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DEDICATORIA

I dedicate this thesis to my family, my mother and my father for always giving me their support and motivating me every day to move forward in this stage of my academic formation. To God for giving me the strength and the necessary wisdom to achieve my goal. Thank you for accompanying me throughout this process.

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ABSTRACT

This study analyzes how extrinsic motivation contributes to the development of oral fluency in English among eighth and ninth grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano, based on the problem of the low level of participation and confidence in English classes. The general objective of this research was to analyze the influence of external motivational strategies on the development of oral fluency. This research was carried out using a mixed methods approach, exploratory and descriptive scope, through interviews with teachers and authorities, and surveys applied to 145 students. The results showed that most students feel more motivated to participate in oral activities when rewards, games, interactive dynamics, and audiovisual resources are incorporated. Likewise, it was observed that clarity in instructions and positive reinforcement increase confidence and willingness to communicate in English, therefore, a guide with recognition strategies was designed focused on promoting active participation and reducing anxiety when expressing themselves in English. It is concluded that extrinsic motivation applied in a planned way has a positive impact on the development of oral fluency, enhancing students' confidence, participation, and interest in learning the English language.

Keywords: Extrinsic motivation, Oral fluency, Teaching, English, Motivational strategies.

RESUMEN

Este estudio analiza cómo la motivación extrínseca contribuye al desarrollo de la fluidez oral en inglés en estudiantes de octavo y noveno año de Educación General Básica de la Unidad Educativa Ejército Ecuatoriano, basado en la problemática del bajo nivel de participación y confianza en las clases de inglés. El objetivo general de esta investigación fue analizar la influencia de estrategias motivacionales externas en el desarrollo de la fluidez oral. Esta investigación se realizó aplicando un enfoque mixto, de carácter exploratorio y descriptivo, mediante entrevistas a docentes y autoridades, y encuestas aplicadas a 145 estudiantes, los resultados evidenciaron que la mayoría de los estudiantes se sienten más motivados a participar en actividades orales cuando se incorporan recompensas, juegos, dinámicas interactivas y recursos audiovisuales. Del mismo modo se observó que la claridad en las instrucciones y el refuerzo positivo aumentan la seguridad y disposición para comunicarse en inglés, por ende, se diseñó una guía con estrategias de reconocimiento enfocadas a fomentar la participación activa y la disminución de la ansiedad al expresarse en inglés. Se concluye que la motivación extrínseca aplicada de manera planificada incide de forma positiva en el desarrollo de la fluidez oral, potenciando la confianza, la participación y el interés de los estudiantes en el aprendizaje del idioma inglés.

Palabras clave: Motivación extrínseca, Fluidez oral, Enseñanza, Inglés, Estrategias motivacionales.

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INTRODUCTION

Learning English as a foreign language has a profound impact on students' academic development. English helps them acquire a global perspective, providing them with significant tools to access professional opportunities and cultural experiences around the world. In this context, oral fluency is one of the skills students need to acquire to be able to communicate effectively in different situations. However, many students have difficulties with oral expression in English, resulting in limited participation, low confidence, and lack motivation to participate in oral activities.

The main problem guiding this study is based on the limited oral fluency demonstrated by students in English classes, a situation that not only affects their academic performance but also restricts their ability to meet the standards established by the Common European Framework of Reference for Languages. In response to this issue, the general objective was to analyze how extrinsic motivation influences the development of students' oral fluency in English.

Extrinsic motivation is considered a crucial element in the learning process, including the use of rewards, recognition, and interactive activities can create a dynamic and favorable environment that fosters active student participation and reduces the fear of making mistakes. In the same way, it is important to strengthen the teaching of English, as it allows building solid foundations for the development of students' linguistic and communicative ability.

This study focuses on how extrinsic motivation influences the development of oral fluency in eighth and ninth grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano. Through a mixed-methods approach combining qualitative and quantitative techniques, the research sought to identify and analyze how extrinsic motivation impacts the development of students' oral fluency. The study not only aimed to understand

the relationship between external motivational strategies and participation in oral activities, but also to design strategies that can be implemented in the classroom to strengthen confidence and increase participation in English classes.

The importance of this research focuses on the need to enhance English teaching through an approach that integrates extrinsic motivational strategies as support for the development of oral fluency. Therefore, the findings are expected to contribute to the creation of a more dynamic and participatory teaching-learning environment, where students feel motivated and more confident to participate in oral activities proposed by the teacher. Finally, the purpose of this study is to provide a practical guide of strategies that teachers can implement in their English classes to improve the teaching process and strengthen students' oral communication.

CHAPTER I

I. THEORETICAL FRAMEWORK

1.1 Motivation in the Learning Process

Motivation is a crucial element of the learning process since it arouses, directs, and sustains behaviors that lead to achieving academic achievement. It is a set of processes that energize and guide behavior, influencing how students respond to subject matter and stay engaged. In language learning, motivation supports persistence and goal-oriented behavior, affecting both learners' performance and teachers' effectiveness (Shunk, 2012).

In addition to this, a well-developed motivation increases self-regulation and autonomy in a student to become a self-regulated learner. Contributing to meaningful learning. Rheinberg et al. (2000) mentioned the role of emotional and psychological growth in students, and the role of a space with safety and collaboration that can help to foster motivation and progress in learning a new language.

1.1.1 Fundamental Theories of Motivation

Some theories seek to explain motivation, including achievement goal theory and self-determination theory. McLeod (2025) argued that human needs are structured hierarchically. He presents that basic physiological needs required to be met before individuals can pursue higher-level psychological needs, such as self-actualization, or self-esteem. This approach highlights the importance of a supportive educational environment as unmet fundamental needs can hinder motivation.

Similarly, achievement goal theory relates to motivation in that it supports motivation by using specific goals (i.e., social recognition, academic success, academic excellence). This theory also defines either mastery goals (learning) or performance goals (outperforming others). Different theories of motivation help educators create academically motivating

learning environments that take consideration of students' individual needs and goals (McLeod, 2025).

1.1.2 Self-Determination Theory by Deci and Ryan

Ryan and Deci (2000) offer a comprehensive framework for interpreting human motivation, distinguishing between intrinsic and extrinsic motivational forces. This theory posits that genuine motivation increases when individuals satisfy three key psychological needs: autonomy (the sense of control over one's actions and choices), competence (the feeling of being capable and compelling in one's efforts), and relatedness (the importance of forming meaningful relationships with others).

Likewise, this theory assumes that people are motivated when they autonomously act in accordance with their interests and values. This alignment promotes a sense of ownership over learning, which leads to greater commitment and persistence. Application of Self-Determination Theory is related to education, i.e., that students are more likely to maintain motivation when they feel competent and socially connected to peers and teachers. If the environment supports these psychological needs, students are likely to experience higher and more enjoyable learning (Ryan & Deci, 2000).

1.1.3 The Importance of Motivation in Language Education

Dörnyei and Ushioda (2011) point out that motivation not only affects the extent of effort put by the students but also the quality of effort. This points out that motivated students put more effort and perform on tasks with greater concentration and eagerness, increasing their learning process. Motivated students are likely to take part more actively in learning and therefore lead to better understanding and higher recall of knowledge.

Therefore, teachers and educators should implement effective strategies that foster and maintain motivation in the classroom. By prioritizing motivation, educators can

significantly raise student learning and participation and ultimately achieve improved academic achievement and a more satisfying school experience for all students (Dörnyei & Ushioda, 2011).

1.2 Types of Motivation in Learning

1.2.1 Intrinsic Motivation

Vallerand (2007) clarifies that the enjoyment and gratification derived from the activity defines this form of motivation. Within language acquisition, an intrinsically motivated student engages in English studies driven by the satisfaction of exploring a new language and culture rather than depending on external compensation. In other words, Intrinsic motivation refers to the inherent drive to learn that originates from within the individual, independent of external incentives.

For instance, a student may engage with an English novel driven by genuine interest in its content, in contrast to the need to prepare for an academic test. The motivation in this case stems from individual interest and enjoyment reading, which compels the learner to master the story plot, the growth of the character, and the lessons of the book. This integration can yield a richer and more lasting understanding of English in a literary and cultural context of reference (Vallerand, 2007).

1.2.2 Extrinsic Motivation

Ryan and Deci (2000) indicate that extrinsic motivation is related to external elements that influence behavior, also, extrinsic motivation can vary considerably in its degree of relative autonomy. This manifests in various forms, from external regulation (studying to obtain a grade) to internalized forms (studying to achieve professional goals). It encompasses everything from the pursuit of rewards or the avoidance of punishment to the internalization of the utility of the action.

For example, a student might dedicate significant effort to studying for an English exam primarily to obtain a high grade and receive praise from family and instructors, which demonstrates how external rewards can influence their diligence and participation. Furthermore, extrinsic motivation can serve as a valuable resource for educators, enabling them to design tasks and incentives that motivate students to engage with the learning content, thereby facilitating the development of essential competencies (Ryan & Deci, 2000).

1.2.3 Factors Influencing Student Motivation

According to Gardner (1985), numerous factors significantly impact student motivation throughout the learning process. He emphasizes the importance of the sociocultural environment, prior learning experiences, and attitudes toward the target language. A favorable cultural context amplifies interest, while negative stereotypes hinder motivation. Furthermore, positive past achievements promote confidence, while obstacles can generate insecurity. Students' opinions regarding the language, particularly its relevance to their personal lives, also affect their participation.

Moreover, the classroom environment, interpersonal relationships among peers, and self-efficacy are essential for maintaining continuous motivation. A suitable classroom setting fosters participation and the willingness to take risks, while strong peer connections cultivate collaboration. Students' beliefs about their capacity to succeed shape their motivation; high self-efficacy is generally related to more remarkable persistence, while low self-efficacy can lead to disengagement. Recognizing these determinants allows educators to formulate practical, motivational approaches designed to enhance language learning experiences (Gardner, 1985).

1.2.4 The Role of the Teacher in Motivation

Educators assume the primary role of classroom facilitators and producers of student motivation. In this sense, Dörnyei and Ushioda (2011) state that teachers are not only responsible for maintaining motivation but also for creating motivation in the first place. This role involves various responsibilities:

Creating a safe and welcoming learning environment

Using interesting and relevant methodology for teaching

Giving constructive and timely feedback

Clearly stated and attainable goals

Encouraging student autonomy

Similarly, Harmer (2007), proposes the teacher must be a "motivational facilitator," and factor in helping a student to discover and sustain their motivation to learn. The teacher's success in developing motivation depends largely on their ability to match individual student needs with overall educational objectives.

1.2.5 The Influence of Technology on Student Motivation

Technology has transformed the learning industry in the digital era, opening new avenues for student motivation. Such means as web-based learning platforms, academic apps, and learning games can improve student motivation and facilitate improved self-directed learning. Technology in the classroom can also help teachers accommodate various learning profiles, and thus make the learning procedure more interactive and inclusive (Hamari et al., 2014).

Hamari et al. (2014) states that gamification can improve student motivation by incorporating game elements into educational contexts, making learning more engaging. By investigating the implementation of technology as an extrinsic motivator, more dynamic and captivating learning experiences can be developed.

1.3 Extrinsic Motivation in Education

1.3.1 Characteristics and Components of Extrinsic Motivation

Extrinsic motivation stems from external factors, including tangible rewards, social recognition, or situational demands (Rodríguez et al., 2024). Extrinsic motivation is very significant in learning a language, where external incentives motivate endeavor and interest (Haywood et al., 2008). Competition may also serve as a stimulus, driving students to surpass individual or collective standards, thus fostering a stimulating learning environment.

However, while extrinsic motivation is incredibly effective for developing immediate engagement, its long-term impact tends to depend upon being combined with intrinsic motivation, so that it facilitates deeper and more lasting learning.

1.3.2 Extrinsic Motivation Strategies in the Classroom

Classroom strategies based on extrinsic motivation are necessary for inciting student interest and participation. Haywood et al. (2008) point out that tangible rewards, such as improved grades and compliments, directly motivate students to become more involved in their education. For example, point-based systems for participation or completed assignments can foster a competitive yet collaborative environment.

Sáez (2020) in a study into English learners in Spain, discussed the active acceptance of promoting engagement and participation using extrinsic motivators including rewards and public recognition of success. An emerging outcome from the study was the enhancement of students' self-esteem and self-confidence, particularly as both are important components of the language learning process.

1.3.3 Reward and Recognition Systems

Appropriate reward and recognition systems can significantly boost student motivation and a positive classroom climate (Haywood et al., 2008). Implemented correctly,

such systems operate to reward students for effort and achievement, reinforcing good behavior and fostering a positive learning climate.

Such systems may be numerous, for instance, verbal compliments for good work, achievement certificates for reaching milestones, merit rewards such as extra points for excellent performance, or being chosen to participate in special activities highly valued by students.

In addition to pushing with outside feedback, these are the methods required to provide an effective environment in which students believe whatever they do counts for something with the teacher as well as the peers. Such value can increase the self-esteem and confidence of the students and thereby assist further in providing an optimal learning environment (Ryan & Deci, 2000).

1.3.4 Effectiveness of Extrinsic Motivators

Several studies support the efficacy of extrinsic motivators. Rodríguez et al. (2024), demonstrate that extrinsic motivation can be significant in motivating elementary school students to learn the English language. Haywood et al. (2008) also indicate that the use of these motivators can bring about more sustainable intrinsic motivation, among learners who resist learning a new language initially.

Conversely, Shaikholeslami and Khayyer (2006), discuss the dynamics of intrinsic and extrinsic motivation during foreign language learning. According to them, extrinsic motivation can enhance intrinsic motivation to create a better environment to improve language competence.

1.4 English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the instructional context where English is both taught and learned in a country where English is foreign to the communication

context. Unlike English as a Second Language (ESL), where learners are in an English-speaking community, EFL contexts typically limit exposure to the language beyond the classroom. This distinction is crucial for developing effective pedagogical approaches, since learning languages deeply intertwined with cultural identity and demands specific designs of instruction commensurate with the learners' specific context (Crystal, 2001). A theoretical understanding of EFL helps educators effectively promote communicative competence within these unique conditions.

1.4.1 Theoretical Foundations of EFL

English as a Foreign Language (EFL) takes its cue from a number of theoretical and methodological assumptions that have evolved considerably over the last few decades. Krashen (2009) posits five relevant hypotheses: the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the comprehensible input hypothesis, and the affective filter hypothesis. Williams (2017) develops these models further by highlighting the value of comprehensible output and interaction in the process of learning.

Lantolf and Thorne (2007) confirm Vygotsky's sociocultural theory that is a significant part of learning foreign languages. The theory centers on the social communication priority and on the zone of proximal development. The method indicates that language learning is a social process that requires participating meaningfully with other speakers (Swain & Lapkin, 2013).

Current practices of teaching English largely embrace a communicative strategy with a preference for communicative competence over grammatical correctness. Canale and Swain (1980) state that efficient communication in real contexts is the primary aim of language learning.

1.4.2 Components of Oral Fluency

Oral fluency contains several related aspects. Two of the most significant ones are speech rate and smoothness of production. This involves rate of words per minute, pause distribution, and incidence of silent or filled pauses (De Jong et al., 2015).

Another critical feature is automaticity in the use of language. This is where speakers are able to communicate without exaggerated consideration of grammatical rules so that they can pay greater attention to the content of the communication and interpersonal interaction (DeKeyser, 2017).

Moreover, coherence and cohesion in oral language are priceless. This is in reference to the way the speaker structures ideas and relates their utterances in a way that can be well understood and comprehended. Proper application of discourse markers and connectors is crucial for attaining this (Halliday & Hasan, 2013).

1.4.3 Factors Influencing the Development of Fluency

Multiple factors influence the development of oral fluency in English, as documented by some researchers:

Cognitive Factors: highlights how working memory, processing capacity, and metacognitive strategies significantly affect the ability to produce fluent speech.

Affective Factors: Language anxiety, motivation, and self-efficacy can facilitate or inhibit fluency development. MacIntyre and Gardner (1994) conducted important work on specific language anxiety, and its potential negative impact on oral performance. They found that anxiety typically led to lowered confidence and performance in the language task.

Language Exposure: Nation and Newton (2009) emphasize both the quality and quantity of comprehensible input and opportunities for productive practice are essential for developing oral fluency.

Contextual Factors: Moodie (2020) explains the learning context, the support of teacher and opportunities for authentic interaction affordances for meaningful interaction are key characteristics to help develop fluency.

1.4.4 Fluency According to the CEFR Levels A1 and A2

The Common European Framework of Reference for Languages (CEFR) gives a complete framework to measure language competence, including oral fluency at various levels. Oral fluency at the A1 and A2 levels are characterized in terms of limited but functional communication where learners can express essential concepts and communicate in predictable situations.

