.

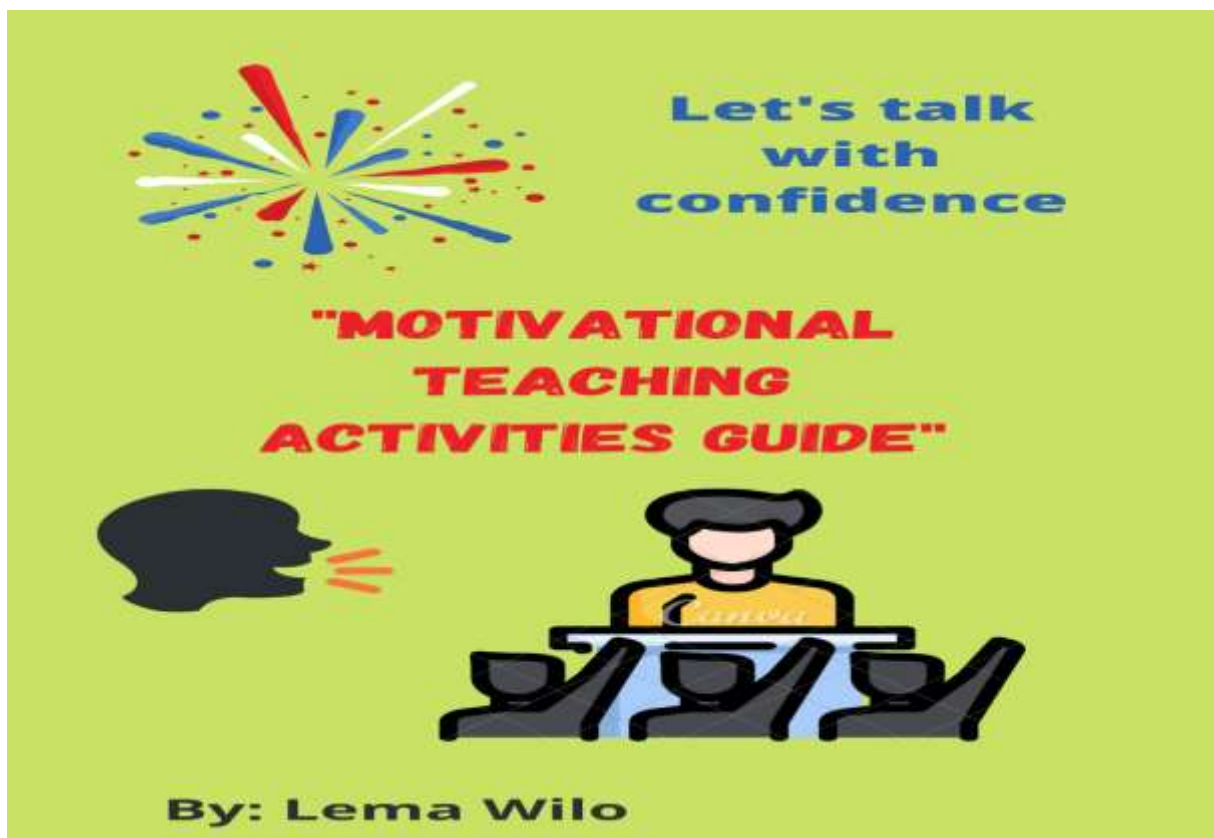
According to the information gathered, it is important to create a guide of activities that emphasize the development of speaking skills. A number of factors are essential for developing these skills, including the teachers' methodology, teachers' motivation, materials and the classroom environment, such as the teachers' methodology, teachers' motivation, materials, and the classroom environment. Therefore, it would be helpful to provide a detailed guide with the best motivational teaching activities that help to improve speaking skills in the classroom. For this reason, the design of a proposal is promising for both EFL teachers and students.

CHAPTER IV

PROPOSAL

5.1 Title

Motivational teaching activities guide developing speaking skills in the English language with students from level tenth at Unidad Educativa República del Ecuador in Otavalo.



Link of the cover page:

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5.2 Introduction

Speaking is the principal skill that helps students interact with classmates and teachers in the classroom. This skill means to exchange ideas, express thoughts, and inform news. Speaking helps to get an ability to communicate effectively, but after analyzing the findings of this study, it is evident that speaking skill is the most difficult to learn; therefore, this skill is fundamental to be improved on students from level tenth to reach the required standards. For this reason, teachers should focus on motivating students to support and enhance their speaking skills.

Otherwise, when teachers do not use other activities to develop their speaking skills, students feel demotivated because they cannot enhance and learn the English language. Furthermore, this research could evidence that the lack of improvement of the teaching activities negatively influences the learning process in English classes.

Finally, this proposal attends to become more resources for English teachers to develop speaking skills in the classroom. English teacher who works at Unidad Educativa República del Ecuador will be benefited from this helpful material. Additionally, the proposal involves motivation to keep students active and participative. Therefore, this guide includes various speaking activities that can help teachers enhance their English classes to improve speaking skills. These activities will also help students build communication in different contexts. In the end, teachers can vary the activities according to students' needs.

5.3 Theoretical framework

5.3.1 Motivation on English classes

It is essential to give chances for students to develop the language in their way, for example, by talking about their personal experiences and feelings. In this way, students feel motivated to improve their speaking skills. On the other hand, activities are an essential tool for teaching and learning a language; we should apply these activities in a comfortable classroom where teachers and students feel encouraged to develop and improve speaking skills. For Verner (2022), teachers should find the best material to motivate students while they learn. When students feel motivated, they will be more engaged in learning.

