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Autor (a): Myrian Cristina Saransig Conejo

Director: MSc. Darwin Fernando Flores Albuja

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DATOS DE CONTACTO			
CÉDULA IDENTIDAD:	DE	1004234868	
APELLIDOS NOMBRES:	Y	Saransig Conejo Myrian Cristina	
DIRECCIÓN:	Otavalo, Peguche Los Corazas y Tzahuar		
EMAIL:	mcsaransigc@utn.edu.ec		
TELÉFONO FIJO:	0994229897	TELF. MOVIL	0968686615

DATOS DE LA OBRA	
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AUTOR (ES):	Saransig Conejo Myrian Cristina
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DIRECTOR:	MSc. Flores Albuja Darwin Fernando
ASESORA:	Dra. Guevara Betancourt Sandra Mariana

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EL AUTOR:

.....

Myrian Cristina Saransig Conejo

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 09 de marzo de 2026

Msc. Darwin Fernando Flores Albuja

DIRECTOR DEL TRABAJO DE TITULACIÓN

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(f)
MSc. Darwin Fernando Flores Albuja
C.C.: 1002128470

DEDICATION

I dedicate this achievement, first and foremost, to my husband, Luis Rolando Tabi Fuérez for his unconditional love and constant support throughout this journey. Thank you for supporting me emotionally during difficult times, for your financial help, for your patience, for believing in me when I doubted myself, and for walking beside me every step of the way. This accomplishment is also yours.

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With deep love and gratitude, I dedicate this work to all of you, who made this dream possible.

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RESUMEN

El desarrollo de las habilidades orales en inglés constituye un desafío significativo en contextos de inglés como Lengua Extranjera, especialmente en estudiantes de primer nivel universitario que presentan baja participación, ansiedad al hablar, y escasa fluidez comunicativa. En la Universidad Técnica del Norte, los estudiantes de primer nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros evidencian limitaciones en la producción oral debido a metodologías tradicionales centradas en la gramática y a una reducida aplicación de estrategias motivacionales. El objeto general de esta investigación fue proponer una guía didáctica basada en estrategias motivacionales y comunicativas para fortalecer las habilidades de speaking. El estudio se desarrolló bajo un enfoque mixto, combinado métodos cualitativos y cuantitativos mediante la aplicación de encuestas a estudiantes y entrevistas a docentes. Los resultados evidenciaron que la integración de estrategias como el trabajo colaborativo, los juegos de rol, los debates y el uso de recursos audiovisuales incrementa la confianza, la participación y la disposición a comunicarse en inglés. Se concluye que la incorporación sistemática de estrategias motivacionales dentro de un enfoque comunicativo contribuye significativamente al desarrollo de la fluidez, la reducción de la ansiedad y el fortalecimiento de la competencia comunicativa en estudiantes universitarios de primer nivel.

Palabras clave: speaking, estrategias motivacionales, enfoque comunicativo, fluidez oral, competencia comunicativa, EFL.

ABSTRACT

The development of speaking skills in English represents a significant challenge in English as a Foreign Language (EFL) contexts, particularly among first-level university students who demonstrate low participation, speaking anxiety, and limited communicative fluency. At Universidad Técnica del Norte, first-level students in the Pedagogy of National and Foreign Language Program show difficulties in oral production due to traditional grammar-focused methodologies and limited implementation of motivational strategies. The general objective of this research was to propose a didactic guide based on motivational and communicative strategies to enhance speaking skills. The study followed a mixed-method approach, combining qualitative and quantitative techniques through student surveys and teacher interviews. The findings revealed that the integration of strategies such as collaborative work, role plays, debates, and audiovisual resources increases students' confidence, participation, and willingness to communicate in English. It is concluded that the systematic incorporation of motivational strategies within a communicative framework significantly contributes to improving fluency, reducing anxiety, and strengthening communicative competence in first-level university students.

Keywords: speaking skills, motivational strategies, communicative approach, oral fluency, communicative competence, EFL.

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INTRODUCCIÓN

The growing prominence of English as a global means of communication has elevated its role in education systems worldwide. No longer confined to native-speaking countries, English is now embedded in academic and professional domains as a necessary tool for accessing international knowledge, participating in global economies, and engaging in intercultural dialogue (British Council, 2013). As a result, English language instruction is a core component of educational policies and curricula worldwide, with a growing emphasis on developing communicative competencies. However, language acquisition is a multifaceted process in which cognitive, social, and affective factors interact. Among these, motivation stands out as a decisive component influencing the trajectory and success of learners, particularly in the realm of productive language skills like speaking (Dörnyei, 2020). Understanding how motivation interacts with pedagogical practices is, therefore, essential to enhancing oral language development in English as a Foreign Language (EFL) context.

Motivation has been consistently linked to increased engagement and better outcomes in foreign language learning. Empirical evidence supports that highly motivated learners participate more actively in communicative tasks and show greater perseverance when faced with linguistic challenges. For instance, Zhang et al. (2023) conducted a study demonstrating that English language proficiency and self-efficacy exert both direct and indirect effects on learners' public speaking performance, reinforcing the critical role of motivational variables. Additionally, strategic classroom interventions such as goal setting, learner autonomy, and positive reinforcement have shown significant impacts on students' willingness to speak and their overall oral fluency (Ushioda, 2021).

In English as a Foreign Language (EFL) context, where real-life exposure to English is minimal, motivational strategies play an even more pivotal role. Strategies such as project-based learning, interactive speaking activities, role-play, and the use of authentic multimedia resources can create a dynamic and student-centered learning environment (Richards & Rodgers, 2014). Furthermore, fostering a psychologically safe classroom atmosphere encourages learners to take communicative risks without fear of negative evaluation, thereby improving both performance and confidence (Harmer, 2015). These principles are vital for shaping effective language instruction, especially for learners at foundational levels of English acquisition.

At Universidad Técnica del Norte (UTN) in Ecuador, the undergraduate program in Pedagogy of National and Foreign Languages is designed to cultivate students' proficiency across the four foundational language skills: listening, speaking, reading, and writing. Despite this comprehensive approach, first-level English major students frequently demonstrate limited oral communication skills. This challenge can be attributed to their varied educational backgrounds and the predominance of traditional instruction at the secondary level, which often emphasizes grammatical accuracy and reading comprehension over communicative competence. Such disparities underscore the critical need for targeted pedagogical interventions that specifically address the development of speaking skills. In response, this research proposes the creation of a didactic guide informed by contemporary language acquisition theories and supported by empirical research. The guide incorporates motivational, interactive, and learner-

centered strategies to enhance students' speaking abilities and foster a more dynamic and participatory classroom environment.

CHAPTER I

1. THEORETICAL FRAMEWORK

In the context of English-speaking skills, motivation plays a pivotal role in shaping learners' willingness to communicate and directly influences their overall communicative competence. As emphasized by Vu and Nguyen (2024), a learner's readiness to participate in verbal interactions is deeply connected to their motivational state. When students feel motivated, whether through internal interest, external encouragement, or meaningful classroom dynamics, they are more likely to take risks, engage actively in oral activities, and overcome anxiety or fear of making mistakes. This is particularly crucial for first-level English major students, who are in the foundational stage of their language development and may face both linguistic and psychological barriers to speaking.

Motivation not only drives learners to speak more frequently but also enhances their capacity to sustain communication, broaden their vocabulary, and develop fluency. As Zhang (2024) explains, motivational strategies rooted in self-determination theory and Keller's ARCS model positively correlate with students' autonomous learning ability and teacher support autonomy and classroom participation and can significantly reduce speaking anxiety, thereby improving oral competence. Additionally, Razawi et al. (2024) found that ways to help related to students' feelings and social interaction can improve motivation and speaking skills in university ESL learners. For example, working with classmates, getting support from the teacher, and feeling that the group helps can make students feel more confident when speaking English. These results suggest that teachers should combine internal motivation, like students' interest and confidence, with external support, such as positive feedback and group activities, when planning speaking lessons. When both aspects are considered, teachers can create a more active and supportive classroom environment where students feel encouraged to participate and keep developing their language skills over time.