The Council of Europe EAQUALS-ALTE Can Do Statements offer a detailed breakdown of these abilities:

A2 Spoken Interaction: Learners can make simple transactions in shops, post offices, or banks, ask for basic travel information, and use public transport by asking for tickets or directions. They can also order food and drink, invite and accept invitations, apologize, and express likes and dislikes.

A2 Spoken Production: Students can describe themselves, other people, places, things, and events. They can briefly recount past events, or name their education past and present, hobbies, or some personal interest. They can also describe simple experiences such as vacations or weekend activities.

These descriptive terms are helpful in defining language learners' oral fluency progress, while setting achievable, as well as realistic, expectations that correspond to their level of pronunciation. Teachers can observe these features of proficiency by looking for lesson plans and activities that lead to the gradual achievement of effective oral fluency.

1.4.5 Oral Fluency Assessment

Assessing oral fluency requires a structured approach that considers various aspects (Luoma, 2004):

Temporal measures include speech rate, the length of speech segments before a pause, and the number of pauses made. Such data provides a more accurate view of fluency.

Holistic rubrics: This method measures the overall impression of fluency and considers aspects such as naturalness, coherence, and effectiveness in communication.

Formative assessment: Ongoing feedback is crucial in the process of learning, and it aids students to make continuous corrections and build their fluency.

Self-assessment and peer assessment: These methods foster individual reflection on progress and peer support between students to establish fluency.

Assessment methods should be effective, consistent, and aligned with learning goals and include both quantitative and qualitative measures of fluency (Luoma, 2004).

1.5 The Role of Extrinsic Motivation in Oral Fluency

External motivators play an essential role in helping learners achieve oral fluency during their language acquisition journey. When implemented with purpose, external rewards including grades alongside recognition and awards function as organized stimuli which aid the development of this advanced ability.

Dörnyei (2014) notes that extrinsic motivation can be a catalyst, particularly when aligned with communicative goals. For example, when students know that their efforts in speaking will be recognized through (extrinsic) recognition (e.g., awarded or graded), students will maximize their active participation in speaking opportunities that promote fluency.

Additionally, Bangerter (2000), highlights developing external-based incentives that facilitate the gradual internalization of motivation to the learners. This method encourages the

students' initial engagement in speaking and strives to maintain a long-term commitment to the language and its fluidity. By integrating extrinsic incentives that motivate the learner based upon their goals and interests, educators can create an environment where students seek external validation and value the learning process itself.

This gradual shift from external to intrinsic motivation is vital for meaningful language fluency to occur and allows the learner to take ownership and make connections to their own language experiences that will help improve their confidence and fluency in the language.

1.5.1 Strategies to Promote Oral Fluency

Motivational strategies favor the development of oral fluency in foreign language teaching. Ryan and Deci (2000) assert that extrinsic motivation is more effective when autonomy and a sense of achievement are promoted. Setting clear goals allows the student to stay focused and visualize their progress, which increases their participation in oral activities.

Timely feedback reinforces self-regulated learning and improves communicative confidence Shute (2008). The recognition of effort through verbal or symbolic stimuli, such as mentions or diplomas, also strengthens commitment and motivation.

A safe classroom environment, where anxiety is reduced, facilitates oral expression (Krashen, 2009). These strategies, when integrated with opportunities for the student to make decisions about their learning, create favorable conditions for improving fluency.

1.5.2 Implementing Incentives in the English Classroom

Incentives represent a key resource within extrinsic motivation, especially in the educational field. Their proper application can promote active student participation, improve performance, and strengthen communication skills. MacIntyre et al. (2009) argue that

incentives should be relevant to the students' developmental level and the context in which they are applied.

They are usually classified into three types: academic (such as grades or diplomas), social (peer recognition or group activities), and experiential (cultural events or educational outings). These rewards aim to reinforce desirable behavior by associating effort with real and meaningful outcomes.

In terms of motivation, rewards can generate a more dynamic and engaging learning environment for English. Dörnyei (2001) states that, when well-designed, external rewards can promote a favorable attitude toward the use of the language, especially in oral activities.

1.5.3 Classroom-Based Strategies for Fluency

The use of specific strategies can be very powerful in building oral fluency via extrinsic motivation. Group projects that focus on oral presentation, public speaking contests, and creating an environment where the students can practice English in an engaging manner, such as role-playing games or creative exercises, are effective. Such strategies motivate the students while giving them structured opportunities to rehearse the oral skills for contextually relevant situations.

Dörnyei and Ushioda (2011) argue that motivation not only affects the amount of effort students invest but also the quality of that effort. By using these strategies, teachers create a positive learning space that develops completion of oral proficiency.

1.5.4 Evidence of Success in Educational Contexts

Empirical studies support the effectiveness of extrinsic motivational strategies to improve oral fluency in language learning.

Guilloteaux and Dörnyei (2008) investigated the effect of motivational interventions in secondary school classrooms, noting increased student participation and motivation in language activities.

Clément et al. (1994) proposed that external rewards and recognition serve as compensation for linguistic self-doubt especially for adolescent foreign language students.

The study highlights that external incentives need careful integration within educational environments. The strategic implementation of extrinsic motivators together with communicative objectives creates immediate learner involvement and long-term language proficiency development especially in spoken language proficiency. Educators should provide suitable external rewards while building positive attitudes toward language learning to encourage students' active participation. This method increases student involvement while building enduring language proficiency.

1.5.5 Learning Environments and Oral Practice

The development of oral fluency requires spaces that encourage constant and meaningful practice. From the perspective of extrinsic motivation, learning environments can be designed to foster verbal participation through rewards or recognition (Gardner, 1985).

Communicative oral activities with an evaluative purpose—such as simulated interviews, debates, or presentations—provide opportunities where factors like grading, feedback, or peer recognition act as relevant extrinsic motivators (Dörnyei & Ushioda, 2011).

In the same way, introducing challenges or competitive dynamics can enhance participation. For instance, awarding points for interventions by mouth, pronunciation, or fluency is related to gamification principles that promote student engagement (Hamari et al., 2014). These motivating environments, by setting clear goals and observable rewards, contribute towards improving oral performance.

1.6 Autonomy and Motivation

The classroom environment that supports autonomy helps students develop extrinsic motivation because they understand their choices affect their learning process. According to Ryan and Deci (2000), students who perceive they have control over their learning process put forth more effort despite external reward systems.

1.6.1 Purposeful Practice

The repetition of language structures through meaningful tasks leads to stronger oral fluency development. The practice of vocabulary and grammar through guided presentations and structured dialogues helps students apply language structures in functional situations without losing motivation because they link performance to tangible rewards (Ur, 1999). Practice becomes more effective when learners have specific goals to achieve, and they can witness the positive results of their efforts.

1.6.2 Student Choice

Providing students with choices in oral activities fosters active engagement. Allowing students select topics, roles, and formats improves student ownership and control, which leads to better motivation. Ryan and Deci (2000) described how autonomy, even if perceived in an extrinsic motivation context, can increase commitment to learning and facilitate spontaneous language use.

CHAPTER II

II. METHODOLOGY

2.1 Type of Research

This research utilized both qualitative and quantitative research methods. As stated by Creswell and Plano (2018), a mixed-methods approach is useful when seeking to leverage the strengths of both qualitative and quantitative methods to gain a better understanding of a research problem. This research had a qualitative approach because this study explored the educational phenomenon related to the development of oral fluency in English, based on teachers' perceptions and experiences regarding the use of extrinsic motivation strategies in the classroom. Likewise, it had a quantitative approach because it counted the students' responses, providing an accurate idea of how much extrinsic motivation strategies influenced the development of oral fluency in English classes.

2.2 Research Methods, Techniques, and Instruments

According to Creswell (2009), methodology refers to the systematic plan for conducting research, including the collection and analysis of data to achieve research objectives. For this study, the mixed methods approach was applied, thoroughly examining the role of extrinsic motivation in developing oral fluency among 8th- and 9th-grade students. According to Johnson et al. (2007), mixed methods research integrates quantitative and qualitative approaches to capitalize on the strengths of both, providing a more complete understanding of complex educational phenomena.

2.3. Techniques

2.3.1 Interview

To obtain crucial information for this research, I conducted four interviews: one with the principal of the Unidad Educativa Ejército Ecuatoriano, MSc. Carmita Orellana; the coordinator of the English area, MSc. Monica Jungal and two English teachers, MSc. Monica Jungal and MSc. Betsy Banchon. The interview consisted of 8 open-ended questions; it enabled me to gather information to support the validity of my research.

2.3.2 Survey

I conducted a survey of students in the 8th and 9th grades of EGB of the Unidad Educativa Ejército Ecuatoriano, which helped me to obtain pertinent information regarding the students' opinions, experiences, and perceptions. I employed the frequency method to examine the results of all questions due to the Likert scale format.

2.4 Instruments

Questionnaires for interviews

Questionnaires for the survey

2.5 Research Questions

1. What extrinsic motivation strategies do 8th and 9th-grade students at Unidad Educativa Ejército Ecuatoriano perceive in their English classes?
2. What effect do extrinsic motivation strategies have on the development of oral fluency in students during the English learning process?
3. What extrinsic motivation-based strategies can be designed to improve the oral fluency of 8th and 9th-grade students at Unidad Educativa Ejército Ecuatoriano?

2.6 Participants

The research was conducted at Unidad Educativa Ejército Ecuatoriano, located in Lago Agrio city, the province of Sucumbíos, Ecuador. The institution is distributed at the basic elementary and middle school levels. The study involved a population of 145 students from the 8th and 9th grades of Educación General Básica (EGB), who were surveyed as part of the research.

2.7 Procedure and Data Analysis

The data obtained was analyzed by using descriptive and exploratory analysis to identify patterns and trends related to extrinsic motivation and its influence on students' oral fluency development. The outcomes were interpreted to explore how motivation strategies impact students' speaking performance and participation in English activities. By examining these results, the study offers insights into the effectiveness of extrinsic motivators, such as rewards and recognition, in fostering a more engaging and productive speaking environment in the classroom.

CHAPTER III

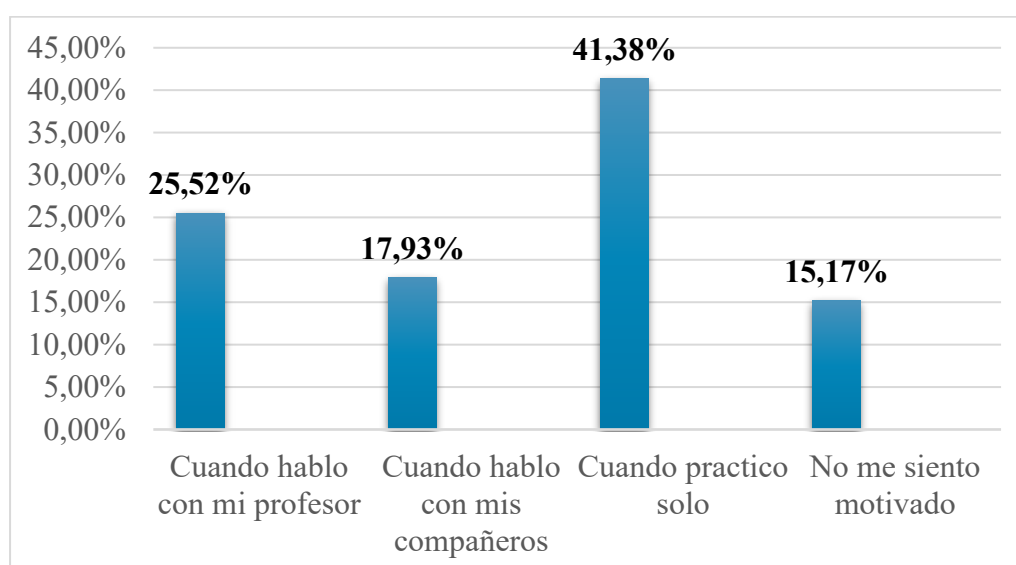
III. RESULTS AND DISCUSSION

3.1 Survey Applied to 8th and 9th grade EGB Students of the Unidad Educativa Ejército Ecuatoriano.

3.1.1 When do you feel most motivated to speak in English?

Figure 1

Moments when students feel most motivated to speak English



Source: Own elaboration.

Analysis

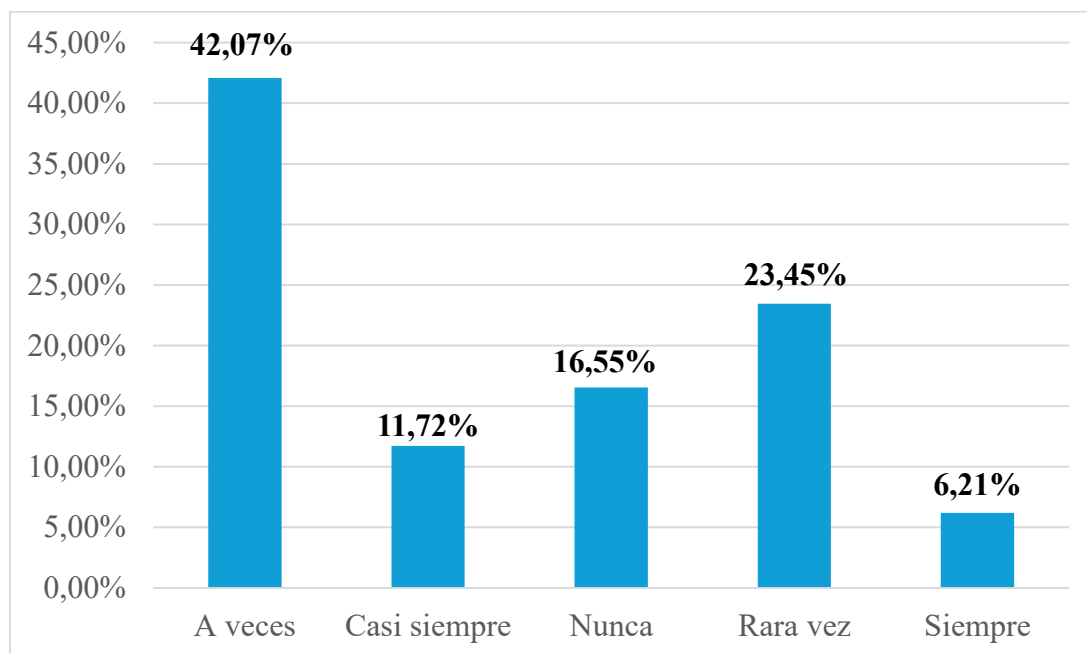
Figure 1 shows the survey results in which students were asked about the moments when they feel most motivated to speak in English. The graph is divided into four sections, each with a different response option: 41.38% of the students indicated that they feel more motivated when practicing alone, 25.52% of respondents feel more motivated when speaking with the teacher, 17.93% of the students feel more motivated when speaking with their classmates, and finally, 15.17% indicated that they do not feel motivated to speak English at all.

It was evidenced that a considerable proportion of students prefer to practice English alone, which could indicate a lack of confidence or a classroom environment where students do not feel comfortable interacting with others. As Deci and Ryan (2000) explain in their self-determination theory, extrinsic motivators can play a crucial role in engagement and participation. Therefore, incorporating structured speaking tasks with external reinforcements can help decrease anxiety and encourage greater participation.

3.1.2 How often does your teacher use materials like videos, games, or images to help you speak English?

Figure 2

Frequency of the Teacher's Use of Videos, Games, or Images to Promote Speaking



Source: Own elaboration.

Analysis

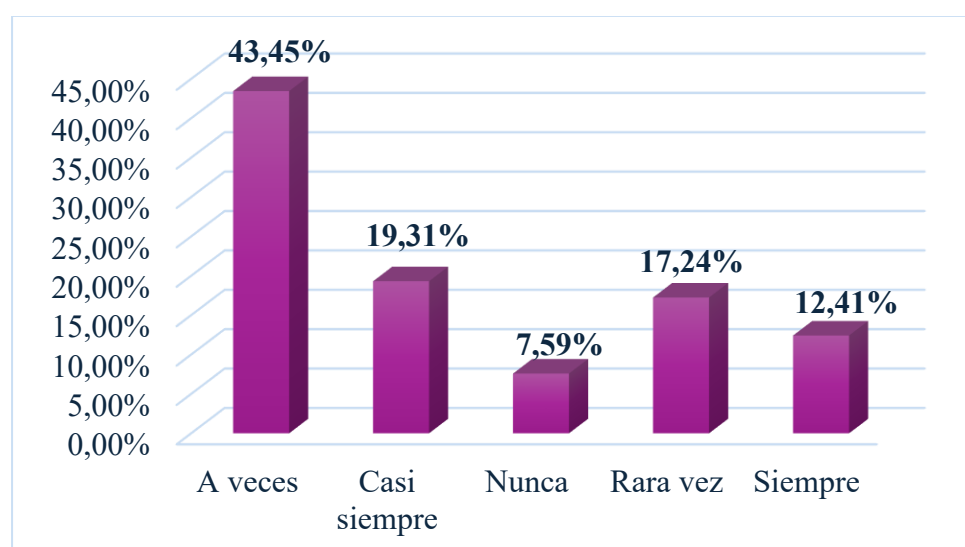
The bar chart illustrates the students' responses regarding the frequency with which their teacher uses teaching materials, such as videos, games, or images, to support speaking activities. According to the results, 42.07% of the students reported using them sometimes, followed by 23.45% who use them rarely. On the other hand, 16.55% stated that they never use them, 11.72% indicated "almost always," and only 6.21% selected that they always use them.