The main point of using motivational activities to enhance speaking skills should be to apply them in various forms according to students' needs. Therefore, teamwork and trust play an important role in developing speech. Since students' active participation supports their learning, this makes them improve their oral communication. (Richards, 2009)

5.3.2 Teacher motivation

Teacher motivation has a fundamental role in the classroom, and it is also evident since it is a factor related to student learning and motivation. Motivation is like the energy or drive that naturally moves people to do something. In the classroom, Teachers' motivation is a crucial component to improving learning effectiveness. In addition, the result of learning and teaching depends on the materials and activities used by teachers during classes. (Han & Yin, 2016)

5.3.3 Student motivation

Student motivation is a process that is related to fulfilling achievements and dreams. If students are not motivated, it is difficult to improve their academic performance no matter how attractive the activities are. Also, unmotivated students can affect the classroom environment. Teachers can influence student motivation through their teaching, classroom management, interactions with students. It helps teachers recognize and use fun activities to motivate students. (Washington, 2012)

5.3.4 Speaking

Speaking is a crucial skill to develop better communication. This skill is considered one of the most difficult to learn. Therefore, the teacher has a fundamental role in the development of speaking since teachers are in charge of controlling and monitoring students in their speech learning process. Speaking has some aims messages that help students to expand their knowledge.

In speaking skills, communication can be explained as the proficiency of oral development. However, three ways to motivate students to improve this skill are interactive, partially interactive, and non-indicative speaking (Burns, 2019).

5.3.5 Activities to develop speaking

Teachers should apply speaking activities to support students' speaking to reveal how can teach oral communication in the classroom and how learners can acquire it. Moreover, speaking activities will help produce interactive language and help you feel confident about yourself. Activities also give out to pervade fun into learning and support student confidence and the ability

to think critically. The purpose of the activities is to improve students' understanding, skill, or success in a specific area by engaging multiple learning styles.

5.3.5.1 Pictures sequencing

Picture sequencing is a significant teaching activity in speech therapy. Sequencing is a skill we use to describe and break down the factors of an event, such as the beginning, middle, and end. It is a process of putting ideas together to improve your communication skills.

5.3.5.2 Storytelling

Storytelling is an activity designed to develop speaking skills. It narrates facts in the form of a sequence. The narrator tells stories that happened to him as a child in front of the class. Most students need to read sample stories to create their own stories. Also, students can use pictures or photos to enhance their creativity or imagination. (Anggryadi, 2014)

5.3.5.3 Narrate

Narrate is a past event, a version of a series of circumstances happening in space and time. They do not extend randomly but rather as an ordered series of cases related by the logic of cause and effect. One form to narrate is to describe visual images, pictures, or stages in a movie. You can also relate a story simply by relaying the details aloud. In books, a character sometimes describes the report as well. (Bodhi, 2021)

5.3.5.4 Discussion

This strategy enables the effective participation of students in the teaching-learning problem. Therefore, "Discussion is thoughtful respect for the connections interested in the

analyzed topic or problem. These connections must be analyzed and evaluated. The Discussion needs a comment or calculation of the attributes to be explored. In the Discussion, the evidence is very unsupported by little evidence". (Murcia, 2001)

5.3.5.5 Picture description

A picture description is an excellent method of practicing your English vocabulary in all occupations. Describing photographs is something for the developed learner of English as you also have to talk about the artists' intention and the appearance of the observer. This activity stimulates the originality and imagination of the students and their general speaking skills.

5.3.5.6 Finding differences

This activity is based on relating two images, and the student must identify what is in one image and what is not in the other. It will help students acquire more vocabulary to promote more reliable and creative interaction. For Pusedá (2021), finding differences in the pictures is one of the activities that help students learn speaking English skills.

5.4 Objectives

5.4.1 General

Improve students' English-speaking skills from level tenth using motivational teaching activities at Unidad Educativa República del Ecuador.

5.4.2 Specific

Investigate topics and activities according to the education ministry book level A2.1 to design the guide based on the motivational teaching activities in students from level tenth.

Select the most fundamental topics to develop the English-speaking skills.

Design the guide using activities the students need to enhance speaking skills in English.

5.5 Beneficiaries

This proposal is intended for English teachers and students from level tenth at Unidad Educativa República del Ecuador high school. The application of motivational teaching activities is focused on developing speaking skills in the classroom. Students will feel motivated and encouraged when teachers use this guide to practice their English-speaking skills.

5.6 Impacts

The English language is spoken in almost all countries, and it has been taught in public and private schools. Learning and teaching this language has been difficult for both teachers and students. Therefore, this proposal contributes to motivational teaching activities applied to English-speaking skills. For this reason, these activities help students strengthen speaking skills without any problem, and also, they can also encourage and engage in practicing the English language with confidence. On the other hand, the English language help to interact with different people, improve interpersonal relationship, and promote a lot of opportunities for work in other countries. This guide is focused on two fields educational and social.

5.7 Development

The present proposal is designed to the results and information gathered in the data collection and the theoretical framework of this study. This proposal focuses on improving speaking skills in the English language through motivational activities such as storytelling, picture description, discussion, and finding differences. The guide's activities are based on student needs

and education ministry book level A2.1. Finally, the guide is organized to support and promote teachers and students to develop speaking skills. Also, it is essential to emphasize that the manual will not replace any book.