1.1. Motivation in Language Learning

Motivation is a critical determinant in the success of language acquisition, influencing learners' engagement, persistence, and overall achievement. It encompasses both internal and external factors that stimulate and sustain individuals' desire to remain committed to learning a language. According to Dörnyei (1998), motivation is a complex mental process that starts, guides, and keeps goal-focused behavior in language learning. This early definition shows motivation's changing qualities and its ability to push and manage learners' efforts over time. In fact, motivation affects not only whether learners decide to study a language but also how much effort they put in, the quality of strategies they use, and their strength when facing challenges. Without enough motivation, even the best lessons and activities may not help students make real progress.

Motivation is widely recognized as one of the most influential factors in successful language acquisition, shaping learners' attitudes, effort, and performance (Dörnyei & Ushioda, 2011). Researchers like Franchisca et al. (2024) have found that motivation fluctuates

dynamically, both across semesters and within individual lessons with features such as classroom environment, task relevance, and anxiety levels acting as key influences. This dynamic nature means that motivation is not a static trait but a responsive construct that can rise or fall depending on contextual triggers and learner perceptions. It also means educators must continuously adapt their instructional design to maintain and enhance learner engagement.

Motivation can change how students learn in class. When students feel interested in learning, they try more and join the activities. They like to speak with classmates and practice the language little by little. Because of this, they keep learning over time. However, some students study mainly to get good grades or rewards. In this case, their motivation comes from outside reasons. Motivation can also be different for each student. Things like their skills, personality, and past experiences can affect how they learn. For example, when students feel happy about their progress and believe they can improve, they usually feel more confident and want to keep learning the language (Vu & Nguyen, 2024).

When people learn a new language, motivation is not only the first interest they feel at the beginning. It is also the ability to keep learning even when the process becomes difficult. At first, many students feel excited because the language is new or because they need it for school or work. However, to keep this interest, classes should include activities that are interesting and useful for students. Studies show that motivation can change depending on the classroom environment, the way the teacher teaches, and the interaction between students. When teachers use activities where students speak, work together, and use English in real situations, students usually feel more interested and continue learning with more confidence.

One useful way to teach English is the CLIL approach. CLIL means learning a language while studying other subjects. For example, students can learn English while talking about science, history, or technology. This helps students use the language in real situations and not only as a school subject. According to Fernández Fontecha and Muñoz (2023), CLIL can increase students' motivation because learning the language has a clear purpose and real meaning. Students start to see English as a tool to learn new things and share ideas, not only to pass a class. Because of this, they feel more interested and want to participate more. For this reason, teachers should understand that motivation can change and grow. Teachers can help students stay motivated by using activities that are interesting, useful, and connected to real life.

After understanding motivation in language learning, it is also important to learn about the two main types of motivation: intrinsic and extrinsic. Knowing these types can help teachers understand why students want to learn and how they keep trying even when learning becomes difficult. When teachers understand both types of motivation, they can plan better activities for the class. These activities can help students stay interested, continue learning, and enjoy the process of learning a new language.

1.2. Types of Motivation

Motivation in language learning is commonly classified into two primary types: intrinsic and extrinsic motivation. These categories describe the underlying reasons that drive a learner's

engagement, behavior, and sustained effort in acquiring a new language, each with distinct characteristics and implications for language learning outcomes. Intrinsic motivation refers to a learner's internal desire to learn a language for the personal satisfaction, enjoyment, or interest it brings. In contrast, extrinsic motivation comes from outside reasons. For example, students may learn a language to get good grades, find better job opportunities, or meet social expectations. For teachers, it is important to understand both types of motivation because this helps them plan better learning activities for their students. When teachers consider students' interests and needs, learning can become more interesting and meaningful. For example, using cultural topics or communicative activities can help students enjoy the class more and participate more actively.

1.2.1. Intrinsic Motivation

Intrinsic motivation arises from an inherent interest in or enjoyment of the learning process itself. Learners motivated intrinsically engage in language learning because it provides personal meaning, satisfaction, or pleasure without the need for external rewards. For example, students might learn a new language to explore cultural subtleties, read literature in its original form, or converse with native speakers for the joy of authentic connection. Recent studies show that intrinsic motivation is connected to some important student needs, such as feeling independent, feeling capable, and feeling connected with others. When students feel that they have some control over their learning, can complete challenges, and feel part of the class, they are more willing to participate and continue learning (Canrinus, Scheffler, & Baranowska, 2024). These internal feelings help students stay interested in learning a language for a long time. This is especially important in speaking activities, where students need confidence and creativity to express their ideas.

Recent studies support this idea. Hernández and Murillo (2024) explain that intrinsic motivation helps students learn a language in a deeper and better way. When students feel that learning is important for them, they usually pay more attention and try to understand the materials. Their study also shows that intrinsic motivation helps students enjoy learning a language more, and this makes them practice more often and feel more confident when they communicate. In the same way, Diseth et al. (2020) state that students with intrinsic motivation are often more curious and continue trying even when learning is difficult. These students also look for more ways to learn outside the classroom, such as reading books, watching videos, or having conversations. They also learn how to manage their own learning. Because of this, intrinsic motivation is very important to help students become more creative, confident, and active in learning a language, especially in speaking activities where students need to try and practice.

1.2.2. Extrinsic Motivation

Extrinsic motivation, by contrast, involves engaging in language learning due to factors external to the learning activity itself. These external motivators often include tangible rewards or the avoidance of negative consequences. Common examples include the desire to pass exams, obtain academic degrees, enhance future employment

opportunities, or fulfill family and societal expectations. While extrinsic motivation is sometimes perceived as less sustainable or less effective than intrinsic motivation, it plays a crucial role in initiating learners' engagement, particularly at the beginning of the language acquisition process, when learners may not yet perceive personal interest or enjoyment in the activity itself.

Importantly, extrinsic motivation is not inherently detrimental to learning outcomes. On the contrary, it can serve as a vital catalyst for sustained behavioral engagement and goal achievement. According to Self-Determination Theory (Ryan & Deci, 2020), extrinsic motivation can gradually transform into intrinsic motivation through a process known as internalization where learners begin to adopt external goals as personally meaningful. For instance, a student initially motivated to learn English simply to fulfill graduation requirements may, over time, develop genuine interest and enjoyment in the language, leading to deeper engagement and self-directed learning. This transition highlights the dynamic and interactive nature of motivational processes in language learning.

Moreover, Diseth et al. (2020) emphasize that extrinsic motivators such as recognition, praise, or improved grades can complement intrinsic motivation, especially within educational and cultural contexts that value achievement and social approval. When integrated thoughtfully, extrinsic incentives can create a supportive framework that encourages learners to persist and build confidence, which can subsequently foster intrinsic motivation. For example, in collectivist cultures where familial or social expectations are strong, extrinsic motivators may be particularly influential in sustaining effort while gradually nurturing a more internalized, personal commitment to language learning. Thus, a balanced motivational approach that acknowledges and leverages both extrinsic and intrinsic factors is essential for maximizing learners' potential and maintaining long-term engagement.

1.3. Balancing Between Intrinsic and Extrinsic Motivation

While intrinsic motivation is often linked to more effective, sustainable, and deeper learning experiences, extrinsic motivation holds significant value, particularly in structured educational contexts where learners must meet specific deadlines, assessments, and curricular goals. The coexistence and interplay between intrinsic and extrinsic motivation offer a holistic framework for understanding how learners can be supported throughout their language acquisition journey (Schunk & DiBenedetto, 2020). Educators who strategically design learning activities that engage students' personal interests while aligning with necessary external goals can optimize both motivation types to enhance learner outcomes.