These findings highlight the limited use of interactive materials in the classroom, such as audiovisual tools or games. This could reduce the opportunities to encourage oral interaction. As stated by Harmer (2007), the use of visual and interactive materials can significantly improve students' motivation and confidence when speaking a foreign language. Likewise, increasing the strategic use of these resources could contribute to improving oral fluency.

3.1.3 How often do you practice speaking English in class?

Figure 3

Frequency of students' speaking practice in English class



Source: Own elaboration.

Analysis

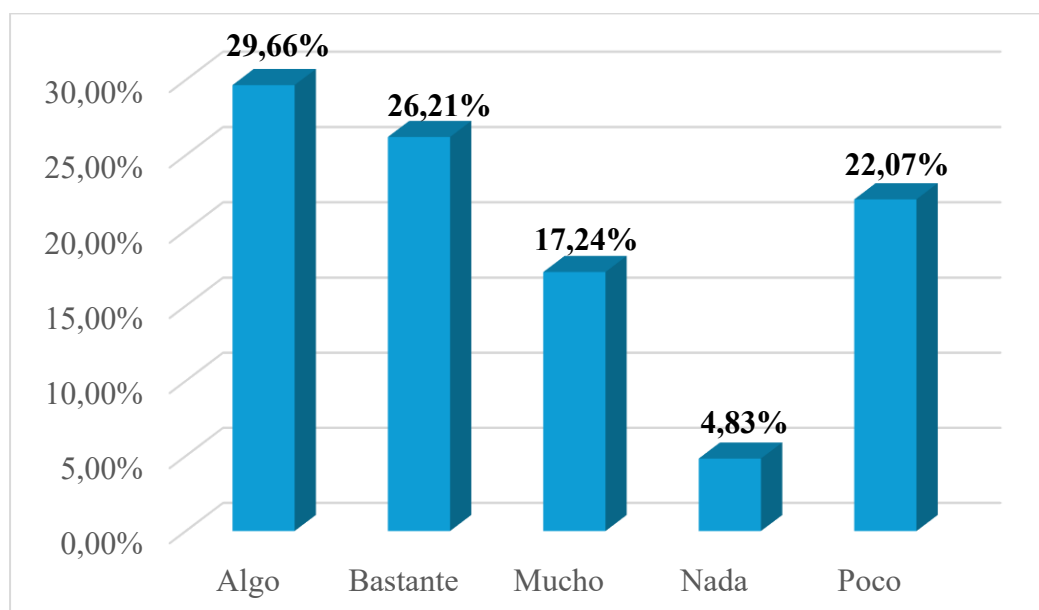
The bar chart reflects the frequency with which students practice speaking during class. The highest percentage, 43.45%, stated that they sometimes participate in speaking activities. Followed by 19.31% who reported practicing speaking almost always, while 17.24% indicated that they rarely do it, 12.41% said they always practice speaking, and 7.59% responded that they never do it.

These results indicate that a significant number of students are sometimes exposed to speaking activities. As Thornbury (2005) explains, the development of fluency requires frequent speaking opportunities with a defined goal that allows students to produce language in real time. Consequently, introducing structured and motivating speaking tasks regularly can strengthen students' confidence and oral fluency in English.

3.1.4 Do you think being motivated helps you speak English more easily?

Figure 4

Motivation to Speak English More Easily



Source: Own elaboration.

Analysis

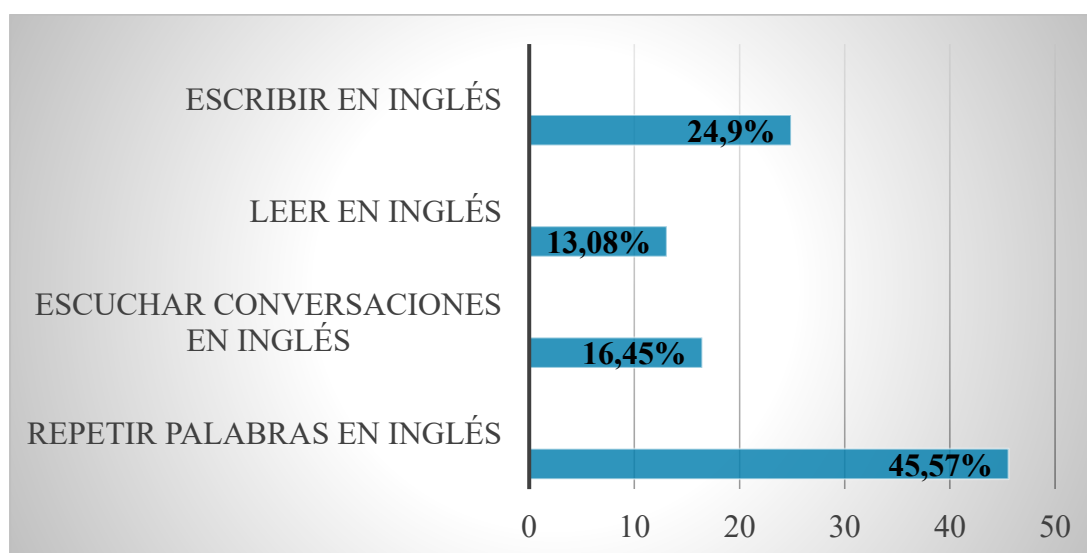
The diagrams show the perceptions of the students about whether motivation helps them speak English more easily. 29.66% of the respondents selected "somewhat" and 26.21% indicated "quite a bit," followed by 22.07% of the students who selected "a little," 17.24% who thought it helped a lot, while only 4.83% said that motivation did not help them at all.

These results demonstrate that most students perceive a positive connection between feeling motivated and their ability to speak English more easily. As Dörnyei (2001) points out, motivation acts as an essential factor in the learning process, directly influencing students' willingness to speak, participate, and take risks in linguistic production. Similarly, the idea of implementing motivating strategies in the classroom could have a positive effect on students' performance when speaking in English.

3.1.5 What activities help you speak English better? (You can choose more than one)

Figure 5

Activities to Speak Better in English



Sources: Own elaboration.

Analysis

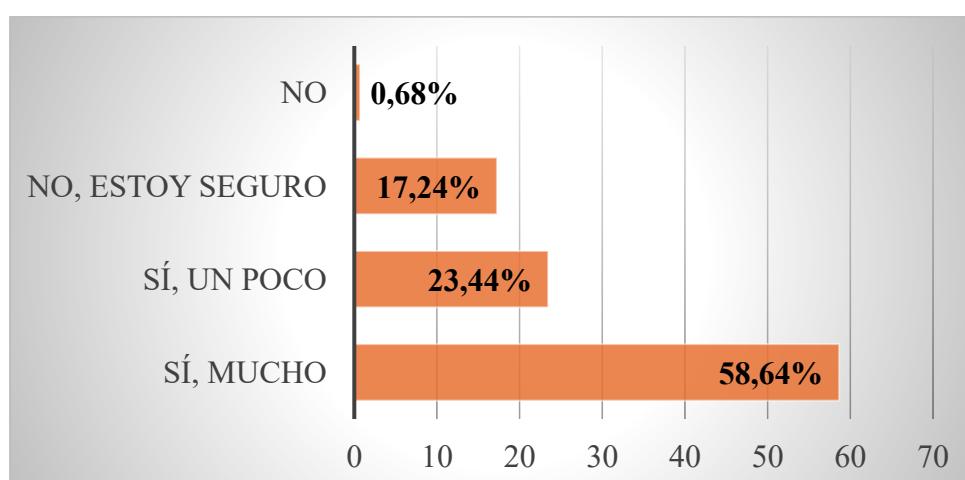
Figure 5 shows the responses to the questions posed to students about the activities that help them improve their speaking skills. Each with their respective percentage of preference: the most selected activity was repeating words in English (45.57%), writing in English (24.9%), listening to conversations in English (16.45%), and finally, reading in English (13.08%).

As the graph indicates, students find oral repetition notably effective for improving their speaking ability. According to Nation and Newton (2009), oral fluency can be improved through activities that involve controlled and meaningful repetition, specifically when students are still developing confidence in oral production. Therefore, the use of pronunciation exercises, repetition-based games, and speaking activities is crucial as valuable tools for developing oral fluency in English as a foreign language.

3.1.6 If you had a reward, like extra points or a prize, would it encourage you more to speak English?

Figure 6

Influence of Rewards on Oral Participation in English



Source: Own elaboration.

Analysis

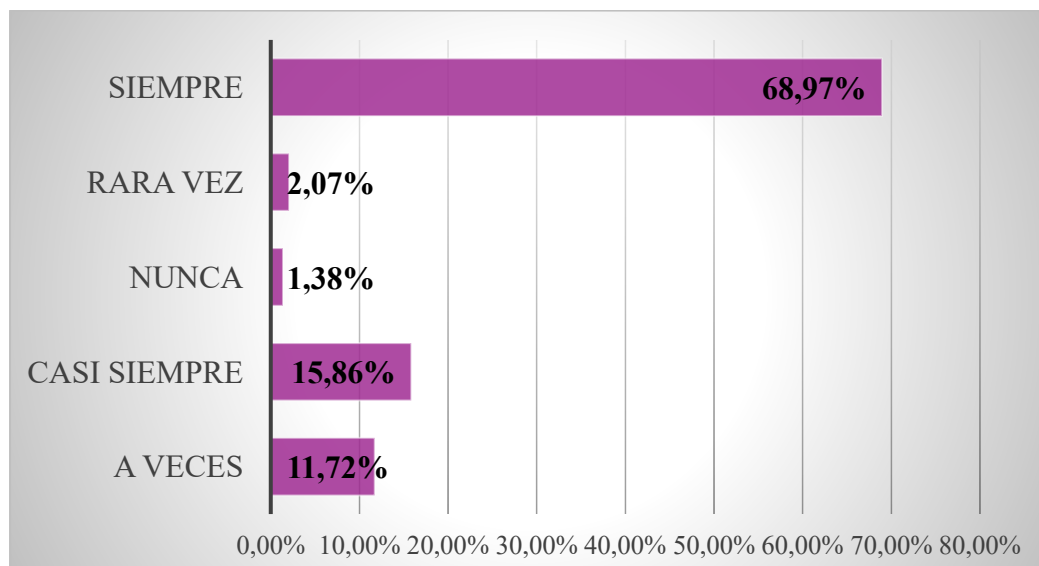
The diagram presents the students' opinions on whether receiving a reward would increase their motivation to participate in English speaking activities, we can observe that most of the respondents, 58.64%, answered Yes, a lot, while 23.44% indicated Yes, a little. Followed by 17.24% of the students who answered No, I'm not sure, and only 0.68% believe that rewards would not motivate them to speak in English.

In general, most respondents feel more motivated to speak in English when there is an extrinsic incentive. For this reason, as Deci and Ryan (2000) explain in their Self-Determination Theory, while intrinsic motivation is ideal for sustained learning, extrinsic motivators can positively encourage participation and effort, particularly in classroom contexts where internal drive might not be fully developed.

3.1.7 Before a speaking activity, does your teacher explain well what to do?

Figure 7

Explanation of The Speaking Activities



Source: Own elaboration.

Analysis

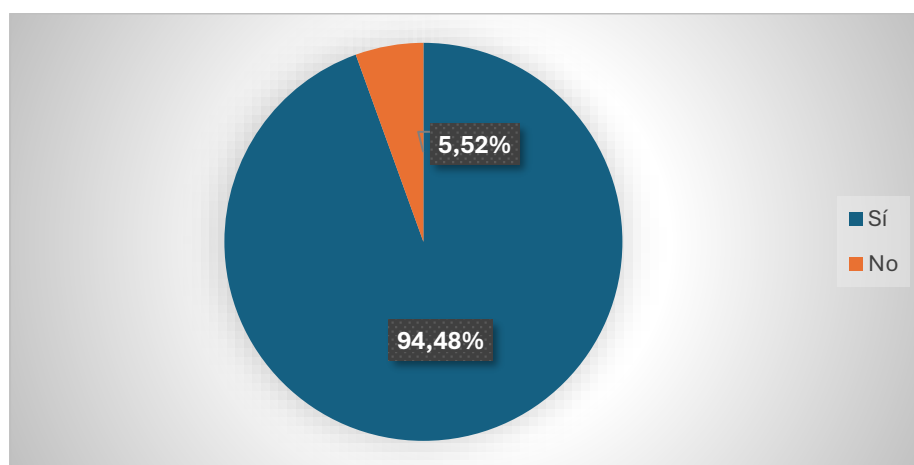
The bar graph shows the responses to the questions posed to the students about the clarity of the instructions their teacher provides before oral activities. 68.97% of the participants indicated that the teacher always explains the task clearly; 15.86% responded that the teacher almost always does, while 11.72% responded that the teacher sometimes does. A minimal portion indicated that rarely (2.07%) and never (1.38%).

These findings indicate that most students feel well-oriented before engaging in oral activities, which is crucial for reducing anxiety and ensuring relevant participation. As Scrivener (2011) states, precise instructions are essential in foreign language classrooms, as they provide organization, reduce confusion, and help students focus on the communicative objective of the activity. When students understand what is expected of them, they are more likely to participate actively and use the target language effectively.

3.1.8 Would you like English classes to have more games, dynamic activities, or prizes to help you speak better?

Figure 8

Student Opinions on the Use of Games and Rewards in the English Classroom



Source: Own elaboration.

Analysis

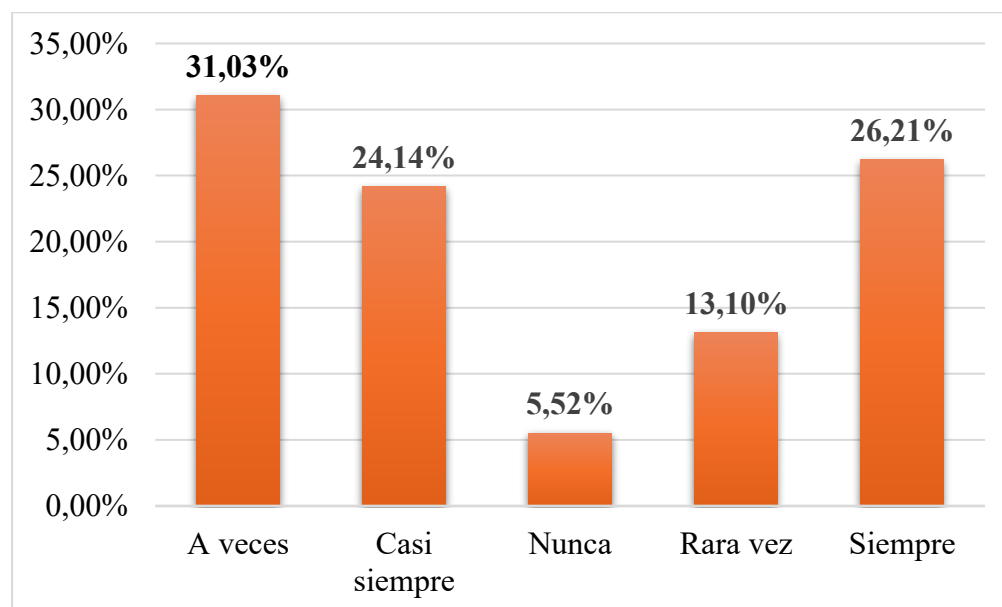
The diagram presents student opinions on whether English classes should include more games, interactive activities, or rewards to boost speaking development. A large majority of students (94.48%) responded Yes. In contrast, only 5.52% expressed that they would not like dynamic activities to improve speaking.

As the graph indicates, most students are very receptive to the inclusion of dynamic and motivating elements in English language teaching. In this way, as Gardner (2010) argues that motivation, particularly in language learning, is closely linked to classroom experiences. When students participate in activities, they find it entertaining and rewarding, they are more likely to engage in oral activities, which in turn promotes fluency and confidence.

3.1.9 Do things like music, movies, or talking with people in English motivate you to improve your speaking?

Figure 9

Motivation Through English Resources



Source: Own elaboration.