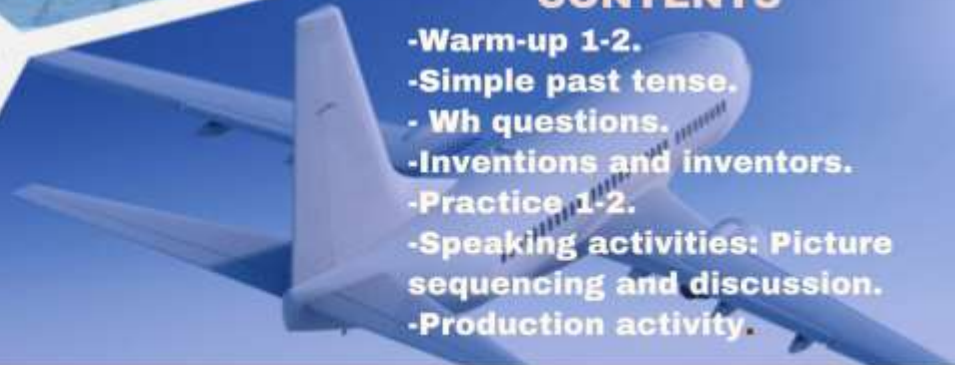
UNIT 1

TECHNOLOGICAL ADVANCES



CONTENTS

- Warm-up 1-2.
- Simple past tense.
- Wh questions.
- Inventions and inventors.
- Practice 1-2.
- Speaking activities: Picture sequencing and discussion.
- Production activity.



LESSON A

Inventions that changed
your life.

OBJECTIVE

By the end of the lesson, students will use simple past and WH questions to talk about the inventions and inventors using picture sequencing in a timeline.

- The teacher encourages students to participate in the activity
- The teacher creates opportunities for all students to participate..

WARM-UP



Place pictures about inventions on the board, and students identify the name of each picture.



FOR EXAMPLE:



The teacher will ask what the objects in the pictures are called.

Students will respond, the first picture is a printing press.



PRESENTATION

Simple past tense

Show action that occurred and was completed at a particular time in the past.

FORM:

Subject + verb in past + Complement.

EXAMPLE

Affirmative:

They traveled to United States.

Negative:

He did not study English in the school.

Yes/no questions and answers:

Did she clean the bathroom yesterday?

-Yes, she did.

-No, she did not.

- The teacher explains the grammar part with some examples.
- Make clear explanations.
- Answer students' questions.
- Speak in a clear and loud voice
- Write clearly on the blackboard.
- Provide some supplement information.
- Give confidence to students to talk in the classroom.
- Use academic vocabulary related to the study of inventions.

W/H QUESTIONS

Who (... with)*		I	
What**		you	
Where	did	he	wash the car?
When		she	
How		it	
Why		we	
		they	



*Who did he wash his car with? OR Who washed the car?

** What did he wash? OR What did he do?

Practice 1

The teacher circulates in the classroom to observe each student if they are working.

The teacher makes a table on the board with information about inventions and their inventors.

FOR EXAMPLE:

WHO	WHAT	WHERE	WHEN
Johannes Gutenberg	The printing press	Germany	1440
Karl Benz	Motor car	France	1810
Helen Murray Free	Electric system	United States	1920
Robert Noyce and Jack Kilby	The microchip	United States	1957

Students work in pairs, the first student asks, and the second student responds to the question according to the table when they finish working together. Finally, the pairs present in front of the class.

For example:

Who invented the printing press?

Johannes Gutenberg invented the printing press.

Where did Karl Benz create a Motor car?

He created a motor car in France.

SPEAKING ACTIVITY

Picture sequencing

- The teacher keeps pace with the students and get them involved in the activities.
- The teacher creates a friendly atmosphere in the classroom.

PROCEDURE:

- The teacher places the pictures about inventions on the board in disorder.
- Instruct students to put the images in order, but they must put in order talking.
- Before ordering, the teacher makes a summary of the timeline of inventions.
- The question is: which was invented first?
- Students work in small groups.
- Students do a timeline with these pictures.

FOR EXAMPLE:

A: I think _____was invented before _____.

The _____ was invented in 1876 and the car in 1886.

B: I agree / maybe / hmmm, I'm not sure. I think _____was invented before _____.

The _____ was invented in 1876 and the car in 1886.



LESSON B

Tell me who invented the mobile phone?

OBJECTIVE

By the end of the lesson, students will use simple past tense and WH questions to give information about inventions to their inventors in a discussion.



WARM-UP

For this game, the teacher must bring good humor to the classroom.

A game about duck and goose. The teacher walks around the classroom, tapping each player on the head, saying "duck" each time until he decides to tap someone and say "goose."

That person becomes the goose, and he must say an invention.

Then, that student must do the same role that the teacher did.



PRESENTATION

- The teacher gives some examples about invention vocabularies with their inventors.
- Use pictures to make concepts and content clear.
- Write clearly on the blackboard.
- Use appropriate vocabulary.



PRACTICE 2



- The teacher moves around the classroom to monitor each student's work.
- Promote learner autonomy.
- Give feedback.

Write an inventor and two inventions on the board.
Students use a negative sentence as fake, and an affirmative sentence is true.
Students pass in front of the class to talk about the inventors.

FOR EXAMPLE:



Peter Henlein	Watch	Radio
Karl Benz	Television	Motor car
Wright Brothers	Airplane	Camera

Peter created the watch, but he did not make the radio.