One practical approach is the use of gamified learning environments, where external rewards like points, badges, or certificates are combined with immersive and meaningful tasks that capture students' curiosity and passion. Such environments provide immediate feedback and recognition, which meet extrinsic motivational needs, while simultaneously fostering intrinsic engagement by making learning interactive, relevant, and enjoyable (Dichev & Dicheva, 2017).

These gamification strategies are particularly effective for learners who may initially lack intrinsic interest, acting as motivational scaffolds that encourage continued participation and progression.

Understanding and fostering both motivational types enable educators to create dynamic and supportive learning environments. Extrinsic incentives such as grades, certifications, and formal recognition can serve as important initial motivators, especially for students who do not yet perceive the intrinsic value of language learning. These incentives provide clear, achievable goals and milestones that help maintain learners' focus and commitment during the early, often challenging stages of language acquisition (Ormrod, 2017). However, the goal should not be to rely solely on extrinsic motivators but rather to use them as steppingstones towards fostering deeper intrinsic motivation.

At the same time, teachers can help students feel more interested in learning when they use activities that connect with students' lives and culture. For example, teachers can use materials related to students' culture, and activities like role plays, debates, or storytelling. These activities allow students to express their ideas and communicate with others. Students can also practice speaking with native speakers or people from the community, which helps them use the language in real situations (Ushioda, 2019). When students see that English can help them in their daily life and in their future goals, they usually feel more motivated to learn (Noels et al., 2020). It is also important that the classroom feels safe and supportive. When students feel comfortable, they are not afraid to try, make mistakes, and learn from them. Teachers can also give helpful feedback so students continue improving. This kind of environment helps students participate more and develop better speaking skills over time (Mercer & Ryan, 2010).

Achieving a balanced motivational approach requires thoughtful and flexible instructional design that evolves alongside learners' development. As students accomplish extrinsically motivated goals, educators can progressively shift emphasis toward fostering autonomy, mastery, and relatedness, the three psychological needs central to intrinsic motivation as outlined in Self-Determination Theory (Ryan & Deci, 2020). This gradual transition helps transform language learning from a mere task or requirement into a meaningful, enjoyable journey marked by self-improvement and cultural exploration. The balance not only sustains learners' motivation over time but also enhances their overall communicative competence and lifelong engagement with language learning.

1.4. Relevance of Motivation in Developing Speaking Skills

Motivation plays a pivotal and multifaceted role in the development of speaking skills among English language learners, acting as a driving force that directly influences their willingness to communicate, engagement in speaking tasks, and eventual language proficiency. Speaking, as an active productive skill, requires learners not only to possess linguistic competence but also to overcome psychological barriers such as shyness or fear of judgment. MacIntyre, Clément, Dörnyei, and Noels (1998) emphasize that a learner's *willingness to communicate* (WTC) is a crucial determinant in language acquisition, as it governs how often

and how effectively learners use the target language in real communication. Without sufficient motivation, learners may avoid speaking opportunities, thus limiting practice and progress.

Recent studies show that motivation is very important for speaking in English. For example, Nguyen and Pham (2022) studied university students in Vietnam and found that students with intrinsic motivation participate more in speaking activities. When students feel that speaking activities are interesting and important for them, they usually speak more, feel more confident, and talk more naturally. In the same way, Smith (2023) studied Japanese students who were learning English and found that some strategies can help students speak more. These strategies include setting clear goals, giving positive feedback, and encouraging students. These actions help create a friendly and supportive classroom where students feel less nervous and more willing to speak.

Motivation is very important when students learn to speak a new language. When students feel motivated, they try to continue learning even when they face problems. For example, many students feel nervous when they speak, are afraid of making mistakes, or do not know enough words. However, motivated students understand that mistakes are a normal part of learning and help them improve (Dweck, 2016). Because of this, they are more willing to try, practice, and keep learning. In the same way, Johnson and Lee (2023) explain that motivated students can control their emotions better when they communicate. This helps them continue speaking even when communication is difficult. Their study also shows that motivation can affect students' confidence and anxiety, which are very important for speaking well in a new language.

Hence, motivation is not merely an ancillary factor but a central element in the development of speaking skills. It fuels learners' desire to engage actively, supports sustained effort despite challenges, and fosters positive attitudes toward communication. Educators must therefore prioritize motivational strategies within speaking instruction, designing tasks and environments that nurture both the affective and cognitive dimensions of language learning.

1.5. Communicative Language Teaching (CLT) and Speaking Development

Communicative Language teaching (CLT) is an approach that emphasizes the use of language as a tool for real communication rather than focusing only on grammatical accuracy. This perspective encourages students to use the language actively through interaction, discussions, and collaborative tasks. According to Richards and Rodgers (2014), CLT promotes meaningful communication by engaging learners in activities that require them to express ideas, share opinions, and negotiate meaning.

Within this approach, speaking activities play a central role in the development of communicative competence. Task such as role plays, debates, problem-solving activities, and group discussion allow students to practice English in situations that resemble real-life communication. These activities also help learners build confidence while improving their fluency and ability to express ideas clearly.

Another importance aspect of CLT is the creation of a supportive classroom environment where mistakes are considered part of the learning process. When students feel comfortable participating without fear of negative evaluation, they are more willing to take risks and use the language. For this reason, CLT is widely recognized as an effective approach for developing speaking skill in English as a Foreign Language (EFL) contexts.

1.6. Speaking Skills in English Language Learning

Developing speaking skills is a fundamental aspect of English language learning, as it enables learners to effectively communicate and engage in meaningful interactions. Proficiency in speaking not only facilitates the exchange of ideas but also enhances learners' confidence and participation in various social and academic contexts. According to Chand (2021), speaking is a crucial component of language competence, and its development is essential for successful communication. It encompasses a range of cognitive, linguistic, and social abilities, all of which must work in coordination for learners to produce clear and appropriate oral messages in real-time.

However, first-level university students often face challenges in acquiring effective speaking skills. Factors such as language anxiety, limited exposure to authentic speaking environments, and insufficient practice opportunities can hinder their progress. Anggrisia and Robah (2023) identify psychological barriers, including fear of making mistakes and lack of confidence, as significant obstacles to speaking proficiency among university students. Addressing these challenges requires targeted instructional strategies and supportive learning environments that encourage active participation and provide ample opportunities for practice. To this effect, it is relevant to analyze the components of speaking to understand speaking not only from the wide perspective but also in detail how it is linguistically constituted.

Speaking in a language has different parts. These parts include pronunciation, vocabulary, grammar, fluency, and the ability to organize ideas when speaking (Brown, 2015; Leong & Ahmadi, 2017). Pronunciation means saying words correctly and using the right stress in words. Vocabulary and grammar help students make clear and correct sentences. Fluency means speaking smoothly without many pauses. It is also important that students can organize their ideas so others can understand them. When teachers understand these parts of speaking, they can see where students have problems and help them improve. For example, students who have problems with fluency can practice speaking for short periods of time or read aloud several times. Students who have problems with pronunciation may need more practice listening and repeating correct sounds.

From a teaching point of view, it is helpful to use communicative activities in speaking classes. These activities allow students to practice English in real situations. For example, students can do role plays, debates, problem-solving tasks, or small presentations. These activities help students speak more and naturally practice the language. According to Gilakjani and Sabouri (2022), when students feel that speaking activities have a clear purpose and are meaningful, they feel more motivated and participate more in class. Teachers can also give regular feedback and allow students to give feedback to their classmates. This helps students see

their progress and improve their speaking skills. In addition, teachers can use digital tools such as voice recording apps or online platforms like Flip, Zoom, or Tandem so students can practice speaking outside the classroom.