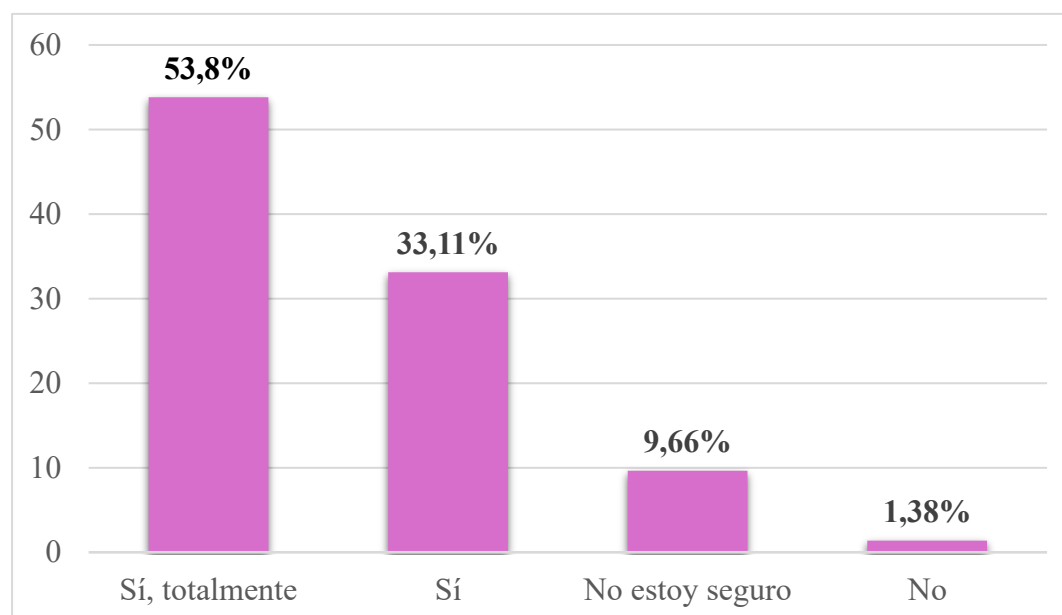
Analysis

The figure indicates the students' opinions regarding the motivational effect of using resources in English, such as music, movies, or conversations with people in English. 31.03% of the students responded Sometimes, followed by 26.21% who indicated Always and 24.14% Almost always. In contrast, 13.10% chose Rarely and only 5.52% responded Never. These findings highlight that many students are positively favored by original and engaging resources in English. As Richards (2015) states, exposure to the language of the world through music, movies, and genuine interaction enhances students' motivation and classroom learning. Therefore, the incorporation of these resources can foster students' interest, participation, and oral fluency.

3.1.10 Do you think speaking English better will help you in school and in the future?

Figure 10

Perception of the Effect of English on Academic and Professional Life



Source: Own elaboration.

Analysis

The bar graph illustrates students' perceptions regarding the influence of English on their academic education and future professions. 53.8% of the survey participants responded Yes, totally; 33.11% indicated Yes, while 9.66% were unsure and only 1.38% responded that it would not help them in school and in the future. As the graph indicates, most of the respondents affirmed the importance of English in their personal and academic development. As Crystal (2003) argues, English has become a global lingua franca, and its role in access to knowledge, employment, and international networks is increasingly significant. These results support the idea that promoting students' willingness to speak English through effective strategies and teaching techniques benefits oral fluency as well as their long-term goals.

IV. CHAPTER IV: PROPOSAL

4.1 Proposal title

EXTRINSIC MOTIVATION STRATEGY GUIDE TO PROMOTE ORAL FLUENCY DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE

4.2 Objectives

4.2.1 General objectives

To design a guide with extrinsic motivation strategies to promote the development of oral fluency in 8th and 9th grade students at Unidad Educativa Ejército Ecuatoriano.

4.2.2 Specific objectives

To identify effective extrinsic motivation strategies that encourage students' active participation in oral English activities.

To apply classroom activities based on students' motivational preferences and needs to improve their oral fluency in English.

4.3 Introduction

Most students of 8th and 9th grade at Unidad Educativa Ejército Ecuatoriano face difficulties in developing oral fluency in English. The results of the survey showed that many of the students practice conversation in class occasionally and feel more comfortable practicing alone than interacting with their classmates or the teacher. Likewise, the majority showed that their English teacher rarely uses motivating materials like videos, games, or pictures.

Even though most students believe that being motivated makes them speak more, most of them showed a lack of continuous motivation in their English classes. However, they showed much interest in activities with rewards, games, and external resources like music or

movies. These findings reveal an evident need to use extrinsic motivation strategies in the English classroom.

This guide proposes practical strategies to improve oral fluency through extrinsic motivation. It is designed to meet the needs and preferences of students through engaging class dynamics, simple reward systems, and interactive conversation tasks. The goal is to enable more confident and active use of English in oral communication. In addition, the guide is organized into four pedagogical units. Each unit includes relevant speaking topics, oral activities guided, vocabulary support, and final activity where students can demonstrate what they have learned.

4.4 Justification

The 8th and 9th grade students at Unidad Educativa Ejército Ecuatoriano require effective strategies to enhance their oral fluency in English. Therefore, task types that involve rewards, participation points, dynamic speaking tasks, and engaging materials are crucial to encourage students to speak English with greater confidence and offering a functional solution to their oral fluency problem. Lastly, the use of this guide will provide increased students' participation, motivation, and oral communication, facilitating their academic and personal development.

UNIT 1

1

SHOW AND SPEAK

TALKING ABOUT WHAT I LIKE

“I can say simple sentences about things I like using basic English words.”
(CEFR, A1 – Council of Europe)



Unit Objective:

To promote student participation and oral fluency in English through personal and familiar topics, using reward-based strategies.

Contents:

- Mystery Object Challenge
- Guess My Favorite Food!
- My Dream Pet
- My Ideal Weekend

(Canva, 2025)

LESSON 1: MYSTERY OBJECT CHALLENGE

OBJECTIVE TO DEVELOP STUDENTS' ABILITY TO DESCRIBE PERSONAL OBJECTS USING SIMPLE ORAL SENTENCES. WHILE FOSTERING SPEAKING CONFIDENCE THROUGH POSITIVE REINFORCEMENT.

Description activity

This lesson encourages students to speak about a personal object using simple English structures. It helps them build confidence by focusing on familiar topics in a low-pressure environment. Reward-based strategies are used to motivate participation and reinforce oral language production.

Motivation Strategy:

Reward-based (stickers, stars, small prizes)

Time: 45 minutes



Development of the activity

Warm-up (5 minutes):

The teacher shows a personal object (e.g., a book or toy) and models a short description using simple vocabulary. The teacher writes the sentence structure on the board and elicits other examples from the class.

Instructions (5 minutes):

The teacher presents the "Mystery Box Challenge": students will work in pairs. Each pair will take turns pulling one object from the mystery box and describing it together using at least two complete sentences. For each meaningful sentence, they will earn a star or sticker.

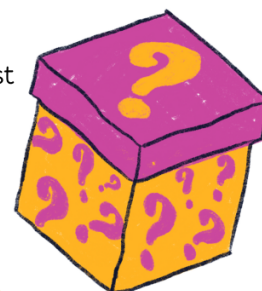
MYSTERY BAG CHALLENGE

Speaking Activity (25 minutes):

One pair at a time comes to the front, takes an item from the mystery box, and describes it aloud. The teacher listens and awards stars or stickers for each complete and meaningful sentence produced by the pair.

Recognition (5 minutes):

At the end of the activity, the teacher highlights the pairs with the most participation stars. Small prizes (e.g., stickers, bookmarks, class points) are handed out, and the group gives applause to all participants to encourage a positive atmosphere.



(Canva, 2025)

ACTIVITY**MYSTERY
BAG
CHALLENGE**

Retrieved from: Pinterest

Materials

The teacher can include everyday and safe objects such as: a small book, pencil, pen, small toy, glasses, keys, watch, marker, dice, headphones, printed photo, empty bottle, or any other item that can be used to generate descriptions.



(Canva, 2025)

VOCABULARY

4

COLORES

Red
Blue
Yellow
Green
Black
White



ADJECTIVES

Big /Small
Soft/ Hard
New/Old
Favorite
Round
Long/Short



VERBS

Is /Are
Have /Has
Like
Use
Play with
Look like



CONNECTORS

And
But
Because
So

USEFUL PHRASES / SENTENCE FRAMES

- This is a/an [object].
- It is [adjective] and [color].
- I use it to [verb].
- I like it because it is [adjective].



EXAMPLE DESCRIPTION - TEACHER

This is my object. It is small and soft. I like it because it is fun.



LESSON 2: GUESS MY FAVORITE FOOD!

OBJECTIVE

TO DEVELOP STUDENTS' ORAL SKILLS BY GIVING AND UNDERSTANDING FOOD-RELATED CLUES IN ENGLISH THROUGH A GAME-LIKE SPEAKING ACTIVITY. AND TO BUILD CONFIDENCE AND MOTIVATION USING VISUAL PROMPTS AND CLASSROOM RECOGNITION.

Description activity

In this fun guessing game, students describe their favorite food using simple clues without saying its name. Classmates try to guess the food based on the description. This activity encourages oral participation, builds vocabulary, and boosts confidence in speaking through a playful and supportive environment.

Motivation Strategy:

Game-based & Recognition

Time: 45 minutes

Development of the activity

Warm-up (5 minutes):

The teacher displays images of common foods using flashcards, PowerPoint, or printed visuals. Students take turns guessing the food in English based on visual clues or descriptions from the teacher.

Instructions (5 minutes):

The teacher explains the rules of the "Guess My Favorite Food" game.

She models:

"It is sweet. It is cold. It is my favorite food. What is it?"

(Students: "Ice cream!")

Student Preparation (5 mins):

Each student secretly chooses a food they like. They write or think of 2-3 clues to describe it. They must not say the food's name.

Speaking Game (25 mins):

One by one, students stand up and describe their favorite food using clues. Classmates raise their hand to guess. The student who guesses correctly receives a point/star.

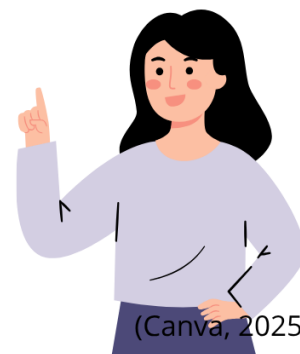
Evaluation (5 mins):

The teacher selects 3-5 students at random to do a final mini speaking task:

Each must describe their food directly using 2-3 sentences.



GUESS MY FAVORITE FOOD



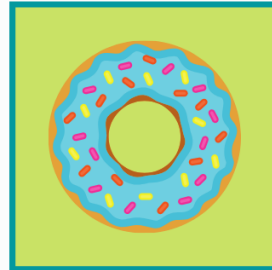
GUESSING FOOD



Ice Cream



Orange



Donut



Hamburger



Cake



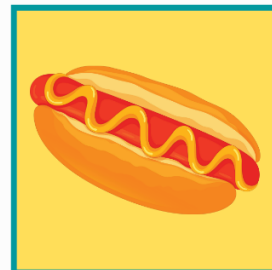
Soda



Broccoli



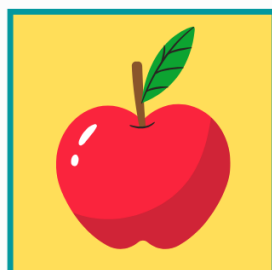
Cupcake



Hot dog



Pizza



Apple



Banana

Key Vocabulary & Phrases:



Food items: apple, banana, rice, bread, soup, chocolate, ice cream, cake, hamburger.

Adjectives: sweet, salty, hot, cold, spicy, soft, crunchy, favorite.

Verbs: eat, like, love, cook, prefer

Sentence frames:

"It is a fruit / vegetable / snack."

"It is sweet and cold."

"You eat it with a spoon."

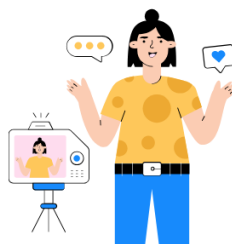
"It is round and red."

"My favorite food is."

Retrieved from: British Council - food vocabulary

HOMework

RECORD A SHORT TIKTOK VIDEO WHERE YOU DESCRIBE YOUR FAVORITE FOOD USING 2-3 SIMPLE SENTENCES IN ENGLISH. YOU MUST SAY THE NAME OF THE FOOD AND DESCRIBE WHAT IT'S LIKE (TASTE, APPEARANCE, WHY YOU LIKE IT). BE CREATIVE, USE GESTURES OR PROPS, AND SPEAK CLEARLY!



Example: "My favorite food is pizza. It is round and cheesy. I love pizza."

(Canva, 2025)

LESSON 3: MY DREAM PET



OBJECTIVE

TO DEVELOP ORAL FLUENCY BY DESCRIBING AN IMAGINARY OR REAL PET USING BASIC VOCABULARY AND SENTENCE STRUCTURES. ENCOURAGING CREATIVITY AND CONFIDENCE THROUGH PARTICIPATION-BASED MOTIVATION.

Description activity

In this creative lesson, students imagine or describe a real or fantasy pet. They use simple sentences to talk about its name, color, size, and what it does. This allows learners to express personal preferences and use vocabulary in context. The fun and imaginative theme makes speaking less intimidating and more engaging.

Motivation Strategy:

Participation Points

Time: 45 minutes

Development of the activity

Warm-up (5 mins):

The teacher shows animal flashcards and asks students which pets they know or have. Introduces imaginary pets with fun images (e.g., dragon, unicorn).

Instructions (5 minutes):

The teacher explains:

You will describe your dream pet. It can be real or imaginary. You must say 2 or 3 sentences.

Student Preparation (5 mins):

Students draw their dream pet and write 2–3 short sentences using the vocabulary and frames provided.

Speaking Activity (25 mins):

Each student shows their drawing and describes their pet. The class gives applause. Participation points are tracked on the board.

Recognition (5 mins):

The teacher gives small prizes or stars to top participants and announces the “most creative pet” chosen by class vote.



DREAM PET



(Canva, 2025)

ANIMALS

9



cow



bird



horse



unicorn



dog



cat



dolphin

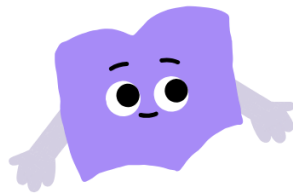


chameleon



dragon

(Canva, 2025)



KEY VOCABULARY & PHRASES

Animals:

- Dog, cat, rabbit, fish, bird, turtle
- Dragon, unicorn, dinosaur (imaginary pets)

Adjectives:

- Small, big, fluffy, long, short, cute, funny, colorful

Verbs:

- Run, jump, fly, swim, bark, meow, bite, play

Sentence Frames:

- "My pet is a ____."
- "It is ____ and ____."
- "It can ____."
- "I like it because ____."



LESSON 4: MY IDEAL WEEKEND



OBJECTIVE

TO PROMOTE ORAL FLUENCY BY ENCOURAGING STUDENTS TO TALK ABOUT THEIR IDEAL WEEKEND USING BASIC VOCABULARY, DAILY ROUTINES, AND FAMILIAR ACTIVITIES, SUPPORTED BY A TOKEN-BASED REWARD SYSTEM.

Description activity

In this closing lesson, students describe what their perfect weekend would look like. They express preferences and everyday actions using simple sentences. The activity encourages creativity, reinforces learned vocabulary, and builds confidence through structured oral practice and rewards for participation.

Motivation Strategy:

Token Economy System: Each student earns a token (e.g., a paper coin or star) for completing their oral description. Tokens can be exchanged at the end of the activity for small classroom rewards, points or privileges.

Time: 45 minutes

Development of the activity

Warm-up (5 mins):

The teacher starts with a mini brainstorm: "What do you usually do on weekends?" and shows images or flashcards of common weekend activities.

Instructions (5 minutes):

Explain that each student will describe their ideal weekend using 2–3 simple sentences. Encourage creativity – it can be realistic or imaginary.

Student Preparation (5 mins):

Students write or rehearse their sentences. They may write small weekend scene or use a template provided by the teacher.

Speaking Activity (25 mins):

Students present their ideal weekend to the class. The teacher gives 1 token per sentence spoken clearly. Optionally, use a class "weekend chart" to post their drawings.

Recognition (5 mins):

Tokens are counted and small rewards are given. Students with the most tokens are acknowledged, and the whole class applauds.



(Canva, 2025)

WHAT DO YOU USUALLY DO ON WEEKENDS?

Sleep



Go shopping



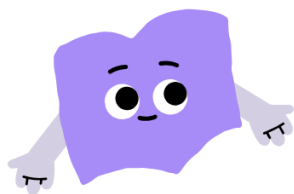
Go to the park



Ride a bike



(Canva, 2025)



KEY VOCABULARY & PHRASES

Activities:

- Go to the park, play soccer, ride a bike, go shopping, watch movies, visit grandma, sleep, travel.

Time references:

- In the morning, in the afternoon, at night, on Saturday, on Sunday.

Verbs:

- Like, love, go, do, watch, visit, play, stay.

Sentence Frames:

- "On Saturday, I ____."
- "I love to ____ with my family."
- "My ideal weekend is ____."
- "I want to ____ and ____."