Karl did not invent the television, but he developed the motor car.

Wright discovered the airplane, but he did not find the camera.

SPEAKING ACTIVITIES

Discussion

- The teacher provides individual support for each student
- Maintain a better learning environment in the classroom.
- Provide positive feedback about students' learning progress.

PROCEDURE:

- The teacher orders the students in a circle to form a single group.
- Give a reading about inventions to each student.
- Students read in speak up.
- First, students fill in the empty spaces of the reading.
- Then, each student formulates a question.
- After that, a student asks the question to the group.
- Finally, students discuss the results of the answers are right or wrong.

FOR EXAMPLE:

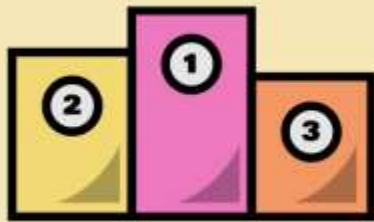
The first student asks:

- Who invented the airplane?
- Another student responds to the question.
- The first student asks the group if the answer is right or wrong.
- Students respond; if the answer is wrong, a new student raises -your hand and responds to the correct answers.
- The correct form to respond must be: Wright invented the airplane.

1. Use the Word Bank to complete the paragraph below.
Use each word once.

Word Bank			
airplane	computer	television	video game
CDs	Internet	satellite	cell phone

A _____ shows important events in the order in which they happened. It is a good way to show when different _____ were invented and first used. In 1903, the Wright brothers built and flew the first _____. The first _____ was built in 1946, but most people did not own one until much later. Starting in about 1951, _____ shows were broadcast across the country for the first time. In 1969, Neil Armstrong set foot on the moon. A few years later, people started to play the first _____. Pong. CDs changed the way people listened to music in 1983. But maybe the biggest change in the way people live came in 1993 when people started to connect their home computers to the _____.



PRODUCTION



VERBS CONTEST

OBJECTIVE

By the end of the lesson, students will be able to recognize the verbs in base form and past tense using different pictures.



PROCEDURE



Students should participate in a contest about verbs in the classroom.

Students will work in three groups for this contest verbs.

The teacher will organize each group in their space.

The teacher will be the judge, and the best student in the classroom will be his assistant.

Each group member must go to the front where the judge and his assistant are.

The assistant will show a picture of the verb, and the three students will have 10 seconds to think about the result of the picture.

The teacher will use a small ball.

The first student that identifies the verb in base form, past, and meaning should catch the ball to say, and after, that student write on the board.

The winning group will get 10 points to the test.





Present	Past	Present	Past
Accept	Accepted	Join	Joined
Act	Acted	Jump	Jumped
Bake	Baked	Knock	Knocked
Behave	Behaved	Love	Loved
Close	Closed	Manage	Managed
Compare	Compared	Mark	Marked
Compete	Competed	Match	Matched
Die	Died	Name	Named
Disagree	Disagreed	Need	Needed
Disturb	Disturbed	Open	Opened
Dress	Dressed	Order	Ordered
Dry	Dried	Organize	Organized
Eliminate	Eliminated	Pack	Packed
End	Ended	Paint	Painted
Enjoy	Enjoyed	Pass	Passed
Fix	Fixed	Perform	Performed
Follow	Followed	Persuade	Persuaded
Freeze	Froze	Program	Programmed
Fry	Fried	Protect	Protected
Greet	Greeted	Review	Reviewed
Guess	Guessed	Shop	Shopped
Hunt	Hunted	Slow	Slowed
Identify	Identified	Turn	Turned
Imagine	Imagined	Underline	Underlined
Invite	Invited	Want	Wanted

LIST OF VERBS

For this contest, the teacher will give a list of verbs before the contest week. Students should check the verbs because the verbs will be chosen from the list in the contest.

UNIT 2

PERSONAL EXPERIENCES

CONTENTS

- Warm-up 1-2.
- Past progressive.
- Holiday activities and places.
- Sequence connectors.
- Conjunctions.
- Practice 1-2.
- Speaking activities: Narrate and storytelling.
- Production activity.



LESSON A

VACATION MEMORIES



Written By J. L. Johnson



OBJECTIVE

By the end of the lesson, students will use simple past vs past progressive to narrate past events in a narrative.



WARM-UP

- The teacher brings a variety of learning materials.
- Display confidence in teaching English.
- Involve all students.

Students match some pictures about holiday activities and places with their respective names.

FOR EXAMPLE:

- The teacher places all pictures on the board.
- The teacher shows flashcards with holiday activities and places' names.
- Students identify the name and place the flashcard next to the holiday and places' picture.



HOLIDAY ACTIVITIES

	HIKE
	RIDE
	EXERCISE
	SWIM

PRESENTATION

PAST PROGRESSIVE TENSE

The past progressive tense is known as the "past continuous tense" or the "past continuing tense". It is used to describe an ongoing activity in the past.

FORM

Subject + Was/Were + Verb-ing +
Complement.

- The teacher explains the grammar part with some examples.
- Make a clear explanation.
- Speak in English with proper pronunciation.
- Speak slowly.

EXAMPLE

Affirmative:

He was taking a shower in the morning.

Negative:

There were not driving the car last night.

Yes/no questions and answers.

Was she cleaning the kitchen?

Yes, she was.

No, she was not.

PRACTICE 1

- The teacher provides individual support for each student.
- Speak in a clear and loud voice.
- Encourages students to participate in the activity.