1.7. Components of Speaking Skills

Learning to speak English well requires developing several important skills. These include fluency, accuracy, and complexity. Fluency means speaking smoothly without many pauses. Accuracy means using correct grammar and vocabulary when speaking. Complexity means using different words and sentence forms to express ideas clearly. All these skills work together to help students communicate in a clear and confident way. When teachers understand these parts of speaking, they can better support students and help them improve their speaking ability in English.

1.7.1. Fluency means the ability to speak smoothly and with confidence. When a student has fluency, they can speak without many pauses and express their ideas clearly. It also means speaking at a natural speed and using the correct rhythm and intonation. According to Housen and Kuiken (2009), fluency shows how easily and quickly students can produce spoken language. When students develop fluency, they feel more comfortable speaking and can communicate better in everyday conversations or simple discussions.

1.7.2. Accuracy means using grammar, vocabulary, and pronunciation in the correct way when speaking. When students speak with accuracy, their ideas are clear and easier to understand. According to Skehan (1998), accuracy is important because it helps listeners understand the message better. This is especially important in academic or professional situations where clear communication is necessary. When students develop accuracy, they can avoid confusion and express their ideas in a clearer way.

1.7.3. Complexity refers to the use of different words and sentence forms when speaking. When students use more varied language, they can express their ideas in a clearer and more complete way. According to Ellis (2003), complexity shows a student's ability to use different language structures when communicating. This helps students explain their ideas better and speak in different situations. For example, using different types of sentences or new expressions can help students communicate their ideas more clearly, especially in formal or academic conversations.

Each of these components is vital for effective speaking skills, but their relative importance may vary depending on the communicative goal. For instance, fluency may be prioritized in informal conversations, while accuracy and complexity are often emphasized in formal presentations or academic settings. The integration of these components ensures that learners can not only communicate their ideas effectively but also adapt their language use to suit various social, cultural, and situational demands.

1.8. The Importance of Communicative Competence in English Major Students

Communicative competence means the ability to communicate and understand messages in different situations. This skill is very important when learning a language, especially for students who want to become English teachers. Future teachers need good communicative competence because it helps them teach better, interact with students, and manage communication in the classroom. According to Bldiar (2014), when teachers include communicative skills in their teaching, students learn the language more effectively and are better prepared to use English in real-life situations.

Menyhei (2016) emphasizes that English majors must be equipped to handle intercultural communication challenges, as English often serves as a lingua franca in multicultural settings. In the same line, Guevara-Betancourt (2022) asserts that English major students who are pre-service English teachers have the responsibility of enhancing their own communicative competence to later develop their students' language skills. Thus, by cultivating these competencies, future English teachers can foster inclusive learning environments that respect and integrate all students, thereby enhancing the overall educational experience for their students.

Communicative competence is not only important for teaching well. It also helps teachers adapt to the changes and needs of modern education. English major students who want to become teachers should see communicative competence as an important skill for their whole career. When teachers develop these skills, they can show students how to use the language correctly, encourage them to participate in class, and support students with different language levels and cultural backgrounds. This holistic approach ensures that future English teachers not only deliver language instruction effectively but also empower their students to use English as a bridge for global opportunities and intercultural understanding. Thus, communicative competence is a pivotal asset for shaping educators who can lead the next generation of English learners with confidence and cultural sensitivity.

1.9. Motivational Strategies in English Language Teaching

Motivational strategies are very important in English language teaching because they help students stay interested and continue learning the language. When students feel motivated, they participate more in class and try harder to learn. According to Dörnyei (2001), motivation is very important for success in language learning, and teachers play a key role in helping students stay motivated through their teaching methods.

One well-known model for motivational strategies was created by Dörnyei (2001). This model explains different ways teachers can help students feel more motivated. For example, teachers can create a positive classroom environment, set clear and simple goals, and give

positive feedback to students. Research by Li (2020) also shows that these strategies can increase students' motivation and help them improve their English skills.

It is also important for teachers to understand the cultural context of their students when using motivational strategies. Li (2020) explains that some strategies can work well in many places, but others may need to change depending on the culture of the students. Because of this, teachers should be flexible and adapt their teaching to the needs and background of their students.

In addition, teachers can use technology and interactive activities to increase students' motivation. For example, using videos, multimedia materials, or online platforms where students can work together can make learning more interesting. These tools help students feel more engaged and encourage them to participate more in language learning activities.

For this reason, teachers need to combine different motivational strategies, consider students' cultural backgrounds, and use new teaching tools. When teachers do this, they can create a positive and supportive classroom where students stay interested in learning and improve their language skills.

1.10. Strategies to Enhance Speaking Motivation

Motivating students to speak in a foreign language, especially English, is often a big challenge for teachers. Many students know that speaking is important, but they may feel afraid of making mistakes, feel embarrassed, or lack confidence. Because of these feelings, some students prefer not to speak in class. In addition, pressure from grades or exams can sometimes make students forget that communication can also be enjoyable. For this reason, teachers need to use strategies that help students feel more interested and comfortable when speaking. The following strategies present simple ideas that teachers can use to encourage students to participate more in speaking activities.

1.10.1. Enhancing students' motivation to speak in English is very important for improving their communication skills and their general language learning. When students feel motivated, they participate more in speaking activities and feel more confident to express their ideas. Motivation also helps students try even when speaking is difficult and helps them remember the language for a longer time. Teachers can use different strategies to help students feel more motivated. These strategies can support both internal motivation and external motivation, especially for university students who may feel nervous or insecure when speaking in English.

1.10.2. Creating a Positive and Supportive Learning Environment

One of the most critical foundations for encouraging speaking is establishing a classroom climate where students feel psychologically safe. This includes fostering mutual respect, patience, and an atmosphere in which errors are viewed as part of the learning process rather than failures. A supportive environment helps reduce language anxiety, a major barrier to speaking, and encourages learners to take risks without fear of ridicule or embarrassment. According to Alrabai (2022), positive teacher-student relationships and encouraging peer

interactions significantly contribute to increased oral participation and motivation, especially in EFL contexts where speaking opportunities outside the classroom may be limited.

1.10.3. Incorporating Authentic and Relevant Materials

Using materials that reflect real-world communication contexts makes speaking tasks more engaging and meaningful. When students are exposed to content that relates to their daily lives, interests, or future professional needs, they are more likely to feel connected to the language-learning process. Authentic materials such as podcasts, interviews, TED Talks, news segments, or social media videos also introduce learners to natural language use, helping them develop pragmatic competence. Nguyen and Pham (2022) found that students who practiced speaking with contextually rich, authentic content demonstrated greater enthusiasm, improved fluency, and stronger long-term engagement in classroom discussions.

1.10.4. Implementing Collaborative Learning Activities

Group and pair work are powerful tools for increasing speaking motivation, as they create interactive, low-pressure settings where learners can practice language naturally. Collaborative strategies such as role-plays, debates, jigsaw tasks, problem-solving exercises, and project-based learning allow students to negotiate meaning, listen actively, and use the target language for real communication. These formats also promote peer support, which can be particularly helpful for learners who may lack the confidence to speak in front of the whole class. Tuan (2023) emphasizes that structured interaction through group dynamics not only enhances oral proficiency but also builds learners' social bonds and accountability within the learning community.

1.10.5. Providing Constructive Feedback and Positive Reinforcement

Feedback plays a dual role in language learning: it guides learners toward improvement while simultaneously boosting their motivation when delivered effectively. Constructive feedback that is specific, supportive, and focused on both strengths and areas for growth helps learners become more self-aware and proactive in their speaking development. Moreover, consistent positive reinforcement such as praise for effort, recognition of improvement, or verbal affirmations can build learners' self-efficacy. Guevara-Betancourt (2022) found that students who received frequent, formative feedback on their speaking tasks were more likely to engage in future conversations with confidence and reduced anxiety.