Retrieved from: British Council



(Canva, 2025)

MY IDEAL WEEKEND: STUDENT PREPARATION TEMPLATE



PLAN YOUR SENTENCES

USE THIS SPACE TO WRITE 2–3 COMPLETE SENTENCES ABOUT YOUR IDEAL WEEKEND.
YOU CAN USE THE SENTENCE STARTERS BELOW TO HELP YOU:

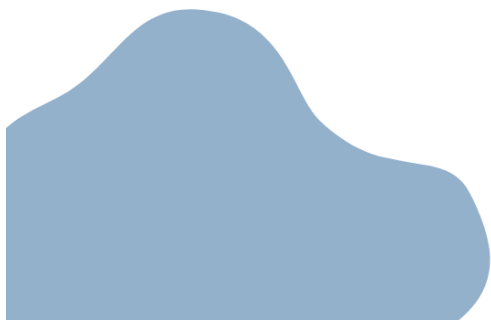
ON SATURDAY, I _____.

I LOVE TO _____ WITH MY _____.

MY IDEAL WEEKEND IS _____.

FINAL VERSION (PRACTICE BEFORE SPEAKING):

Four horizontal dashed lines for writing the final version of the sentences.



(Canva, 2025)

EVALUATION – MY IDEAL WEEKEND

PURPOSE OF THE EVALUATION:
TO ASSESS THE STUDENT'S ABILITY TO DESCRIBE THEIR
IDEAL WEEKEND IN SIMPLE ORAL ENGLISH, USING
VOCABULARY AND SENTENCE STRUCTURES PRACTICED
DURING THE LESSON.

**Optional
Addition:**



THE EVALUATION CAN BE RECORDED (AUDIO OR VIDEO)
FOR DOCUMENTATION OR SELF-ASSESSMENT
PURPOSES.

UNIT 2

SPEAK ABOUT MY WORLD

TALKING ABOUT MY SCHOOL AND FRIENDS

"I can talk about my school life and describe people I know using simple expressions."
(CEFR, A1 – Council of Europe)



UNIT OBJECTIVE

To encourage students to talk about their school life and friendships using familiar vocabulary and short oral expressions, through the application of extrinsic motivation strategies.

CONTENTS

- My Favorite Class
- My Best Friend
- What I Do at School
- Find Someone Who Has It- Group Bingo

(Canva, 2025)

Lesson 1: My Favorite Class

17

Objective

To help students describe their favorite school subject using basic vocabulary and sentence structures in English, while promoting oral participation through reward-based motivation.

Description activity

In this lesson, students describe their favorite school subject, explaining why they like it and what they do in it. The activity connects personal interests with speaking practice to build fluency and confidence.

Motivation Strategy:

Reward-Based – Students receive a sticker or badge if they complete the activity with clear effort. Star Speakers can be displayed on a visible classroom wall.

 Time: 45 minutes

Development of the Activity:

Warm-up (5 mins):

Teacher shows flashcards or icons of school subjects and asks: "Which class do you like the most?" Learners respond using thumbs up/down.

Mini Game – "Subject Charades":

Students mime a school subject, and classmates guess. Teacher uses this to introduce/reinforce vocabulary.

Instructions (5 mins):

The teacher explains:

"You will talk about your favorite class. You will say the name of the class and why you like it. Use 2 or 3 short sentences."

Preparation (5 mins):

Students write or rehearse their sentences in their notebooks using sentence starters provided by the teacher on the board.

Speaking Activity (25 mins):

Each student speaks about their favorite class using 2–3 complete sentences. The teacher gives positive feedback and awards stickers or badges.

Recognition (5 mins):

Students with great effort or pronunciation receive public recognition. Optionally, a class vote is held for "Best Explanation."

(Canva, 2025)

VOCABULARY

18

Subjects:

Math
English
Science
PE
Art
Social Studies

ADJECTIVES

Easy
Fun
Interesting
Useful
Creative
Difficult

VERBS

Learn	Play
Read	Study
Draw	Solve
Sing	Speak

SENTENCE FRAMES

- "My favorite class is ___."
- "It is __ because ___."
- "In this class, I ___."
- "I like it because ___."

(Canva, 2025)

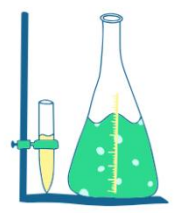
flashcards



Mathematics



English



Science



Art

Mini Game



Retrieved from: Canva

Cards

Mathematics

Social Studies

Science

Physical Education
(PE)

English

Art

(Canva, 2025)

Lesson 2: My Best Friend

21

Objective

To develop students' ability to describe a close friend using simple vocabulary for physical appearance and personality, promoting confidence through a fun and rewarding speaking activity.

Description activity



Students describe their best friend using basic words for looks and character. They draw their friend and present clues while classmates guess who it is. This dynamic lowers anxiety, fosters interaction, and helps learners express personal ideas using guided speaking.

Motivation Strategy:

 Time: 45 minutes

"Guess Who?" drawing game + reward system:
Each student draws their best friend and gives 2-3 clues in English. Peers try to guess who it is. Stickers or badges are awarded to speakers and guessers.

Development of the Activity:

Warm-up (5 mins):

Ask: "Do you have a best friend?" → students name someone. Teacher shares a quick example.

Instructions (5 mins):

Explain the "Guess Who?" activity. Students will draw their best friend and prepare a description.

Preparation (5 mins):

Students use sentence starters written on the board. They draw and rehearse short descriptions.

Speaking Activity (25 mins):

Each student presents their clues. Class guesses. Teacher encourages participation and awards stars or points.

Recognition (5 mins):

Teacher highlights effort and fluency. Applause or small rewards to top speakers and guessers.

Student Task:

Draw your best friend and prepare 2-3 short sentences to describe them in English. Say your clues aloud so your classmates can guess who it is.

(Canva, 2025)

Speaking Model Teacher Example

My best friend is Ana.



My best friend is Ana. She has long hair. She is friendly and funny.

... Now it's your turn!

Describe your best friend using 2–3 complete sentences. Use the words and phrases we practiced in class.

🌟 Bonus: Earn a sticker if you speak clearly and confidently!

STUDENT ACTIVITY "GUESS WHO?"

My Best Friend



- 1 Draw your best friend in the box below. Then, write 2–3 sentences to describe their appearance and personality. Use the words and phrases we practiced in class.

- 2
 - My best friend is _____.
 - He/She has _____ (e.g., short hair, glasses).
 - He/She is _____ and _____ (e.g., friendly, funny).

- 3 Say your clues aloud so your classmates can guess who it is.

(Canva, 2025)



VOCABULARY

APPEARANCE:

Tall	Glasses
Short	Dark/light skin
Long hair	Smile
Curly	Young

PERSONALITY:

Funny	Kind
Smart	Nice
Friendly	Active
Shy	Quiet

SENTENCE FRAMES

- My best friend is _____.
- He/She has _____.
- He/She is _____ and _____.
- I like him/her because _____.
- We _____ together.

Lesson 3: What I Do at School

25

Objective

To help students describe their daily school activities using simple present verbs and time expressions, improving fluency and confidence through a guided and interactive speaking activity in pairs.



Description activity

Students practice speaking in pairs by interviewing each other about school routines, using prompts and vocabulary support. The activity builds fluency, listening skills, and reinforces daily expressions.

Motivation Strategy:

🔗 Interview & Report Back

Students interview a classmate using questions about school routines. Each completed response earns a participation star. After the interview, students report one thing their partner does.

🕒 Time: 45 minutes

Development of the Activity:

Warm-up (5 mins):

Quick question on the board: "What do you do at school?" → students give short answers.

Instructions (5 mins):

Teacher explains that students will work in pairs to interview each other about school activities.

Preparation (5 mins):

Teacher provides vocabulary posters and sentence starters. Students review questions and answers.

Speaking Activity (25 mins):

In pairs, students interview each other using 2–3 questions. Then, each reports one sentence about their classmate.

Recognition (5 mins):

Teacher gives verbal praise and small rewards to "Active Interviewers."

📄 Student Task:

Work in pairs. Ask your classmate 2–3 questions about what they do at school. Then, say one sentence about them to the class using what you learned.

(Canva, 2025)

VOCABULARY

VERBS:

Read
Write
Draw
Study
Speak English

Listen
Play
Sing
Work in groups

TIME EXPRESSIONS:

in the morning
at 7:00
before class
after lunch
every day

SENTENCE FRAMES

- "At school, I _____."
- "Every day, I _____ in English class."
- "After lunch, I _____."
- "I like to _____ at school."
- "My classmate is _____."
- "He/She likes _____."
- "After lunch, he/she _____."
- "At school, he/she usually _____."

Name: _____ Grade: _____ Date: _____

INTERVIEW QUESTIONS

WHAT I DO AT SCHOOL

Ask your classmate 2-3 questions and write their answers. You will use this to report what your partner said.



1. What do you do in English class?

2. What subject do you like the most?

3. What do you do after lunch?

4. Do you like to read or write at school?

5. What do you usually do with your friends at school?

Report Back:

Write 2-3 sentences about your classmate based on their answers. Use complete sentences.

Example: My classmate is María. She likes English. After lunch, she plays with her friends.

(Canva, 2025)



Sample Answers



1. WHAT DO YOU DO IN ENGLISH CLASS?

☞ I speak in English and listen to songs.

☞ I learn new words and read texts.

2. WHAT SUBJECT DO YOU LIKE THE MOST?

☞ I like English.

WHY?

☞ I like Art.

3. WHAT DO YOU DO AFTER LUNCH?

☞ I study Math.

☞ I play with my friends in the patio.

4. DO YOU LIKE TO READ OR WRITE AT SCHOOL?

☞ Yes, I like to read stories.

☞ No, I prefer to draw or speak with my classmates.



5. WHAT DO YOU USUALLY DO WITH YOUR FRIENDS AT SCHOOL?

☞ We talk and play together.

☞ We do group work and help each other.



(Canva, 2025)

Lesson 4: Find Someone Who Has It- Group Bingo

29

Objective

To practice school supply vocabulary and speaking fluency through a fun group bingo activity based on peer interaction and question asking.


Description activity



This lesson encourages students to use English by interacting with classmates to complete a bingo card. They must ask and answer simple questions to find others who have the objects shown. The activity promotes teamwork, vocabulary use, and oral fluency in a playful way.

Motivation Strategy:

 Time: 45 minutes

 Teamwork Stars: The first group to complete the bingo wins a prize. Additional stars are given to students who speak English, show teamwork, and are respectful.

Development of the Activity:

Warm-up (5 mins):

Teacher review school supplies using flashcards and ask: "Do you have a pencil?"

Instructions (5 mins):

Teacher explains how to complete the bingo by asking classmates if they have the pictured objects.

Preparation (5 mins):

Give out group bingo cards (3x3). Assign spokesperson for each group.

Game (25 mins):

Students walk around asking others: "Do you have a ___?"

If yes, they write the name. Can't use their own group or repeat names.

Review (10 mins):

Winning group shares their complete card using full sentences.

Closing (3 mins):

The teacher evaluates students based on teamwork, participation, and English use. Stars or tokens are given to groups that worked cooperatively, spoke in English during the activity, and showed respectful behavior.

(Canva, 2025)

FIND SOMEONE WHO HAS IT: GROUP BINGO

30

✓ OBJECTIVE

Encourage teamwork, use of English in real context, and oral interaction among groups.



HOW TO PLAY

- Make groups of 3–4 students
- Each group receives one group bingo card (3x3 or 4x4)
- Groups complete it by asking members of other groups if they have the objects

GAME DESCRIPTION

- Only one team member (the spokesperson) asks, but teammates help with ideas and check the card.
- To fill a square, ask someone from another group:
"Do you have a ruler?"
"Yes, I do!" -- mark the square with the name of the student or group.
- They can't use things they have themselves
- Names cannot be repeated



END OF THE GAME

- ★ The first group to fill the card shouts: "Bingo!"
- ★ Then, they present orally

(Canva, 2025)

"We found a notebook from Isabella, scissors, from Group 3."

VOCABULARY

School Supplies:

- Notebook
- Pencil
- Book
- Ruler
- Eraser
- Glue stick
- Scissors
- Marker
- Sharpener
- Pencil case
- Lunchbox

Useful Questions (Speaking):

- Do you have a ___?
- Who has a ___?
- Is it in your backpack?

Useful Responses:

- Yes, I have it.
- No, I don't have that.
- Let's ask someone else.
- We got a ___ from [Name].

Sentence Starters for Presentation:

- We got a notebook from Carlos.
- [Student] has a glue stick.
- We found a ruler from Group 2.

(Canva, 2025)

BINGO GAME

School Supplies

INSTRUCTION:

- ✓ Walk around and ask your classmates: "Do you have a ___?"
- ✓ If someone has it, write their name in the box.
- ✓ You can't ask your own group or repeat names.
- ✓ When all boxes are filled, shout: BINGO!



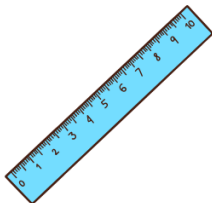
notebook



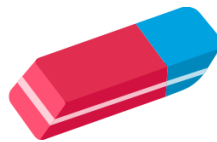
pencil



book



ruler



eraser



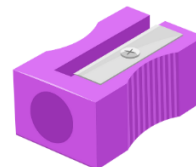
glue stick



scissors



marker



sharpener

(Canva, 2025)

Reward Stickers Motivation Strategy



To encourage student participation and build speaking confidence, teachers can use reward stickers or other small school-related incentives as extrinsic motivators.

These rewards can be:

- ✦ Stickers with fun messages or school icons
- ✦ Extra participation points
- ✦ A pencil, colorful pen, or eraser



Retrieved from: Canva

Teachers can give them to students or groups who:

- ✓ Use English during the activity
- ✓ Help their teammates and show respect
- ✓ Complete the speaking task with effort and enthusiasm

This simple reward system helps students feel proud of their effort and promotes a positive classroom atmosphere. As Tomlinson (2001) states, Students learn best when they are motivated, challenged, and feel a sense of accomplishment.

(Canva, 2025)

UNIT 3

34

FREE TIME & FEELINGS

Talking About What I Do and How I Feel



*"I can say simple sentences about things I do and how I feel in familiar situations."
(Council of Europe, 2020)*

Unit Objective

To promote oral fluency by helping students describe their free time activities and express emotions through pairwork, guided speaking tasks, and interactive games.

Contents:

My Daily Emotions & Activities
Feeling Match – Group Challenge
My Weekend Wheel
Act & Guess the Feeling

(Canva, 2025)

LESSON 1: My Daily Emotions & Activities

35

Objective

To help students talk about daily actions and how they feel during different parts of the day using simple present sentences and feelings vocabulary.

Description activity

This lesson helps students connect their routine with their emotions. They describe what they do and how they feel in the morning, afternoon, and evening. Using visual prompts and structured sentence frames, students practice expressing feelings and daily actions, reinforcing vocabulary and building fluency.

Motivation Strategy:

Emotion Stars

Students who complete all sentences and express their feelings clearly receive stickers, stars, or class points.

Development of the Activity:

Time: 45 minutes

1. Warm-up (5 mins):

Teacher shows images of children doing daily routines and asks:

“What do you do in the morning?”

“How do you feel after school?”

Students give short answers using emoji flashcards or gesture responses.

Instructions (5 mins):

Explain the goal: Describe your routine and how you feel.

Use 2–3 sentences with the help of vocabulary posters and frames on the board.

Preparation (5 mins):

Students complete a mini chart:

Time of Day	What I Do	How I Feel
Morning	I wake up at 6:30	I feel tired
Afternoon	I play with friends	I feel happy

Speaking Activity (20 mins):

In pairs, students take turns telling their routine and emotion sentences.

Example:

“In the morning, I eat breakfast. I feel sleepy.”

5. Recognition (5 mins):

Teacher celebrates students who used the new vocabulary and emotions correctly. Highlight “Emotion Experts” on the board.



(Canva, 2025)

VOCABULARY

Time of Day:

In the morning
In the afternoon
At night
After school

Verbs:

Wake up
Eat
Go to school
Play
Study
Do homework
Sleep

Emotions:

Happy	Excited
Tired	Angry
Sad	Bored

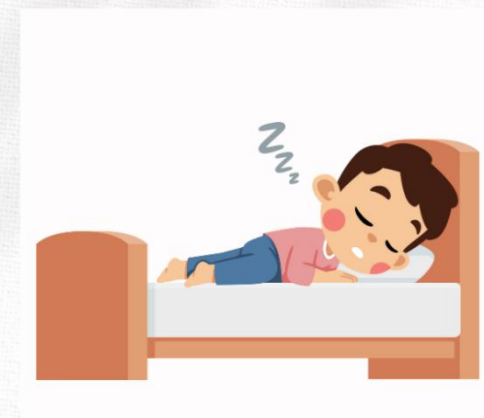
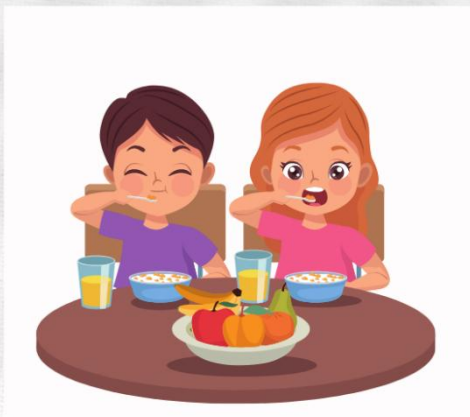
Sentence Frames

"In the morning, I _____. I feel _____."