- Students observe a picture for three minutes and then write past progressive sentences about what was happening in the picture.
- Students look carefully at a park scene picture and try to remember what was happening in the park and what the people were doing.
- When the time limit has been reached, the teacher hides the picture, and students close their notebooks.
- The teacher asks, *what was happening in the park?*
- Students raise their hands to respond to the question; for example, *Sarah was exercising in the gym.*



SPEAKING ACTIVITY

NARRATIVE

- The teacher circulates in the classroom.
- Provide individual support.

- Students work individually.
- Students write the first draft of their vacation narrative.
- Then, students practice orally.
- After that, the teacher chooses a student to pass in front of the class to present.
- Finally, students use some picture to present in front of the class.

FOR EXAMPLE:



- I was fishing on the river with my father when my mother bought the lunch.
- My brother was riding a bike on the mountain when my father played the guitar.
- My sister and I were exercising at the gym when my parents rested at home.
- I was relaxing on the hammock when my sister drank a lot of water.



LESSON B

WHAT HAPPENED ON MY LAST VACATION?

OBJECTIVE

By the end of the lesson, students will use conjunctions to join two sentences in simple past and past progressive to tell a story about the last vacation in a storytelling.





WARM-UP



- The teacher performs in a positive manner in the classroom.
- Writes clearly on the blackboard.
- Perform in a friendly manner in the classroom.

Students match the sentence with the sequence connector.

FOR EXAMPLE:

The teacher writes the sentences and the sequence connector on the board. Students identify the sentence with the sequence connector and then say it orally.

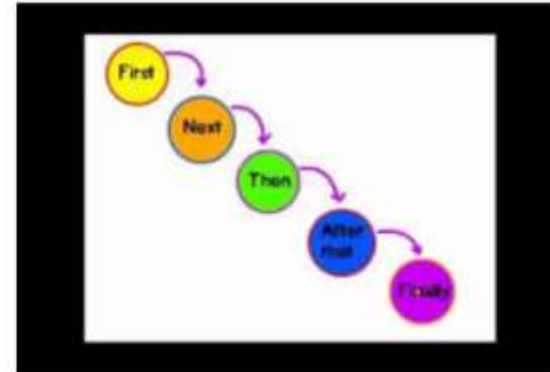
- | | | |
|--------------------------------------|-------------------------------------|------------------------|
| a. The paramedics arrived | <input checked="" type="checkbox"/> | 1. After that |
| b. We walked to the base of the rock | <input type="checkbox"/> | 2. First |
| c. I slipped and fell | <input type="checkbox"/> | 3. Finally |
| d. They took me to the hospital | <input type="checkbox"/> | 4. A few minutes later |
| e. I crashed into a tree | <input type="checkbox"/> | 5. Then |



PRESENTATION



- The teacher gives some examples about sequence connectors.
- The teacher will explain how to use each connector.
- The teacher uses conjunctions to join two sentences..
- The teacher displays enthusiasm for teaching English.
- Make a clear explanation.
- Make clear answers and explanations for students' questions.



WHEN: Use it when one action follows the next one almost immediately or when an action is happening for a longer period of time, and another one happens and "interrupts" it.

For example: I was drinking beer when my sister got home.

WHILE: Use it when two durative actions occur in a parallel way.

For example: I was playing the guitar while my mother was cooking.



PRACTICE 2



- The teacher circulates around in the classroom to observe each pair carefully.
- Provide some background knowledge/supplement information.

- Students work in pairs.
- Each student of the pair writes past events in their notebook.
- Then, each student tells his partner some past event using when and while.
- They have 5 minutes to practice together.
- Finally, the teacher chooses the partner to pass to the front of the class to present the partner's past event.

For example:

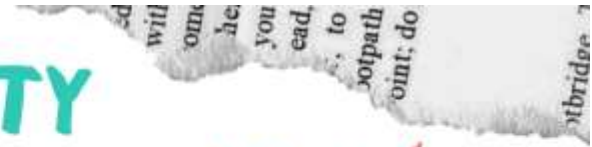
Student A: Yesterday, he was driving my car in Ibarra when his brother felt a stomachache.

Student B: Last Friday, she was having lunch in the restaurant while her parents were traveling to Cuenca.



SPEAKING ACTIVITY

STORYTELLING



Students work in groups of six students.

Students create a story about their last vacation collectively using sequence connectors.

They use pictures.

When they finish creating the story, each group pass to the front of the class to tell the story.

All students tell a part of the story.

FOR EXAMPLE

We went to Atacama beach with some Teachers in November. **First**, we took a bus to the university stadium with all our classmates.

Then, we were listening to romantic music inside the bus while our classmate David was chatting with his girlfriend.

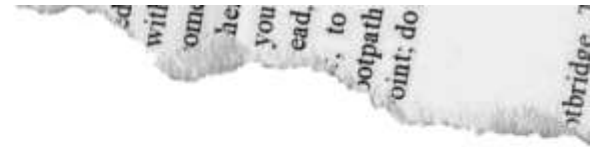
After that, when we arrived at the hotel in Atacama, our teachers were booking other departments because they needed quiet.

Later, when we had breakfast at the restaurant, our classmate Erika was getting ready to go to the beach with the teachers.

A few hours later, we were enjoying the holidays in a bar, we drank a lot of beer. When we left the bar, our teachers were having dinner at the hotel.