1.10.6. Setting Clear Goals and Expectations

Goal setting empowers learners by providing a roadmap for their development. When students understand what is expected of them and can measure their progress against concrete

criteria such as speaking for a specific length of time, using new vocabulary, or improving pronunciation, they become more focused and invested in their learning. Short-term goals help maintain momentum, while long-term objectives keep learners motivated through sustained practice. Ahmad et al. (2023) report that integrating goal-setting frameworks in speaking instruction led to noticeable gains in learner autonomy, participation, and oral fluency, especially when goals were personalized and regularly revisited.

1.10.7. Integrating Technology and Digital Tools

A growing number of studies highlight the motivational impact of integrating technology into speaking instruction. Language learning apps, virtual exchanges with international peers, AI-powered speaking tools, and digital storytelling platforms offer flexible and engaging environments for oral practice. These tools often feature instant feedback, gamified elements, and real-time communication features that appeal to tech-savvy learners. As highlighted by Luo and Yang (2022), digital platforms not only extend learning beyond the classroom but also cater to diverse learner preferences and increase motivation through interactivity and autonomy.

In sum, enhancing speaking motivation in English language learners requires a multifaceted approach that balances emotional support, authentic engagement, collaborative practice, feedback, and clear objectives. When these strategies are implemented thoughtfully and consistently, they contribute to a richer, more dynamic speaking environment that promotes learner confidence, proficiency, and long-term success.

1.11. Challenges in Implementing Motivational Strategies

Implementing motivational strategies in university-level English language classrooms poses numerous challenges that can impact their effectiveness. While instructors may be well-versed in theory and practice, the reality of diverse student populations, institutional limitations, and contextual constraints often complicate the application of these strategies. Understanding these challenges is vital for designing responsive and adaptable interventions that genuinely foster learner engagement and speaking motivation.

1.12. Common Obstacles in University-Level Classrooms

University-level English language classrooms are often characterized by diversity in learners' linguistic proficiency, academic goals, and cultural backgrounds. These differences can create difficulties in delivering uniformly effective motivational strategies. For example, a strategy that works well for one group may not resonate with another due to differing levels of prior exposure or communicative needs. According to Rienties et al. (2022), teachers often struggle to personalize instruction in large, mixed-ability classrooms, leading to uneven student engagement and motivation. Furthermore, rigid curricula and assessment-oriented instruction can deprioritize speaking activities, limiting opportunities for students to build confidence and fluency.

Teachers may also face another problem: they do not always receive enough training on how to use motivational strategies in the classroom. This situation is common in places where English is not the first language. Because of this, some teachers continue using traditional teaching methods where the teacher talks most of the time. According to Boonkongsaen and Phongsuwan (2021), many teachers say they do not receive enough support from their institutions to use new teaching methods. As a result, teachers may feel less prepared to help students stay motivated in their learning.

1.12.1. Student-Related Challenges: Anxiety, Lack of Confidence, and Fear of Making Mistakes

Many students find speaking in a foreign language difficult because of different emotional problems. Some students feel nervous when they speak, others do not feel confident, and many are afraid of making mistakes. These feelings can stop students from participating in speaking activities, especially when they have to speak in front of their classmates or their teacher. Horwitz et al. (2022) explain that anxiety when learning a foreign language can make students stay silent even when they know the answer or understand the topic. This anxiety can become stronger when students compare themselves with others, feel pressure to perform well, or have had negative experiences in the classroom before.

Moreover, many university students carry the burden of previous academic failures or poor language instruction, which can damage their self-esteem and willingness to engage. A study by Tran and Duong (2023) in Vietnamese universities found that students' fear of negative evaluation directly impacted their speaking performance and willingness to participate. Teachers must therefore create emotionally safe environments where learners are encouraged to take risks and view errors as part of the learning process. Strategies like peer collaboration, positive reinforcement, and self-assessment can help reduce anxiety and build communicative confidence over time.

1.12.2. Institutional Challenges: Class Size, Resources, and Time Constraints

Institutional factors such as large class sizes, limited instructional resources, and time constraints also hinder the effective implementation of motivational strategies. Large classes make it difficult to give individual feedback, monitor participation, or tailor activities to students' interests. According to Jalali and Pourtahmasbi (2023), when class sizes exceed 30 students, opportunities for individual speaking practice diminish significantly, leading to reduced learner motivation and participation. Group-based strategies can help, but they still face logistical challenges and require careful facilitation.

Inadequate access to technological tools or authentic learning materials further complicates the process. In contexts where internet connectivity or audiovisual equipment is limited, implementing modern, interactive strategies such as digital storytelling, podcasting, or online collaboration becomes unrealistic. Moreover, teachers often work under strict syllabi with limited contact hours, forcing them to prioritize grammar and writing over speaking tasks. As a result, Mahmoodi et al. (2022) assert that communicative goals are often

sacrificed for exam preparation, undermining motivation and the holistic development of language skills.

CHAPTER II

2. METHODOLOGY

The methodology chapter presents the structure and processes that guide this research. According to Dr. Roberto, Hernández & Sampieri (2014), methodology refers to the set of strategies and procedures that direct a research project. It includes the research design, the population and sample, the instruments used to collect data, and the methods for analyzing results. In this study, the methodology is aligned with the objective of exploring motivational strategies to boost speaking skills in first-level English major students at Universidad Técnica del Norte. Each component of the methodology has been carefully selected to ensure the research's validity and relevance.

2.1. Description of the study area/Study group

This research was conducted at Universidad Técnica del Norte, a higher education institution located in Ibarra, Ecuador, at the intersection of Avenida 17 de Julio and General José María Córdoba Street. UTN comprises five faculties: Health Sciences, Administrative and Economic Sciences, Educational Sciences and Technologies, Agricultural and Environmental Sciences, and Applied Sciences. In total, the university offers 37 undergraduate programs and hosts a Postgraduate Institute.

The study group for this research consisted of the 35 students enrolled in the first level of the Pedagogy of National and Foreign Language major, along with their professors. They were selected due to the relevance of their insights and perspectives on the use of motivational strategies to enhance English-speaking skills.

2.2. Research Approach / Type of Research

This research adopted a mixed-methods approach, combining both quantitative and qualitative methods, in order to obtain a deeper and more complete understanding of how motivational strategies influence the development of students' speaking skills in English. The study was conducted with first-level English major students at Universidad Técnica del Norte.

In addition, this research is descriptive, cross-sectional, and explanatory in nature. It is descriptive because it seeks to describe the current level of motivation and speaking performance of students without manipulating any variables. It is cross-sectional because the data were collected at a single point in time during the academic period. Finally, it is explanatory, as it aims to analyze the relationship between motivational strategies and the development of speaking skills, explaining how one variable influences the other.

CRESWELL (2018) asserts that a mixed-methods approach facilitates a more holistic comprehension of the research problem by integrating quantitative data with the subjective experiences of participants. This study employed both quantitative and qualitative methodologies. The quantitative method was used to collect numerical data through surveys administered to first-level students, which made it possible to identify tendencies related to their

motivation and participation in speaking activities. On the other hand, the qualitative method was implemented through interviews with the English teachers, allowing the researcher to explore opinions, perceptions, and experiences regarding the motivational strategies used to improve students' oral skills.

As Dörnyei (2010) explains, using different types of data allows the researcher to compare and confirm the results, increasing the trustworthiness of the findings. Furthermore, this approach makes it possible to analyze both general tendencies (from a larger group of students) and individual perspectives (from teachers). Similarly, Creswell and Plano Clark (2011) state that combining qualitative and quantitative data leads to a more complete understanding of educational phenomena.