"After school, I _____ and I feel _____."

"At night, I _____ because I feel _____."

Flashcards - Daily Routine



Student Task:

Prepare 3 sentences describing your daily routine and how you feel. Say them aloud to your classmates.



(Canva, 2025)

LESSON 2: Feeling Match – Group Challenge

38

Objective

To develop students' oral fluency by expressing emotions linked to free time activities through a collaborative group game.

Description activity

In this interactive lesson, students work in small groups. Each team receives a set of cards with free time activities and emotions. Their task is to create correct and creative matches (e.g., "I feel excited when I ride my bike") and present them aloud. It's a mix of teamwork, vocabulary application, and speaking.

Motivation Strategy:

Feeling Stars

Each group earns a star for each correct and complete spoken sentence using both emotion and action.

Development of the Activity:

Time: 45 minutes

Warm-up (5 mins):

Teacher reviews feelings and activities with flashcards.

Ask:

"What do you like to do?"

"How do you feel when you do it?"

Instructions (5 mins):

Explain that each group will receive shuffled emotion and activity cards. Their job is to make matches and say sentences aloud as a team.

Group Game: Feeling Match (25 mins):

- Students work in teams of 3–4.
- One member picks a card from each pile (1 action + 1 emotion).
- The team creates a sentence:
"We feel relaxed when we draw."
"We feel excited when we play soccer."
- After saying their sentence, they earn a star or sticker.
- Continue until all matches are used or time runs out.

Review & Recognition (10 mins):

- Ask each team to present their 2 best matches.
- Celebrate creativity and effort with applause and stars.



Student Task:

Work in a group to make 3–5 sentences that link free time activities and emotions. Say them aloud clearly and correctly.

(Canva, 2025)

VOCABULARY

Free Time Activities:

Play video games
Watch TV
Read
Dance
Draw
Ride a bike
Go to the park
Play soccer

Emotions:

Happy
Bored
Excited
Tired
Relaxed
Calm
Nervous
Energetic

FREE TIME ACTIVITIES CARDS



DO THE GARDENING



READ BOOKS



DRAW PICTURES



PLAY SOCCER



LISTEN TO MUSIC



PLAY THE GUITAR



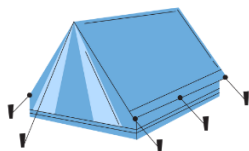
TAKE PHOTOS



GO TO THE MOVIES



PLAY VIDEO GAMES



GO CAMPING



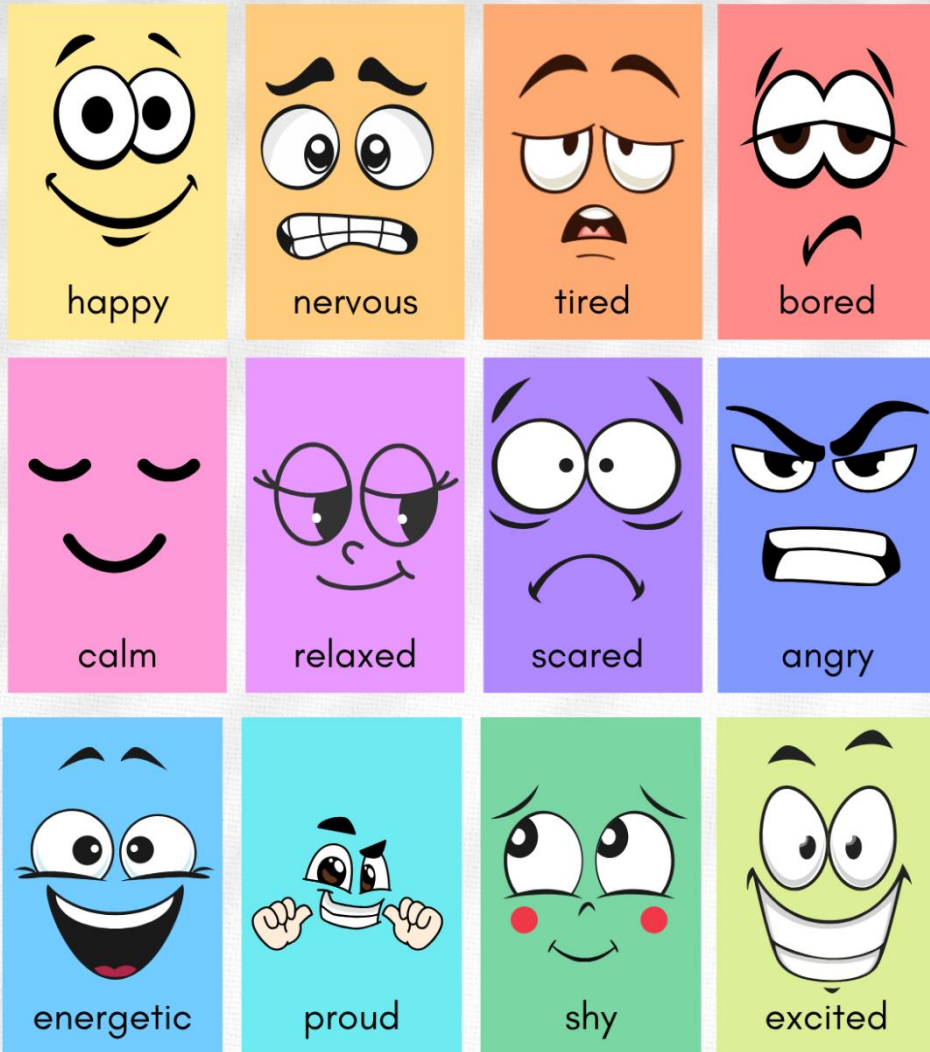
COOK



CLEAN MY ROOM

(Canva, 2025)

EMOTIONS CARDS



(Canva, 2025)

LESSON 3: My Weekend Wheel

42

Objective

To develop students' oral fluency by helping them describe weekend activities and associated feelings using structured sentences and a creative visual tool.

Description activity

In this lesson, students will create a "Weekend Wheel" divided into 4 sections. In each section, they will write one activity they do on the weekend and how they feel when doing it. Then, students will present their wheel orally using simple English structures. This activity reinforces vocabulary, supports creativity, and strengthens speaking confidence.

Motivation Strategy:

Weekend Star Board Students who complete the wheel and present clearly receive stickers and can display their wheels on a wall or bulletin board.

Development of the Activity:

Time: 45 minutes

Warm-up (5 mins):

- Teacher ask about:
"What do you usually do on Saturday or Sunday?"
"How do you feel on weekends?"
- Teacher models a short example using the sentence frame:
"On Sunday, I watch movies. I feel relaxed."

Instructions (5 mins):

Explain that they will make a visual wheel with 4 parts.

Each part must include:

- 1 activity
- 1 emotion
- 1 short sentence (with teacher support)

Weekend Wheel Creation (15–20 mins):

Students draw a circle and divide it into 4 parts.

In each section, they:

- Draw the activity
- Write:
"I ___ and I feel ___."
- The teacher provides vocabulary posters and sentence starters.

Speaking Presentation (10 mins):

Each student comes to the front of the class and presents 4 parts of their Weekend Wheel aloud.

Recognition (5 mins):

Award *Weekend Star* stickers or applause for creativity, clarity, or effort.



(Canva, 2025)

VOCABULARY

Weekend Actions:

Play soccer
 Visit grandma
 Go shopping
 Watch movies
 Cook
 Sleep late
 Go to the park
 Ride a bike

Emotions:

Happy
 Relaxed
 Bored
 Tired
 Excited
 Calm
 Sleepy
 Energetic

Sentence Frames:

On Saturday, I _____. I feel _____.
 On Sunday, I _____, and I feel _____.
 I feel _____ when I _____.

Example Sentences:

1. On Saturday, I ride my bike. I feel excited.
2. On Sunday, I watch TV. I feel relaxed.
3. I go to the park and I feel happy.
4. I bake cookies and I feel proud.

(Canva, 2025)

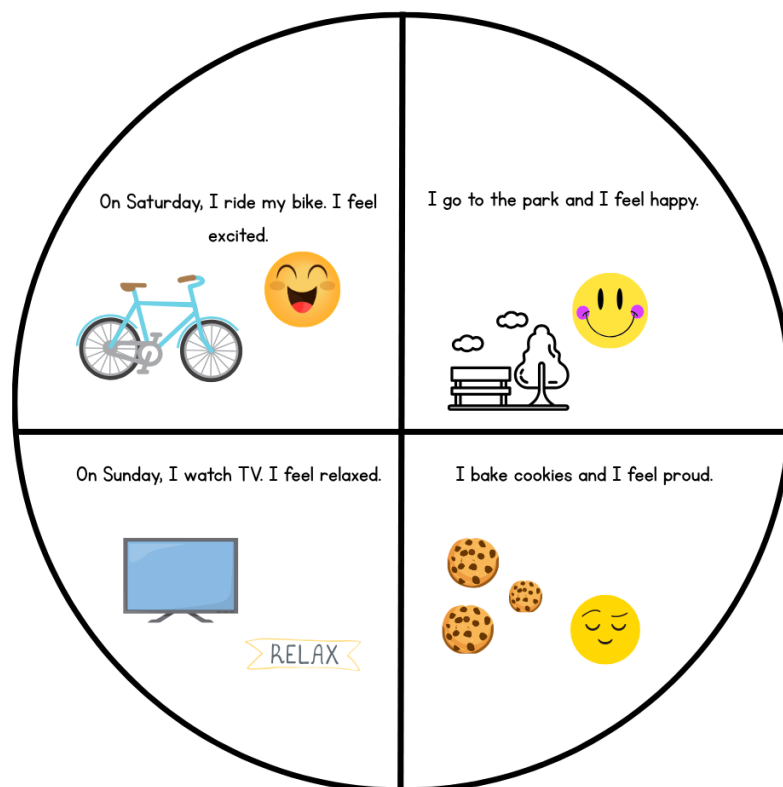
WEEKEND WHEEL ACTIVITY

Student Instructions:

1. Draw a circle and divide it into 4 equal parts (like a pizza).
2. In each part, write:
 - One activity you do on the weekend
 - One emotion you feel during that activity
 - A complete sentence using the sentence frame:
◦ On [day], I [activity]. I feel [emotion].
3. Draw a small picture to represent your activity.
4. Be ready to present 4 parts of your wheel aloud to the class.



EXAMPLE



(Canva, 2025)

LESSON 4: Act & Guess the Feeling

45

Objective

To strengthen oral fluency by combining actions and emotions through collaborative drama-based performance and interactive speaking.

Description activity

This lesson turns the classroom into a playful performance space. In small groups, students choose or are assigned a daily action + emotion combo, which they must act out silently for the class. The audience watches and guesses what the action is and how the person feels, using complete oral sentences in English. The activity boosts creativity, body language comprehension, and spontaneous speaking in a fun, low-pressure context.

Motivation Strategy:

Drama Stars

Award stickers, stars, or small classroom rewards to:

- The most expressive actors
- The clearest guessers using full sentences
- Teamwork and participation

Development of the Activity:

Time: 45 minutes

Warm-up (5 mins):

- The teacher models 2-3 combos (e.g., sleeping + happy, running + nervous).
- Students guess using:
- **"You are running and you feel nervous."**

Instructions (5 mins):

- Form groups of 3-4 students.
- Each group draws a random card (or selects) with 1 action + 1 emotion.
- Groups prepare a silent performance (30 seconds max).
- The rest of the class will guess using full sentences.

Preparation Time (10 mins):

Groups decide how to act out the combo and who will perform. The teacher walks around to support.

Performance & Guessing (20 mins):

- One group acts.
- The rest of the class raises hands and says their guess:
- "They are drawing and they feel excited."
- **If the guess is correct → class earns a point.**

Recognition (5 mins):

- Teacher gives "Drama Star" stickers to best actors and guessers.
- Applause for all groups.



Student Task:

Act out a combination of one daily activity and one emotion with your group. Watch your classmates and guess their scenes using full sentences in English.

(Canva, 2025)

VOCABULARY

Actions:

Run
Eat
Sleep
Read
Clean
Write
Dance
Go to school
Draw
Play soccer
Watch TV

Emotions:

Happy
Tired
Bored
Nervous
Excited
Relaxed
Angry
Scared

Sentence Frames to Guess:

He/She is [verb+ing] and feels [emotion].

They are [verb+ing] and they feel [emotion].

I think it's [action] and the person is [emotion].

(Canva, 2025)

ACTION + EMOTION CARDS

Reading + Happy

Drawing + Excited

Studying + Bored

Cleaning + Angry

Dancing + Happy

Eating + Sleepy

Running + Nervous

Doing homework + Sad

Singing + Shy

Playing soccer + Tired

(Canva, 2025)

Final Speaking Task – Unit 3: Free Time & Emotions



Student Instructions:

Record a short video saying three complete sentences in English about your routines and feelings.

Your video must include:

1. One activity you do on weekends or after school
2. How that activity makes you feel
3. A daily routine and the emotion it causes



Examples:

- On Saturday, I ride my bike. I feel happy.
- After school, I watch TV. I feel relaxed.
- I do homework and I feel tired.

(Canva, 2025)

UNIT 4

49



MY FUTURE, MY VOICE

*SPEAKING WITH CONFIDENCE ABOUT DREAMS
AND FUTURE PLANS*

*"I CAN TALK ABOUT MY FUTURE PLANS AND DREAMS USING
SHORT AND SIMPLE SENTENCES."
(COUNCIL OF EUROPE, 2020)*

UNIT OBJECTIVE

To promote students' oral fluency through engaging activities where they express future dreams and plans using simple English structures and extrinsic motivation.

CONTENTS

- When I Grow Up...
- Future Fortune Teller
- Dream Team Challenge
- My Dream Plan

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LESSON 1: WHEN I GROW UP...

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Objective

To help students express their future dreams using simple and complete English sentences through an engaging speaking activity with visual support and extrinsic motivation.



DESCRIPTION ACTIVITY

In this lesson, students talk about what they want to be when they grow up and explain why. They use sentence starters and flashcards to support their ideas. The activity encourages oral participation in a low-pressure, fun environment. Stickers or points are given as extrinsic motivation to reward effort and fluency.

MOTIVATION STRATEGY:

🏆 **Reward-Based Motivation:** Students receive a sticker, star, or token when they complete their sentence clearly and confidently.

🕒 **Time:** 45 minutes

Development of the Activity:

Warm-up (5 mins):

The teacher shows a photo or drawing of a profession (e.g., doctor) and says:

“When I grow up, I want to be a doctor because I want to help people.”

Writes the structure on the board and asks:

“What do you want to be in the future?”

Vocabulary Review (5 mins):

Short guessing game (e.g., “I help sick people... Who am I?”) to introduce/review key professions.

Instructions (5 mins):

Explain that each student will choose or draw a job and say at least 1–2 complete sentences about it using the sentence starters.

Speaking Activity (25 mins):

- Each student presents:

“I want to be a __ because __.”

- Use flashcards for students to choose a job if they need inspiration.
- Teacher gives stars or stickers as they speak.

Recognition & Reflection (5 mins):

Highlight 3–4 “Confident Speakers” and celebrate participation.

Ask:

“Who wants to be a vet?”

“Who has the same dream as your friend?”

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VOCABULARY

PROFESSIONS:

Teacher
Doctor
Vet
Chef
Singer
Astronaut
Firefighter,
Artist
Soccer player

REASONS/GOALS:

To help people
To travel the world
To be famous
To learn
To make people happy
To save lives

USEFUL SENTENCE STARTERS:

In the future, I want to be a ____.
I want to be a ____ because ____.
My dream is to be a ____.

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PROFESSIONS



POLICE OFFICER



FIRE-FIGHTER



DOCTOR



ARCHITECT



TEACHER



ASTRONAUT



PILOT



BUILDER



CHEF



SINGER



ARTIST



VET



NURSE



FASHION DESIGNER




SOCCER PLAYER



PROGRAMMER



Mini Game: "Guess the Profession!"

 Speak in English to earn a point!

Objective

To review job vocabulary and encourage students to speak by guessing professions using clues in English.



Instructions:

The teacher gives simple clues about a profession:

"I help animals."

"I work in a hospital."