Finally, the next day we were buying some gifts for our family because we left at noon for our home. When we arrived at our home, our families were waiting happily.





PRODUCTION

GAME ABOUT AN INTERESTING TRIP



OBJECTIVE

By the end of the lesson, students will be able to respond to questions about their last vacation using simple past.



PROCEDURE

Make groups of four students.

The teacher provides the game paper for each group.

Students use dice to play.

Advance and answer the question in each square. Pick up the points if your answer is correct.

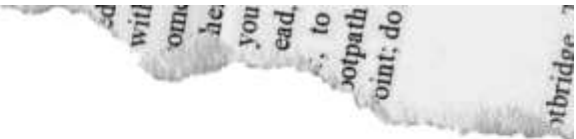
FOR EXAMPLE:

I went to Mojanda lake, and I ate a can of tuna with bread.

Students have 5 minutes to practice.

Then, the teacher evaluates the answers in each group and gets the winner of the group.





WHERE DID YOU GO ON YOUR LAST VACATION?

Past progressive of this verb "do" 1 2pts	Simple past of this verb "buy." 2 2pts	What was the weather like? 3 4pts	What did you eat? 4 4pts
When did you go? 5 4pts	Past simple of this verb "go." 6 2pts	What activity did you do? 7 4pts	Simple past of this verb "ride" 8 3pts
How did you feel on your vacation? 9 4pts	What was the food like? 10 4pts	Simple past of this verb "arrive" 11 2pts	Past progressive of this verb "stay" 12 2pts
Past progressive of this verb "have." 13 2pts	What time did you get home? 14 4pts	What activity do tourists do all the time? 15 6pts	How many days was your vacation? 16 4pts
Where did you stay? 17 4pts	Who did you go with? 18 4pts	How did you get there? 19 4pts	Past progressive of this verb "take." 20 2pts



UNIT 3

WHAT CAN YOU SEE?

CONTENT

- Warm-up 1-2.
- The structure of existence in the present. (there is/there are)
- The structure of existence in the past. (there was/there were)
- Practice 1-2
- Speaking activity: Finding differences and picture description.
- Production activity.

LESSON A

THE WONDERFUL LANDSCAPE



OBJECTIVE

By the end of the lesson, students will use the structure of existence in the present(There is/there are) to talk about finding differences.

WARM-UP

- The teacher starts the class exactly on time.
- Bring humour into the classroom.
- Speak in a clear and loud voice.



- The teacher asks students some questions about singular countable nouns and plural countable nouns.

What is the difference between singular and plural?

What is the difference between countable nouns and uncountable nouns?

- Some students tell an example about singular countable nouns; other students form the noun to plural countable nouns.

For example:

A book, a chair, and a cat.

Two books, four chairs, and three cats.

PRESENTATION

- The teacher makes a clear explanation.
- Make clear answers and explanations for students' questions.
- Speak in English with proper pronunciation.
- Write clearly on blackboard.

Use there is when the noun is singular
("There is a dog").

Use there are when the noun is plural
("There are two dogs").

EXAMPLE:

There is + singular noun	There is a book on the desk.
There are + plural noun	There are books on the desk.
There is + uncountable noun	There is some milk in the fridge.
There isn't + singular noun	There isn't a pen on the table.
There aren't + plural noun	There aren't any pens here.
There isn't + uncountable noun	There isn't any juice in the fridge.
There is a cat on the chair.	There are cats on the sofa.
Is there a cat on the chair ?	Are there cats on the sofa ?
How many + plural noun + are there ... ?	CONTRACTIONS
How many students are there in your class?	There's = There is
How many days are there in February?	There's not = There is not
	There isn't = There is not
	There aren't = There are not

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

PRACTICE 1



- The teacher circulates around in the classroom to observe each pair.
 - Provide individual support for each student.
- Display enthusiasm of teaching English.

Students work in pairs.

Students use pictures about anything.

The first student makes questions about there is/there are using pictures.

The second student responds to the questions according to the picture.

FOR EXAMPLE:

<p>Is there a person? There is a car.</p>	<p>Are there two pineapples? Is there a coconut?</p>
	
<p>No, there are not a person. There were two people. No, there is a car.</p>	<p>No, there are not two pineapples. There is a pineapple. No, there is not a coconut. There are four coconuts.</p>

SPEAKING ACTIVITY

FINDING DIFFERENCES



- The teacher keeps pace with the students and get them involved in the activities.
- Provide individual support for each student.
- Circulate around in the classroom to observe each group.
- Bring a variety of learning materials.

- Students work in small groups.
- The teacher facilitates four pictures for each group.
- Students must find differences between the four pictures.
- Students must tell the differences in groups.

	<p>EXAMPLE</p> <p>What are you seeing?</p> <p>I can see four landscapes.</p> <p>In the first picture, there are 3 monkeys.</p> <p>In the second picture, there are 2 elephants.</p> <p>In the next pictures, there are 3 deer.</p> <p>In the last picture, there 3 bears.</p> <p>In the picture 1, 3, and 4, there is a lake, while in the picture 2 there isn't a lake.</p> <p>In the third picture, there are 2 mountains, while in the picture 1, 2, and 4, there aren't mountains.</p>
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LESSON B

My town changed

OBJECTIVE

By the end of the lesson, students will use the structure of existence in the past and present (There is/there are -there was/there were) to talk about differences in a picture description.



WARM-UP

- The teacher performs in a positive manner in the classroom.
- Display enthusiasm of teaching English.