This approach is particularly suitable for the present study, since motivation and speaking skills are not limited to linguistic aspects such as grammar or vocabulary, but also involve emotions, attitude, and classroom interaction. As Jhonson and Christensen (2012) mention, mixed methods are especially useful in educational research because they provide both numerical evidence and personal experiences. Therefore, this approach was selected as the most appropriate for the present study.

2.3. Methods

In order to support the objectives of this research, different methods were considered to analyze and interpret the data in a reliable way. The combination of approaches allows the researcher to obtain a broader perspective of the phenomenon under study. Specifically, both the inductive and deductive methods were applied, since they complement each other and strengthen the research process. The following section provides a description of each method and its importance in the present study.

2.3.1. Inductive method

The inductive method moves from specific observations to broader generalizations. Creswell (2014) explains that "inductive reasoning consists of developing generalizations from careful observations of particular instances." In this way, the researcher analyzes the data collected, identifies patterns, and finally formulates conclusions or theoretical assumptions. This method is often applied in qualitative research, where the focus is on understanding participants' experiences. It is especially valuable in educational contexts because it allows theories to emerge directly from classroom practices and students' responses. Consequently, the inductive approach promotes flexibility and adaptability in the research process.

2.3.2. Deductive method

The deductive method goes from the general to the particular. Bryman (2016) states that "deductive reasoning begins with general ideas or theories and seeks to test them through the collection and analysis of data" (p. 21). Thus, this method allows the researcher to verify or reject hypotheses based on empirical evidence. Unlike the inductive approach, it is more structured and

often associated with quantitative research designs. In educational studies, it is used to test teaching strategies or learning theories by applying them in practice and measuring their effectiveness. Therefore, the deductive method provides reliability and clarity in interpreting results.

In conclusion, both inductive and deductive methods complement each other in educational research. The inductive method allows researchers to explore students' experiences and classroom practices, leading to the emergence of new insights and theories. On the other hand, the deductive method provides a structured way to test these theories and verify their applicability through empirical evidence. When combined, these approaches create a balanced methodology that ensures both flexibility in discovering new patterns and reliability in confirming theoretical assumptions. Therefore, their joint application strengthens the validity and depth of the study's findings.

2.4. Research Techniques and Instruments

In educational research, the selection of techniques and instruments is essential to ensure the reliability and validity of the findings. According to Cohen, Manion, & Morrison (2017), research instruments are tools specifically designed to collect data systematically, allowing researchers to obtain information aligned with the objectives of the study. In this research, a survey and an interview were employed as the main instruments, as they provide both quantitative and qualitative data, enabling a deeper understanding of the students' and teachers' perspectives.

2.4.1. Survey

A structured questionnaire with closed-ended multiple-choice questions was designed for the students. This method was chosen because, as Dörnyei & Taguchi (2010) state, questionnaires are one of the most common instruments in applied linguistics research, allowing researchers to gather data from a large number of participants efficiently. The structured format ensures consistency in responses, while the closed-ended items facilitate the quantification of students' perceptions and preferences regarding the development of speaking skills in English classes.

2.4.2. Interview

Additionally, semi-structured interviews were conducted with teachers to complement the data collected from the students. This qualitative approach is suitable because, as Kvale & Brinkmann (2015) explain, semi-structured interviews provide rich and detailed insights into participants' experiences while allowing flexibility to explore emerging ideas, making them particularly useful for examining teaching practices and challenges. In this study, the interviews enabled teachers to share their perspectives on the strategies they use to enhance students' speaking skills, contributing to a comprehensive understanding of the teaching-learning process.

2.5. Research Question

- What motivational strategies are most effective in enhancing English speaking skills among first-level English major students at Universidad Técnica del Norte?
- How do students perceive the impact of motivational strategies on their speaking performance in English?
- How do teachers perceive the impact of motivational strategies on the speaking performance of their students in English?

2.6. Population and sample

The population in this study comprised all first-level students of the English major at Universidad Técnica del Norte. This group consisted of a total of 35 individuals enrolled in the current academic period. Given that the population size was fewer than 100 participants, a sampling technique was not employed. According to Hernández Sampieri, Fernández Collado, & Baptista Lucio (2014), when a population is small, it is possible and recommended to study all its members, as this approach allows for the collection of more accurate and comprehensive data. Therefore, the research was conducted with the entire population of 35 students.

2.7. Procedure

To begin with, it was necessary to identify and analyze the research problem in order to establish the basis of the study. Once the topic was defined, a thorough review of the available literature was carried out to construct the theoretical framework and provide academic support for the investigation. The next step involved the selection and design of the research instruments that would allow data collection. These instruments were later submitted to two experts in the field for validation and approval. After receiving the validation, formal permission was requested from the coordinator of the English major to apply the instruments to first-level students. Once the authorization was granted, the instruments were administered, and the data obtained were analyzed and represented through statistical graphs or clearer interpretation. Based on these findings, the researcher developed a proposal focused on motivational strategies to strengthen students' speaking skills. Finally, the conclusions and recommendations were elaborated, summarizing the results of the study and providing guidance for future applications.

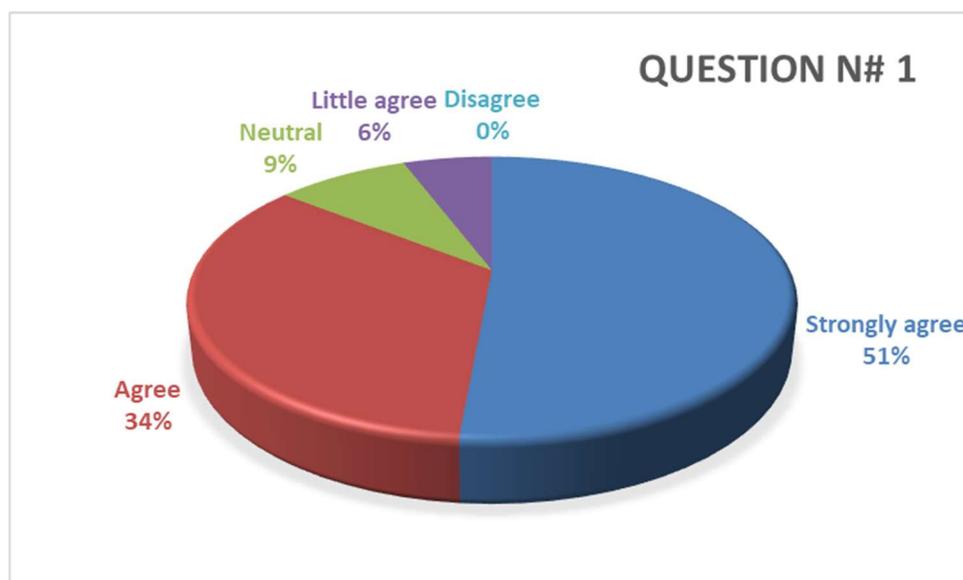
CHAPTER III

3. FINDINGS AND DISCUSSION

The following chapter presents and analyzes the main findings gathered through two techniques of data collection applied to first-level English major students at Universidad Técnica del Norte Ibarra. In the quantitative section, the survey technique was applied through an open-ended Likert-scale questionnaire composed of nine questions, which provided insights into students' perceptions of the motivational strategies used to enhance their speaking skills. Additionally, two structured interviews, as part of the qualitative section, were conducted to obtain more detailed perspectives and to complement the quantitative results. as the instrument. Together, these instruments offer a comprehensive understanding of how motivational strategies influence students' participation, confidence, and overall oral performance in the English classroom.