"I draw pictures."



Students raise their hands and respond:

"You are a vet!" / "It's a doctor!"



The first student to answer correctly using a full sentence earns 1 extra point (or sticker, star, etc.).



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LESSON 2: FUTURE FORTUNE TELLER

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Objective

To help students express their future dreams through a fun, imaginative speaking activity that encourages spontaneous language production.



DESCRIPTION ACTIVITY

Students take turns acting as a “fortune teller” or “client.” The fortune teller uses simple English phrases to predict the future of a classmate (e.g., “You will be a singer!”), while the client confirms or corrects the prediction and adds their own dream (e.g., “No, I want to be a doctor because I like helping people.”). It’s a creative, low-pressure speaking task that boosts fluency and imagination.

MOTIVATION STRATEGY:



Students receive stars or tokens for completing their part with full sentences and creativity. “Most Imaginative Prediction” earns a special sticker or applause.

 Time: 45 minutes

Development of the Activity:

Warm-Up (5 mins):

Teacher models:

“I see your future... You will be a chef!”

Class: “No! I want to be a soccer player!”

Instructions (5 mins):

Students work in pairs: one is the fortune teller, one is the client. Use props like a paper crystal ball, hats, or just imagination.

Preparation (5 mins):

Review sentence starters and vocabulary. Show examples on the board.

Speaking Activity (20 mins):

Pairs take turns predicting and responding using 2–3 full sentences each. Rotate roles.

Recognition (5 mins):

Give “Fortune Star” stickers or points for effort, use of English, and fluency.

Student Task:

In pairs, speak as a fortune teller and a client. Use English to predict your partner’s future and respond with your real dream. Then, come to the front of the class and act out your conversation.

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VOCABULARY

PROFESSIONS:

Teacher

Doctor

Vet

Chef

Singer

Architect

Dancer

Astronaut

Firefighter,

Artist

Soccer player

USEFUL SENTENCE STARTERS:

- In the future, you will be...
- You will travel to...
- You will work in...
- No! I want to be a ___ because ___.

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FUTURE FORTUNE TELLER

In the future, you will be....



Artist



Singer



You will travel to...



Vet



Dancer

You will work in...



Engineer



Architect



Astronaut



Teacher



Chef

No! I want to be a _____ because _____.

LESSON 3: DREAM TEAM CHALLENGE

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Objective

To promote oral fluency through teamwork, as students share their future dreams in a group presentation using simple, complete English sentences.



DESCRIPTION ACTIVITY

In this lesson, students work in small groups (3–4) to prepare and deliver a team presentation. Each student shares what they want to be in the future and why. Then, the group creates a mini “Dream Poster” showing all their jobs together (e.g., one wants to be a chef, another a teacher). They present their team dream to the class using clear sentences. The activity encourages speaking, creativity, and peer motivation.

MOTIVATION STRATEGY:



“Dream Team Stars” – Groups earn stars or extra points for collaboration, speaking fluency, and creativity.

🕒 Time: 45 minutes

Development of the Activity:

Warm-Up (5 mins):

Ask: “If you could build a team for the future, who would you include?”

→ Think-pair-share answers.

Instructions (5 mins):

Each group must:

- Choose a team name (e.g., “The Dreamers”)
- Prepare a mini poster showing what each member wants to be
- Practice saying their dreams using full sentences

Preparation (15 mins):

Groups draw or write their poster + rehearse speaking parts using sentence frames from the board.

Presentations (15 mins):

Each group presents:

I’m Ana and I want to be a vet.

I’m Carlos and I want to be a chef.

We are The Dreamers, and this is our future!

Recognition (5 mins):

Award “Dream Team” stars, stickers or extra points to the most fluent, creative, and cooperative groups.

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KEY VOCABULARY

JOBS:

Artist

Vet

Nurse

Pilot

Scientist

Engineer

Singer

Doctor

PHRASES:

- I want to be a ____.
- Because I like ____.
- I will work in a ____.
- Our dream team has a ____ and a ____.

DREAM TEAM

Activity poster



Retrieved from: Canva creation

USE YOUR
CREATIVITY

Materials Students
Can Use:

- Blank paper (for the group poster)
- Colored pencils or markers
- Sentence starters (on the board)
- Notebook (to write or rehearse sentences)

Group Sentences (EXAMPLE):

- We are the Dream Team!
- Our team has a vet, a chef, a singer, and a teacher.
- We want to help people, work hard, and follow our dreams!
- Together, we can make the world better.

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LESSON 4: MY DREAM PLAN

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Objective

To consolidate students' oral fluency by sharing their future goals through a short individual presentation using a mini vision board as visual support.



DESCRIPTION ACTIVITY

In this lesson, students prepare a mini vision board that reflects their future dreams: what they want to be, what they want to do, and how they feel about it. Using this visual support, they say 3–4 complete sentences aloud in English. The activity promotes self-expression, boosts confidence, and improves fluency. Extrinsic motivators such as stickers, stars, or symbolic prizes are used to recognize effort.

MOTIVATION STRATEGY:



Star Dreamer Badge:

Students who use full sentences and show speaking effort receive stars or small rewards.

🎉 All students are applauded and receive a sticker for completing the task.

Development of the Activity:

Warm-Up

Ask:

“What was your favorite dream job in this unit?”

Write a few examples on the board. Review sentence starters and emotions.

Instructions

Explain that students will create a mini vision board with 3–4 small images or drawings about their dream job and then speak using 3–4 complete sentences.

Teacher models:

🖍️ (Shows example board)

“This is my vision board. First, I want to be a singer. Also, I feel happy when I sing. Finally, I want to travel the world.”

Preparation

Students draw or paste pictures and write their sentences on notebook paper or the template.

💡 Materials:

- Blank paper or template
- Crayons, colors, or printouts
- Sentence starters (on board or handout)

Speaking Activity

Each student comes to the front, shows their vision board, and says 3–4 complete sentences about their dream.

Recognition

Teacher celebrates all participants with stickers or applause.

Optional: Choose 3–4 students as “Star Dreamers” for confidence or creativity.

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VOCABULARY REVIEW

PROFESSIONS:

Teacher Astronaut
 Doctor Firefighter
 Vet Artist
 Chef Engineer
 Singer Soccer player

VERBS:

Be Sing
 Help Teach
 Build Fix
 Work Travel

FEELINGS:

Happy
 Proud
 Excited
 Nervous

USEFUL CONNECTORS:

And Then
 But Also
 So First
 Because Finally

USEFUL SENTENCE

First, I want to be a ____.
 I like _____.
 I will work in a _____.
 I feel ___ when I think about my dream.
 I want to _____.
 Finally, I hope to travel and be happy.

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My Dream Vision Board



TEACHER



TRAVEL



HAPPY



Retrieved from: Pinterest

PRACTICE EXAMPLE

This is my vision board. First, I want to be a teacher.
Also, I want to work in a school.
I feel happy when I talk about my dream.
Finally, I want to travel the world.



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MOTIVATION STRATEGY REMINDER



To encourage active participation and effort, the teacher can use extrinsic motivators such as:

Stickers for students who complete their sentences with clarity and enthusiasm.



Bonus points or a small school-related prize (like a pencil or eraser) for well-prepared vision boards.



Applause and public recognition for students who show creativity, fluency, or improvement in speaking.



THESE SIMPLE REWARDS HELP BOOST STUDENTS' CONFIDENCE, EFFORT, AND WILLINGNESS TO SPEAK IN ENGLISH.



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4.5 Impacts

There are three impacts to analyze

- Linguistic impacts
- Academic impacts
- Psycholinguistic impacts

Table 1

The Numerical Impact Levels are:

Numerical impact levels
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impacts
1 Low positive impact
2 Medium positive impact
3 High positive impact

Take from: Posso (2013)

Formula to collect results.

$$IL \text{ (Impact Level)} = \frac{\sum}{\text{number of items}} = \frac{12}{4} = 3$$

\sum = The results of each indicator are added.

4 = Number of indicators included in the table.

4.5.1 Linguistic Impacts

Table 2

Linguistic Impact Indicators

	Indicator	Impact Levels						
		-3	-2	-1	0	1	2	3
1	I can say simple sentences about things I like using basic English words.							X
2	I can talk about my school life and describe people I know using simple expressions.							X
3	I can say simple sentences about things I do and how I feel in familiar situations.						X	
4	I can talk about my future plans and dreams using short and simple sentences.						X	
Total								10

Source: Own elaboration

$$\text{Linguistic impact level} = \frac{\sum}{\text{number of items}} = \frac{10}{4} = 2,50$$

Linguistic impact level = Medium positive impact

Analysis:

It can be observed that the linguistic indicators are between medium and high levels, which results in a medium positive impact.

Regarding Unit 1, a high positive impact is expected because students use simple structures such as “I like” and “My favorite is” to share their interests, characteristics, and preferences. These structures are supported by simple phrases, model patterns, and visual

resources. This makes the content familiar and emotionally engaging, reducing anxiety and allowing students to express themselves fluently.

Describing school life and classmates, as mentioned in Unit 2, shows a high positive impact. The lessons encourage students to talk about familiar people and their environment, including cooperative work and dynamic games that reinforce vocabulary and oral fluency, adding a reward-based motivation that promotes active participation in speaking activities.

On the other hand, a medium positive impact is observed in the ability to talk about daily routines and emotions. Although the vocabulary is quite simple, students need to combine it with emotional expression, which can be slightly more challenging. However, the activities are personalized and include games such as charades, interviews, and visual resources that facilitate comprehension.

Finally, talking about goals and future plans has a medium positive impact, as students feel motivated to talk about their future aspirations. The topic requires creativity, the use of less common vocabulary, and activities that complement sentences, visual boards, and positive reinforcement so that students can express their ideas with confidence.

4.5.2 Academic Impacts

Table 3

Academic Impacts Indicators

	Indicator	Impact Levels						
		-3	-2	-1	0	1	2	3
1	Practicing students' oral production through structured speaking activities.							X
2	Encouraging active participation in pair and group speaking tasks.							X
3	Reinforcing oral fluency development in class-based speaking performances.							X
4	Increasing the completion of oral tasks aligned with curricular speaking goals.						X	
Total								11

Source: Own elaboration

$$\text{Academic impact level} = \frac{\sum}{\text{number of items}} = \frac{11}{4} = 2,75$$

Academic impact level = Medium positive impact

Analysis:

The indicators had a medium positive impact. This oral expression strategy guide aims to promote significant academic progress among students in oral production and classroom participation.

Regarding the development of oral fluency through structured speaking activities, a high positive impact is expected. The guide supplies step-by-step practice using visual cues, sentence frames, and task-based communication, where students can engage in achievable oral practice according to their skill level.

About participation during speaking activities, the guide seeks to foster involvement through individual, pair, and group exercises. These activities aim to reduce pressure, promote cooperation, and offer each student the opportunity to communicate, which results in a high positive impact.

In terms of reinforcing oral fluency, a high positive impact is evident, as oral tasks such as mini-presentations, interviews, and spontaneous games encourage students to produce longer utterances with greater accuracy and confidence.

Finally, a medium positive impact reflects in academic performance when implementing the oral expression tasks, since these are aligned with the A1 CEFR descriptors and national standards, allowing students to achieve course objectives effectively.

4.5.3 Psycholinguistic Impacts

Table 4

Psycholinguistic Impacts Indicators

	Indicator	Impact Levels						
		-3	-2	-1	0	1	2	3
1	Increase students' confidence when speaking English activities.							X
2	Reduce anxiety in students when participating in oral tasks in front of peers.							X
3	Encourage enjoyment and interest in speaking activities through extrinsic rewards.							X
4	Promote a positive attitude and oral participation using motivational strategies.							X
Total								12

Source: Own elaboration

$$\text{Psycholinguistic impact level} = \frac{\sum}{\text{number of items}} \frac{12}{4} = 3$$

Psycholinguistic impact level = High positive impact

Analysis:

It can be observed that all the indicators reached the highest level, indicating a high positive impact.

This result shows the potential of the proposed guide to make a significant contribution to students' psychological and emotional well-being in English-speaking activities.

A high positive impact is evident in students' English-speaking confidence. Each lesson within the guide is designed to integrate incremental opportunities for speaking, with visual, lexical, and structural support, which makes students more confident and less shy.

About reducing anxiety in speaking production, the guide provides relaxed and low-stakes contexts—such as pair work, games, or visual aids—that allow students to express themselves without fear of being criticized, thereby creating a less tense and more supportive classroom atmosphere.

It is evident that there is a high positive impact on the encouragement of enjoyment and interest through extrinsic rewards. The use of stickers, compliments, small rewards, or points is continuously applied during lessons, recognizing effort and motivating students to continue practicing speaking.

Finally, the guide effectively inculcates a positive attitude and oral communication through well-organized motivational strategies. Each activity is particularly designed with achievable objectives, emotional support, and peer contact, which benefits students' sense of participation and cooperation toward English speaking.

4.6 CONCLUSIONS

- In conclusion, this research study provides theoretical support for the application of extrinsic motivation strategies to develop oral fluency in English. Previous studies' findings and theories were crucial to confirm that reward-based motivation is an effective pedagogy for improving oral production among basic education students.
- Research methodology in this study was applied to define the problem and Collect data through questionnaires and interviews. The data gathered helped to understand students' perceptions toward speaking activities and their motivation levels, which allowed for verifying the validity of the hypotheses and interpreting the findings through statistical graphs.
- The findings indicate that students often feel nervous or anxious when speaking English. However, they are more willing to participate when activities include elements like games, dynamic tasks, and small rewards. Additionally, the evidence shows that students respond well to structured activities that provide visual or verbal support. Furthermore, most students believe that using English will be very useful to them in the future. This highlights the importance of implementing strategies that not only encourage immediate active participation but also boost long-term motivation.
- The proposal presents four pedagogical units with speaking lessons focused on personal and familiar topics. The lessons incorporate extrinsic motivational elements, such as stickers, stars, praise, and classroom recognition, to encourage meaningful oral participation and create a favorable environment where students feel motivated to speak English without fear of making mistakes.
- Finally, this proposal may help students develop oral fluency by lowering stress, encouraging participation, and boosting confidence through consistent and genuine speaking opportunities.

4.7 RECOMMENDATIONS

- It is recommended that future research examine the influence of extrinsic motivation on the development of other language skills, such as listening comprehension or writing, in similar educational contexts.
- It is recommended that teachers use structured speaking activities with clear goals, supported instructions, and external motivation methods to promote student participation and encourage speaking.
- Using extrinsic motivators like stickers, bonus points, or recognition systems to encourage effort and progress in English speaking practice, especially at beginner levels.
- It is recommended that teachers foster a classroom environment where students feel safe and relaxed to communicate, gradually decreasing fear and tension.
- Implementing the guide in the English class can be a helpful teaching tool to boost students' speaking skills and motivation.

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ANNEXES

Annex 1. Formato de entrevista dirigida a MSc. Carmita Orellana Vicerrectora de la Unidad Educativa Ejército Ecuatoriano



**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y
TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS**

**INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO**

Objective. Analyze how extrinsic motivation contributes to the development of oral fluency in 8th and 9th-grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.

1. En su opinión, ¿cuáles son los principales desafíos que enfrentan los estudiantes de 8vo y 9no grado en la Unidad Educativa Ejército Ecuatoriano para desarrollar su fluidez oral en inglés?
2. ¿Cuáles son los objetivos principales del programa de inglés para mejorar la fluidez oral de los estudiantes?
3. ¿Qué estrategias ha implementado la institución para mejorar la fluidez oral de los estudiantes según el currículo?
4. ¿Cómo utiliza la escuela la motivación extrínseca, como recompensas o incentivos, para fomentar la participación de los estudiantes en actividades de expresión oral en inglés?
5. ¿Qué recursos o capacitación proporciona la escuela a los docentes para promover eficazmente la fluidez oral mediante la motivación extrínseca?

THANK YOU FOR YOUR COOPERATION

Annex 2. Transcripción de la entrevista dirigida a MSc. Carmita Orellana Vicerrectora de la Unidad Educativa Ejército Ecuatoriano



**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y
TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS**

**INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO**

Objective. Analyze how extrinsic motivation contributes to the development of oral fluency in 8th and 9th-grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.

Entrevista dirigida a: Msc. Carmita Orellana, Vicerrectora de la Unidad Educativa Ejército Ecuatoriano.

Fecha de aplicación: miércoles, 21 de mayo de 2025

Roxana Fuenmayor 1.-. En su opinión, ¿cuáles son los principales desafíos que enfrentan los estudiantes de octavo y noveno año de la unidad Ejército ecuatoriano para desarrollar su fluidez oral en inglés?

MSc. Carmita Orellana: Bueno, primero, no se motivan mucho. No hay mucho interés por aprender el inglés. También otra situación es las oportunidades, aparte de las horas de clase que dan aquí personal, seguir cursos y estos suelen tener altos costos. Lo cual representa una limitación para muchas familias. Si bien hay estudiantes que tiene interés de aprender pensando a futuro, pensando en la universidad o una carrera. También influye que el número de horas de clase de inglés es limitado.