The teacher shows a large picture of the landscape on the board, and students have to look at what things exist in that landscape.

FOR EXAMPLE:

The teacher shows the picture and students say what did they look in the picture.

There are three deer.

There is a river.



PRESENTATION

- The teacher explains the grammar part with some examples.
- Make clear answers and explanations for students' questions.
- Speak in English with proper pronunciation.
- Make a clear explanation.

THERE WAS and THERE WERE.

In the past tense we use there was for a singular object and there were for plural objects.

EXAMPLE

Affirmative

There	+	Verb to be	Complement
There	+	was	a book.
There	+	were	two people

Negative

There	+	Verb to be	Complement
There	+	wasn't	a book.
There	+	weren't	two people

Questions

Verb to be	+	There	Complement ?
Was	+	there	a book.?
Were	+	there	two people?

PRACTICE 2

- The teacher provides individual support for each student.
- Provide some background knowledge/supplement information.

Students work individually.

Students have 10 minutes to think about "what was there and was not there in my town."

Then, the teacher chooses a student to pass to the front of the class to talk about their town.

FOR EXAMPLE

In my town, when I was eight years old, there was a hotel next to my home, but there was not a hospital. There were not many stadiums, but there were two stadiums here. There was a park in front of the school, but there was not a library. There was not a church in the town, but there were five schools. When I was 12 years old, there were many motorcycles on the street, but there were not many cars.



SPEAKING ACTIVITY

PICTURE DESCRIPTION

- The teacher keeps pace with the students and get them involved in the activities.
- The teacher creates a friendly atmosphere in the classroom
- Circulate around in the classroom to observe each group.



FOR EXAMPLE

Students work in groups of five students.
Each group has two pictures (present and past).
Each member of the group describes the pictures.
They use in the present picture "there is / there are."
In the past picture, "there was / there were."

Today, there are two boots, but yesterday there were not boots.
Today, there are two pillows, but yesterday there was a pillow on the bed.
Today, there is a dog, but yesterday there was a dog in the room.
Today, there are not two balloons, but yesterday there were two balloons in the closet.



PRODUCTION

GUESSING GAME

Students work in pairs.

Students describe places with "There is/are" and "There is not/are not" to their partner, who listens and tries to guess the place's name.

STUDENT A

Describe the four places to your partner using there is/there are or there is not/there are not.

Answer any questions your partner has to help them guess the names of the places.

There are a lot of people. There are gardens. There are a lot of chairs to rest in.	PARK
There is a Rector. There are a lot of students. There are a lot of Teachers.	SCHOOL or UNIVERSITY

B: Now, listen to your partner's descriptions and guess the names of the place.

Link of the proposal:<https://www.canva.com/design/DAE6zrQU2wk/8KpXlxUAjJ->

[tYHuv929ChQ/view?utm_content=DAE6zrQU2wk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink](https://www.canva.com/design/DAE6zrQU2wk/8KpXlxUAjJ-tYHuv929ChQ/view?utm_content=DAE6zrQU2wk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The results obtained from the motivation test applied to the students from level tenth at Unidad Educativa República del Ecuador determine that most students consider that motivation within the classroom is an essential factor in learning the English language. They mention that teachers' motivation, students' motivation, and teaching materials should not be missing in the classroom. Therefore, students from this high school feel demotivated during English classes due to the lack of trust in the school.

Students argue that using different classroom activities helps develop speaking skills regarding the survey. It can facilitate more self-confidence during the lesson and more chances to use English. They have a preference for improving speaking skills through group work and conversations.

The study also shows that students face many difficulties in speaking English to respond to teachers' questions in the classroom. Thus, they do not respond in a conversation or only use short answers but when they talk have difficulties in their pronunciation.

Recommendations

According to the findings, teachers must motivate students to create a good classroom environment during English classes. The teacher's lesson must be more creative, and the topics must be according to students' needs. Furthermore, to get students' motivation is vital that teachers give confidence to students to speak or participate in the lesson.

Teachers should develop more activities to hold conversations with other students or teachers. Therefore, teachers should vary different activities during each class when practicing the speaking skill to motivate the student to participate in the lessons, such as activities from the proposal. In addition, this guide is teaching support for teachers to give more opportunities to speak, break shyness and lack of confidence in students. Therefore, creating or improving activities that promote trust from group interaction is necessary.

It is recommended that English teachers improve more activities related to speaking skills and oral production to allow students to be more participants in the classroom and thus improve their pronunciation and intonation, all this adapting to the learning rhythms. It guarantees flexible teaching-learning that creates classroom environments conducive to students from level tenth.

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APPENDIX

Appendix 1: Presentation letter



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 653-D
05 de noviembre de 2021

Magíster
Ignacio Cusin
Rector de la Unidad Educativa República del Ecuador
Otavalo

Señor Rector:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias al señor Wilo Francisco Lema Castañeda, con cédula de identidad No. 1004458582, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información, aplique herramientas y desarrolle el trabajo de grado con el tema: "ACTIVIDADES DE ENSEÑANZA MOTIVACIONALES PARA DESARROLLAR LA DESTREZA DEL "SPEAKING" DURANTE LAS HORAS DE CLASES CON LOS ESTUDIANTES DE 10MO GRADO DE E.G.B DE LA UNIDAD EDUCATIVA REPÚBLICA DEL ECUADOR EN LA CIUDAD DE OTAVALO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

The block contains a blue ink signature and a red circular official stamp of the Decano de la FECYT.