Roxana Fuenmayor 2.-. ¿Cuáles son los principales objetivos del programa de inglés con respecto a la mejora de la fluidez oral de los estudiantes?

MSc. Carmita Orellana: No, no hemos trabajado en eso, simplemente nos basamos en el pensum que da el Ministerio.

Roxana Fuenmayor 3.-. ¿Qué estrategias ha implementado la institución para mejorar la fluidez oral de los estudiantes según el currículum?

MSc. Carmita Orellana: Casas abiertas, exposiciones en el día del libro. Por ejemplo, se incrementó este año de que las exposiciones se hagan en inglés con algunos temas, con el objetivo de que ellos vayan fluyendo en la pronunciación más que todo, porque a veces en la escritura saben, pero tienen miedo de pronunciar, entonces por ahí motivándolos a ellos se optó este año.

Roxana Fuenmayor 4.-. ¿Cómo utiliza la escuela la motivación extrínseca, como recompensas o incentivos, para fomentar la participación de los estudiantes en actividades de expresión oral en inglés?

MSc. Carmita Orellana: No con exactitud, solamente por el trabajo realizado, su nota respectiva, no más.

Roxana Fuenmayor 5.-. ¿Qué recursos o capacitación proporciona la escuela a los docentes para promover eficazmente la fluidez oral mediante la motivación extrínseca?

MSc. Carmita Orellana: Institucionalmente no, el Ministerio de educación sí tiene bastantes proyectos para capacitación a los docentes. Y también material en lo que es páginas del Ministerio hay bastante materiales como audios y guías para poder trabajar con ellos.

Roxana Fuenmayor: Ya hemos finalizado con las preguntas, muchas gracias por su participación en esta entrevista Magister.



Annex 3. Interview format addressed to MSc. Mónica Jungal Coordinator of the English area of the. Unidad Educativa Ejército Ecuatoriano.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD

EDUCATIVA EJÉRCITO ECUATORIANO

Objective: Analyze how extrinsic motivation contributes to the development of oral fluency in 8th and 9th-grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.

1. What difficulties do 8th and 9th-grade students face when speaking in English?
2. How important do you think motivation is for students learning English, especially for speaking skills?
3. What strategies do you implement to enhance extrinsic motivation in your English classes? How do you assess their effectiveness?
4. What role do you think rewards or incentives (such as points, certificates, or small prizes) play in motivating students to speak in English?
5. What activities or resources have you found effective in encouraging students to practice their oral fluency?
6. How do you integrate technology or digital tools to improve motivation and engagement in your English classes?
7. What objectives do you hope to achieve by applying strategies focusing on extrinsic motivation in English classes?
8. Considering that students need to reach a certain level of fluency, how do you think extrinsic motivation can help them achieve their speaking goals?

THANK YOU FOR YOUR COOPERATION

Annex 4. Transcription of the interview addressed to MSc. Mónica Jungal Coordinator of the English area of the. Unidad Educativa Ejército Ecuatoriano.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO

Entrevista dirigida a: Msc. Mónica Jungal, Coordinador del área de inglés de la Unidad Educativa Ejército Ecuatoriano.

Roxana Fuenmayor: First question. What difficulties do 8th and 9th-grade students face when speaking in English?

MSc. Mónica Jungal: Well, first, for me it has been very noticeable that in upper basic education you can see that students arrive in eighth grade lacking vocabulary, and without vocabulary, well, they can't organize ideas, they can't form sentences, they can't write paragraphs, and they're mainly afraid of speaking. Why are they afraid of speaking? Because they don't know vocabulary. That's something I've noticed since I've been here. It's a negative factor that affects us.

Roxana Fuenmayor: That's right. Next question. How important do you think motivation is for students learning English, especially for speaking skills?

MSc. Mónica Jungal: Well, motivation is very important for the guys. That's why strategies should be applied so students feel motivated to learn, because if they're not motivated to learn, they'll mostly be bored. They won't want to learn and might even end up hating English. So, for me, yes, motivation is very important.

Roxana Fuenmayor: Exactly. What strategies do you implement to enhance extrinsic motivation in your English classes? How do you assess their effectiveness?

MSc. Mónica Jungal: Yeah, in this case, I know how to implement strategies. For example, today I applied a strategy that's about giving students an extra point. How do I give students an extra point? With new words. I write a new little word on the board, tell them the pronunciation and meaning, and at any moment during class I say it. Then, the student who's really paying attention, at any moment I say it, and the student who's alert quickly stands up, says "one, two, three" and the word. They earn their point because they're paying attention to what I'm saying. That helps me a lot to keep them attentive. It has really worked well for me.

Roxana Fuenmayor: That's great, I think it's a good strategy. Now, next question: What role do you think rewards or incentives (such as points, certificates, or small prizes) play in motivating students to speak in English?

MSc. Mónica Jungal: Well, it plays a very important role because, like I said, that helps them stay motivated, it helps them participate, it's a push for students. Because if I give my typical classes without offering any incentive, they get bored or don't take it seriously, they don't pay much attention. But if I offer them something, well, they're going to stay attentive the whole time.

Roxana Fuenmayor: Very good. What activities or resources have you found effective in encouraging students to practice their oral fluency?

MSc. Mónica Jungal: Well, like I said, the extra point thing works for me, or little activities. For example, I say: "Hey, stand up, clap your hands, shake your hands," etc. I mix in these types of activities to break the ice in class and get them moving. They like that, and I've noticed they really like songs too. I usually bring them songs—not very often, because we don't have much material—but I do it at the end of each term. And through songs, they're also really motivated to learn new words. In fact, recently there was a reading festival, and we were able to participate with English songs.

Roxana Fuenmayor: Yes, yes, it really helps. And how do you integrate technology or digital tools to improve motivation and engagement in your English classes?

MSc. Mónica Jungal: Nowadays, technology plays a super important role. For me, it's essential to develop different skills like speaking, reading, listening, writing, vocabulary. But unfortunately, in public schools we don't have access to that. I only have a speaker. So,

saying I'm going to work with activities—because today we do have different resources—well, unfortunately I can't apply them. The ones we can use are very limited. Nowadays in education we talk about all this, but sadly in public schools like ours, we don't get enough support for it. So, we really must struggle and adapt with what we do have.

Roxana Fuenmayor: What objectives do you hope to achieve by applying strategies focusing on extrinsic motivation in English classes?

MSc. Mónica Jungal: Well, the objectives I think all teachers have been that students lose that fear. That fear of speaking, of saying, “I don't know, I can't pronounce,” or saying, “I can't write, I can't read.” That's the main fear they have, and it's what we teachers must deal with. And honestly, nowadays, we don't get much support—and we can say that—even from the Ministry of Education. Why? Because before we had five hours which were useful for working with students. Now we only have three hours, three hours a week. And with three 40-minute classes a week, well, unfortunately, you can't do much. And on top of that, each classroom has about 35 to 40 students. So, it's really hard to manage all that.

Roxana Fuenmayor: Exactly, yes. And finally, considering that students need to reach a certain level of fluency, how do you think extrinsic motivation can help them achieve their speaking goals?

MSc. Mónica Jungal: Well, for example, by developing activities that they like. I usually work in each unit with vocabulary I think is relevant for them. I like to teach pronunciation—we focus a little on that—and once I go over the vocabulary, then I start the activities. That makes it easier for me to give the class, because if they don't know the words, well, I can tell them a lot of things, but they won't know what it's about. Like I said, they're really lacking in that area. They get to eighth grade still missing vocabulary, verbs—and without that, as you know, we can't do much.

Roxana Fuenmayor: Very good, thank you very much.

Annex 5. Interview format addressed to MSc. Betsy Banchon and MSc. Mónica Jungal English teachers of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO**

Objective. Analyze how extrinsic motivation contributes to the development of oral fluency in 8th and 9th-grade students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.

1. What strategies do you frequently use in your English classes to foster your students' oral fluency?
2. How much time per week do you dedicate to activities that develop your students' oral fluency?
3. What are the main difficulties you have observed in your students when trying to improve their oral fluency?
4. What strategies or resources could more effectively encourage your students' oral fluency?
5. How do you use extrinsic motivations, such as rewards or extra points, to encourage students to practice their oral fluency in English?
6. In your experience, how do rewards and recognition influence students' motivation to participate in oral activities in English?
7. Do you believe that extrinsic motivation significantly affects the development of your students' oral fluency? Can you provide examples?
8. What activities or incentives could increase students' motivation to improve their oral fluency in English?

THANK YOU FOR YOUR COOPERATION

Annex 6. Transcript of the interview addressed to MSc. Betsy Banchon English teacher of 8TH grade of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO**

Entrevista dirigida a: MSc. Betsy Banchon docente de inglés de 8vo grado de la Unidad Educativa Ejército Ecuatoriano.

Roxana Fuenmayor: Ok, let's begin. First question, what strategies do you frequently use in your English classes to foster your students' oral fluency?

MSc. Betsy Banchon: The use of videos, the use of songs, and when there's time and there's space in the lab, the students can do listening and speaking activities with the help of a program.

Roxana Fuenmayor: Excellent. How much time per week do you dedicate to activities that develop your students' oral fluency?

MSc. Betsy Banchon: Once a week. The hours we have are limited.

Roxana Fuenmayor: Ok, of course, the hours are few. What are the main difficulties you have observed in your students when trying to improve their oral fluency?

MSc. Betsy Banchon: Shyness and embarrassment are the main factors that don't help with their development.

Roxana Fuenmayor: What strategies or resources could more effectively encourage your students' oral fluency?

MSc. Betsy Banchon: If we had the opportunity to have labs with equipment like headphones and speakers. But we don't have that in public institutions.

Roxana Fuenmayor: How do you use extrinsic motivation, like rewards or extra points, to encourage students to practice their oral fluency in English?

MSc. Betsy Banchon: Well first, in class I try to encourage participation. When they participate, I always tell them they'll get an extra point for the exam. Also, we did a singing contest that helped them a lot.

Roxana Fuenmayor: Very good. In your experience, how do rewards and recognition influence students' motivation to participate in English speaking activities?

MSc. Betsy Banchon: It's positive because it helps them, and they get motivated. They feel more motivated and want to learn more, and little by little they start to lose their shyness.

Roxana Fuenmayor: Excellent. Do you think extrinsic motivation has a significant effect on the development of oral fluency? Can you provide an example?

MSc. Betsy Banchon: Yes, totally. The students now feel better, more motivated, and they're drawn to it on their own. They like it, they're participating in karaoke, and they're bringing those kinds of activities into the classroom.

Roxana Fuenmayor: And finally, what activities or incentives could increase students' motivation to improve their oral fluency in English?

MSc. Betsy Banchon: Participation in contests and giving them recognitions like medals and diplomas—they like that.

Roxana Fuenmayor: Excellent, thank you very much.

Annex 7. Transcript of the interview addressed to MSc. Mónica Jungal English teacher of 9TH grade of Educación General Básica at Unidad Educativa Ejército Ecuatoriano.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD
EDUCATIVA EJÉRCITO ECUATORIANO**

Entrevista dirigida a: MSc. Mónica Jungal docente de inglés de 9no grado de la Unidad Educativa Ejército Ecuatoriano.

Roxana Fuenmayor: Ok, let's begin. First question, what strategies do you frequently use in your English classes to promote your students' oral fluency?

MSc. Mónica Jungal: Well, I like to use songs, role plays, and drama activities.

Roxana Fuenmayor: Very good. How much time per week do you dedicate to activities that develop oral fluency?

MSc. Mónica Jungal: Once a week.

Roxana Fuenmayor: Ok, of course. What are the main difficulties you have observed in your students when trying to improve their oral fluency?

MSc. Mónica Jungal: Fear, nervousness, and lack of knowledge of vocabulary and verbs.

Roxana Fuenmayor: What strategies or resources do you consider could be more effective in promoting oral fluency in your students?

MSc. Mónica Jungal: Well, I think it's important to use strategies like word maps and word games related to the topics the students are going to learn.

Roxana Fuenmayor: Excellent. How do you use extrinsic motivation, like rewards or extra points, to encourage students to practice their oral fluency in English?

MSc. Mónica Jungal: Well, as I mentioned before, I use strategies like giving extra points. For example, I write a new word on the board with its meaning and pronunciation, and at any moment during the class I say it. The student who's paying attention and repeats it correctly gets a point. This helps keep their attention and motivates them.

Roxana Fuenmayor: That's right. In your experience, how do rewards and recognition influence students' motivation to participate in English speaking activities?

MSc. Mónica Jungal: Well, as I mentioned, extrinsic motivation plays an important role. It gives students an incentive to participate and stay focused. If I don't offer something to motivate them, they get bored or don't pay attention. But with rewards, they stay more engaged during class.

Roxana Fuenmayor: Of course, that's true. Do you think extrinsic motivation has a significant effect on the development of oral fluency? Can you provide an example?

MSc. Mónica Jungal: Yes, definitely. It has a significant effect because it encourages students to participate more actively. For example, when I offer extra points to the student who remembers a new word we learned in class, I notice they pay more attention and try to speak in English. This kind of incentive motivates them to practice their oral fluency.

Roxana Fuenmayor: Last question, what activities or incentives could increase students' motivation to improve their oral fluency in English?

MSc. Mónica Jungal: Well, I would really like to use the language lab, because as you know, through the lab we could show them videos, develop more activities, and use technology like Kahoot. There are different platforms that can help us. But here, like I said, we can only use a speaker to let them listen, and that's it.

Roxana Fuenmayor: Thank you very much, we've finished. Excellent.

Annex 8. Survey format addressed eight and nine grade students of the Unidad Educativa Ejército Ecuatoriano.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE OCTAVO Y

NOVENO GRADO DE LA UNIDAD EDUCATIVA “EJÉRCITO ECUATORIANO”

Objetivo: Analizar cómo la motivación extrínseca contribuye al desarrollo de la fluidez oral en los estudiantes de 8vo y 9no grado de Educación General Básica en la Unidad Educativa Ejército Ecuatoriano.

Instrucciones:

- Por favor, lea detenidamente cada una de las preguntas que se presentan a continuación y responda subrayando la opción que usted considere conveniente; no le tomará mucho tiempo. Las respuestas serán confidenciales y anónimas.
- Le agradecemos responder con la mayor sinceridad posible. No hay respuestas correctas ni incorrectas.

Datos informativos:

- **Género:** Masculino () Femenino()
- **Edad** _____ años
- **Curso** _____

1. **¿Cuándo te sientes más motivado para hablar en inglés? (When do you feel most motivated to speak in English?)**
 - a) Cuando hablo con mi profesor
 - b) Cuando hablo con mis compañeros
 - c) Cuando practico solo
 - d) No me siento motivado

2. ¿Cuántas veces tu profesor usa materiales como videos, juegos o imágenes para ayudarte a hablar en inglés? (How often does your teacher use materials like videos, games, or images to help you speak English?)

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

3. ¿Con qué frecuencia practicas hablar en inglés en clase? (How often do you practice speaking English in class?)

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

4. ¿Crees que estar motivado te ayuda a hablar inglés con más facilidad? (Do you think being motivated helps you speak English more easily?)

- a) Mucho
- b) Bastante
- c) Algo
- d) Poco
- e) Nada

5. ¿Qué actividades te ayudan más a hablar mejor en inglés? (Puedes elegir más de una) (What activities help you speak English better? (You can choose more than one))

- Repetir palabras o frases en inglés
- Escuchar conversaciones en inglés
- Leer en inglés
- Escribir en inglés

6. Si tuvieras una recompensa, como puntos extra o un premio, ¿te animarías más a hablar en inglés? (If you had a reward, like extra points or a prize, would it encourage you more to speak English?)

- a) Sí, mucho
- b) Sí, un poco
- c) No estoy seguro
- d) No

7. Antes de una actividad oral, ¿tu profesor te explica bien qué hacer? (Before a speaking activity, does your teacher explain well what to do?)

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

8. ¿Te gustaría que las clases de inglés tuvieran más juegos, dinámicas o premios para ayudarte a hablar mejor? (Would you like English classes to have more games, dynamic activities, or prizes to help you speak better?)

- a) Sí
- b) No

9. ¿Cosas como música, películas o hablar con personas en inglés te motivan a mejorar tu forma de hablar? (Do things like music, movies, or talking with people in English motivate you to improve your speaking?)

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

10. ¿Crees que hablar mejor inglés te ayudará en el colegio y en el futuro? (Do you think speaking English better will help you in school and in the future?)

- a) Sí, totalmente
- b) Sí
- c) No estoy seguro
- d) No
- e) Para nada

¡GRACIAS POR SU COLABORACIÓN!

Annex 9. Images of the application of interviews and surveys form.