MSc. Raimundo López
DECANO DE LA FECYT

Appendix 2: Motivation test

Test de motivación para los estudiantes

Objective: Collect information to understand how motivation helps the student perform better in the class hours of the English subject in tenth-grade students.

READ THE FOLLOWING QUESTIONS AND RESPOND BASED ON THE FOLLOWING SCALE:

1. How do you feel during English class?

1	2	3	4	5
Very high	High	Indifferent	Low	Very low

	1	2	3	4	5
a) The confidence you have in learning a second language.					
b) A great desire to overcome obstacles and get good grades in English classes.					
c) Self-sufficiency to carry out all the tasks.					
d) The need to be able to interact with foreign people.					

2. Why do you feel motivated to learn the English language?

1	2	3	4	5
Very much	Considerable	Indifferent	Little	Nothing

	1	2	3	4	5
a) Because you can communicate with different people in the world.					
b) Because you get a good job in different occupations.					
c) Because you have a chance to travel to Europe.					
d) Because you can live in a foreign country and become like another member of society.					

3. What are your objectives in studying the English language?

1	2	3	4	5
Very much	Considerable	Indifferent	Little	Nothing

	1	2	3	4	5
a) Chance to study in other countries.					
b) Have better job opportunities.					
c) Earn a lot of money.					
d) Become a bilingual or trilingual speaker.					
e) Doing business in other countries.					

4. Who influences students' motivation?

1	2	3	4	5
Very much	Considerable	Indifferent	Little	Nothing

	1	2	3	4	5
a) Classmates.					
b) Teachers.					
c) Parents.					
d) School.					
e) Foreign people.					
f) Friends.					

5. Which of the following motivating effects has happened to you?

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

	1	2	3	4	5
a) The teacher congratulates you for your performance in class, your motivation increases.					
b) When you are punished, your motivation decreases.					
c) Working in pairs or groups, your motivation increases.					
d) You feel unmotivated when you do not participate in classes and remain silent.					
e) You are more motivated when the teacher uses new activities than a traditional book.					

6. Which of the following positive or negative impacts has happened to you in the classroom?

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never



	1	2	3	4	5
a) Reproved and punished.					
b) Get Good grades.					
c) Individual Works.					
d) You do not participate in class, but you listen carefully.					

Appendix 3: Speaking test

Speaking test

Objective: Know the level of mastery of speaking skills in students.

First part

Students are going to respond some questions about their profile.

1. What is your name?
2. What is your last name?
3. How old are you?
4. Are you a teacher or student?
5. Where are you from?
6. Where do you live?

Second part

Students are going to respond some questions about their daily routines:

1. What time do you get up?
2. What do you have for Breakfast?
3. How do you go to school?
4. How many brothers and sisters do you have?
5. How often do you practice sport?

Third part

Students are going to watch some pictures about different hobbies, and they must make a conversation using questions and sentences in simple present. For example, do you like reading books? Yes or no and Why.



SURVEY FOR STUDENTS

Objective: Collect data to understand how motivational teaching activities help develop English speaking skills with 10th graders.

READ THE FOLLOWING QUESTIONS CAREFULLY AND ANSWER OBJECTIVELY.

1. **Do you feel unmotivated when you have English classes?**
Always
Usually
Sometimes
Seldom
Never
2. **Do your teachers use different activities to develop speaking skills?**
Totally agree
Agree
Undecided
Disagree
Totally disagree
3. **When your English teachers use traditional book activities to develop speaking skills, do you feel unmotivated?**
Always
Usually
Sometimes
Seldom
Never
4. **When your English teachers start classes with new activity-based speaking skills, do you feel motivated?**
Always
Usually
Sometimes
Seldom
Never
5. **How often do your teachers motivate you to participate in speaking activities?**
Always
Usually
Sometimes
Seldom
Never
6. **Do you feel motivated when you speak in class?**
Always
Usually
Sometimes
Seldom
Never
7. **Do you think that using other speaking activities such as spelling words, interview, conversation cards, and finding differences can improve your speaking skills?**
Very important
Important
Moderately important
Little importance
Without importance
8. **Would you like to work in groups to develop your English oral communication?**
Totally agree
Agree
Undecided
Disagree

Appendix 5: Interview

INTERVIEW FOR THE TEACHER

Objective: Diagnose the possible problems that cause poor speech development in English during classes.

1. Do you think that students are interested in English language learning?
Why?
2. Do you believe that good classroom management causes changes in the student's motivation to learn a foreign language? Why?
3. Could you say if the learners' emotional state and motivation are significant to learning a foreign language? Why?
4. A teachers' favorable attitude would motivate students to reach their learning goals? Why?
5. Do you think that the lack of materials and activities causes the student's disinterest in improving their speaking skills? Why?
6. Should English teachers focus more on student participation to develop speaking skills? Yes, or no? Why?
7. Do you think that interpersonal conversation is essential for students' motivation and thus improves their speaking skills? Why?
8. What knowledge level do you believe that have your students in speaking skills?
9. Do you think Teachers should develop more activities to improve speaking skills?

Appendix 6: The rector, and the English teacher.

Graphic 18: *The Rector*



Taken from: Unidad Educativa República del Ecuador

Author: Lema Wilo

Appendix 7: Evidence with students

Graphic 19: *Students and The English teacher*



Taken from: Unidad Educativa República del Ecuador

Author: Lema Wilo