3.1. Students' survey

Figure 1 Importance to develop English speaking skills to communicate in class



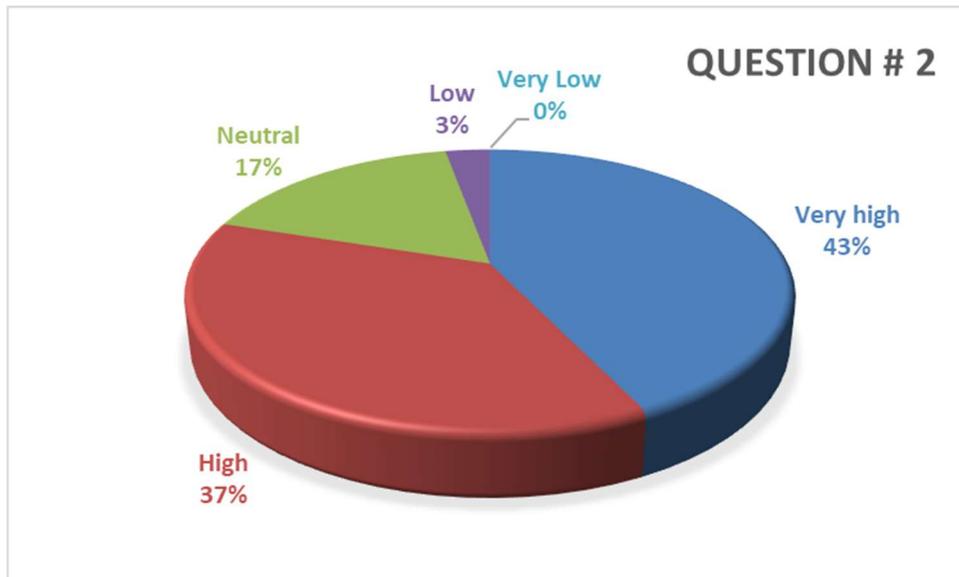
Note: Own elaboration – Survey 2025

Analysis:

Statistical analysis of this question reveals that a clear majority of first-level English major students at Universidad Técnica del Norte believe that developing English speaking skills is very important. Specifically, 18 students (51%) “strongly agree” that speaking English is important for communicating with others in class, while 12 students (34%) “agree,” totaling 85% positive agreement. Only 1 student (3%) expressed a neutral attitude, and a smaller group of 2 students (6%) stated they are “a little agree,” suggesting very weak affirmative sentiment. No student disagreed. This high concentration of agreement indicates strong perceived relevance of speaking skills. From a statistical standpoint the central tendency is skewed toward “strongly agree,” and variation is minimal, implying consensus among the students. Such uniformity

supports the hypothesis that speaking competence is not just valued but considered essential for classroom interaction. This aligns with research in EFL contexts showing that speaking skills are a central pillar of communicative competence in the classroom (Akhter, 2021).

Figure 2 Interest in improving your English-speaking skills in class



Note: Own elaboration – Survey 2025

Analysis:

The statistical analysis of students' interest in improving their English-speaking skills shows a clear positive trend in the sample. A total of 28 students, representing 80%, reported either a very high or high interest, indicating strong motivation toward developing oral proficiency. This high percentage suggests that speaking activities are likely to be well-received and that learners value opportunities for communicative practice. Meanwhile, 6 students (17%) expressed a neutral stance, which may reflect uncertainty or limited confidence when participating in speaking tasks. Only 1 student (3%) reported low interest, showing that demotivation is minimal within the group. When interpreting these results, it is important to consider that learners' interest often aligns with their sense of self-efficacy and perceived relevance of speaking activities. According to Dörnyei and Ushioda (2021), motivation in language learning is strongly influenced by students' personal goals and the learning environment, which may explain the high levels of interest observed. Therefore, the statistical data suggest that implementing motivational strategies in this context has strong potential to enhance engagement and oral performance. Overall, the distribution of responses indicates a favorable climate for promoting speaking skills through interactive and supportive classroom practices.

Figure 3 Length of speaking activities in English class

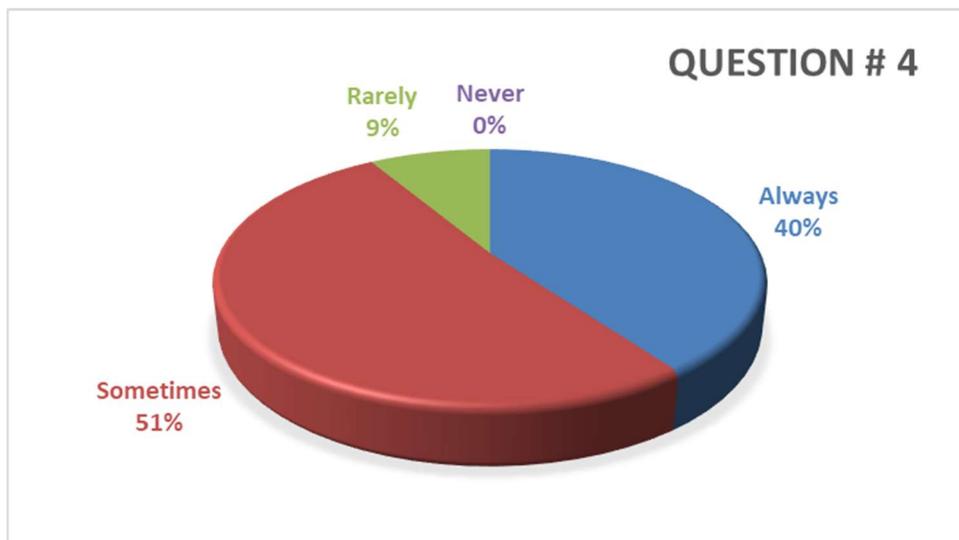


Note: Own elaboration – Survey 2025

Analysis:

The statistical analysis shows that most students (52%) reported speaking activities lasting only 3–4 minutes, while 34% experienced longer tasks of 5–10 minutes, and 14% spoke for just 1–2 minutes. This distribution indicates that speaking opportunities are generally brief, with the mean duration leaning toward the lower range due to the dominance of the 3–4-minute category. Such short segments may restrict fluency development, as sustained interaction is essential for oral competence (Sağlam, 2021). The small group receiving only 1–2 minutes suggests limited participation or possible reluctance to speak. Meanwhile, those with 5–10 minutes may benefit from deeper practice, but they represent a minority. Overall, the variability in duration reflects inconsistent classroom practices and uneven access to speaking time. These findings highlight the need for more balanced and extended speaking opportunities to support all learners effectively.

Figure 4 Frequency of English practice in class

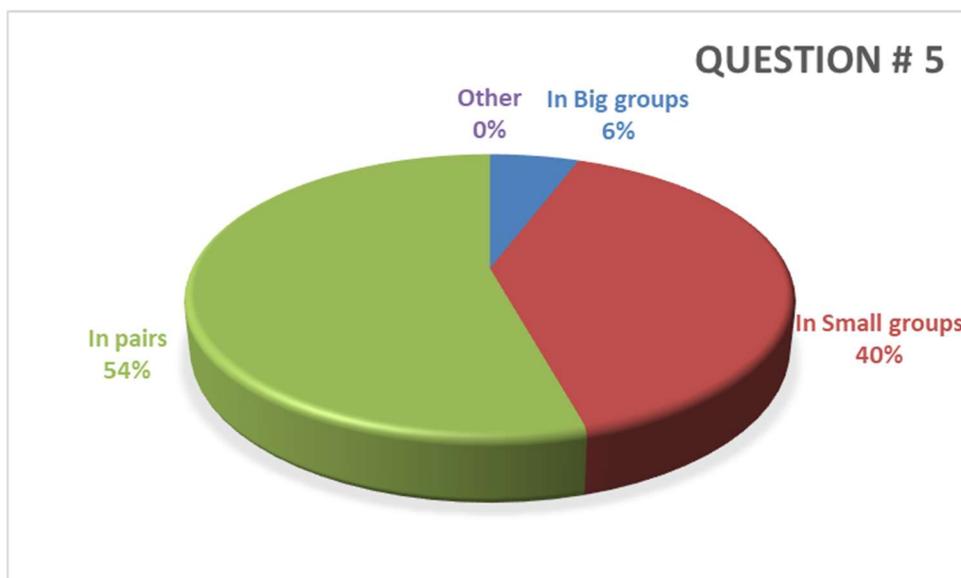


Note: Own elaboration – Survey 2025

Analysis:

In response to the question “How often do you practice English in your class?”, 14 students (40%) reported that they **always** practice English during class, 18 students (51%) that they **sometimes** do, and 3 students (9%) that they **rarely** do. These figures suggest that a large majority (91%) engage in English practice at least occasionally, which indicates a generally positive classroom environment for oral practice. However, only 40% report always practicing, which may point to inconsistent opportunities or motivation for frequent use. The fact that just under half of the students fall into the “always” category might explain variability in speaking competence across the group. Moreover, since 51% only sometimes practice, there may be periods of inactivity or passive learning, which could hinder steady improvement. From a statistical perspective, the central tendency of “sometimes” as the modal response suggests the typical student experience is irregular practice, rather than consistent engagement which has implications for designing motivational strategies to increase regular practice. Based on this, one might recommend structuring class activities so that “always” becomes the norm rather than the exception.

Figure 5 Performance of speaking activities in class

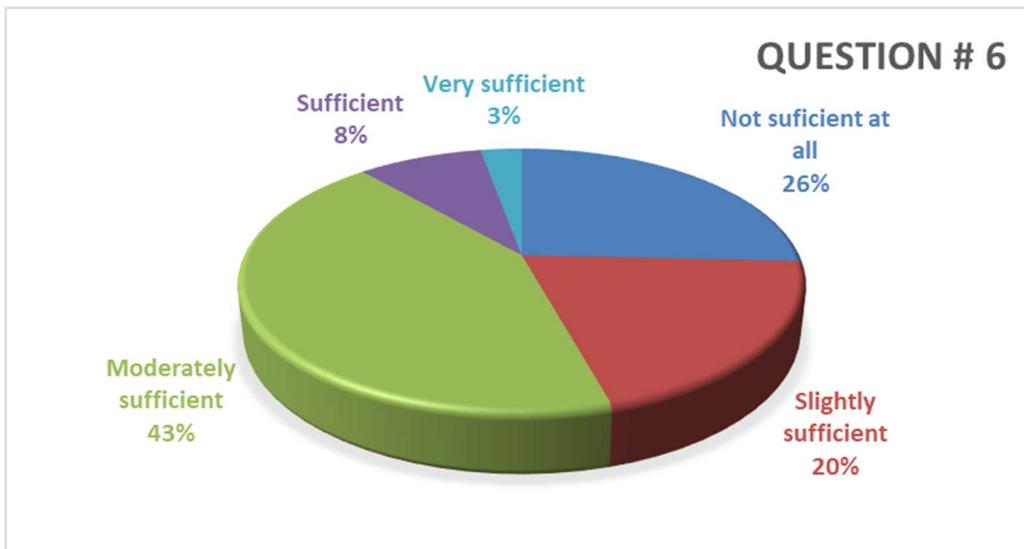


Note: Own elaboration – Survey 2025

Analysis:

In our sample of 35 first-level English major students, speaking activities are predominantly conducted in pairs: 19 students (54%) reported working in pairs, while 14 students (40%) said they operate in small groups, and only 2 students (6%) indicated that activities are done in large groups. This distribution reveals that more than half of the students strongly prefer dyadic interaction, making “pairs” the modal grouping format. From a statistical perspective, the skew toward pair work suggests a clear trend: pair work is over nine times more common than large-group work in this context. Such a pattern aligns with research highlighting the efficacy of pair work, which often reduces speaking anxiety and increases learner confidence, thereby enhancing oral production (Fajriani & Patawang, 2022). Conversely, while small groups (40%) still represent a substantial proportion, their relative underuse compared to pairs may reflect logistical or pedagogical choices. The very low percentage of large-group interaction (6%) might indicate potential barriers such as classroom management or students’ reluctance to speak in front of many peers. From a motivational standpoint, favoring pairs could reflect students’ preference for more intimate, low-risk speaking environments. In sum, the quantitative data suggest that pair work is not only the most common speaking format but may also be perceived as the most accessible and supportive structure for oral practice in class.

Figure 6 Agreement with the dedicated hours for speaking in class

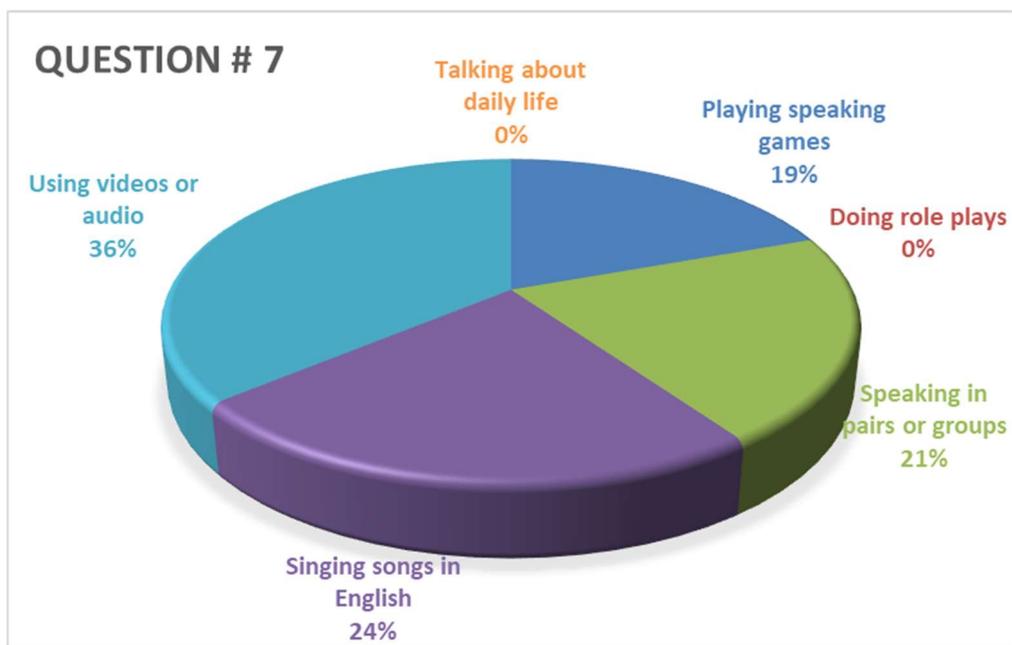


Note: Own elaboration – Survey 2025

Analysis:

Statistically analyzing these results, we observe that **69%** of students (9 + 7 + 15 out of 35) feel that the class hours devoted to speaking are *not sufficient* to fully develop their speaking skills, since the combined categories of “not sufficient at all” (26%), “slightly sufficient” (20%), and “moderately sufficient” (43%) dominate. Only **11%** (3 + 1) believe the hours are “sufficient” or “very sufficient.” This negatively skewed distribution suggests a clear tendency toward dissatisfaction with the allotted time for speaking practice. According to descriptive-analysis principles for Likert-scale data, interpreting the percentage distribution offers meaningful insight into participant attitudes without needing to compute means, as the data are ordinal in nature. From a practical standpoint, the results indicate an urgent need for increasing dedicated oral practice time, possibly through more speaking-focused activities or extended class hours, to better meet student needs.

Figure 7 Speaking activities students enjoy the most

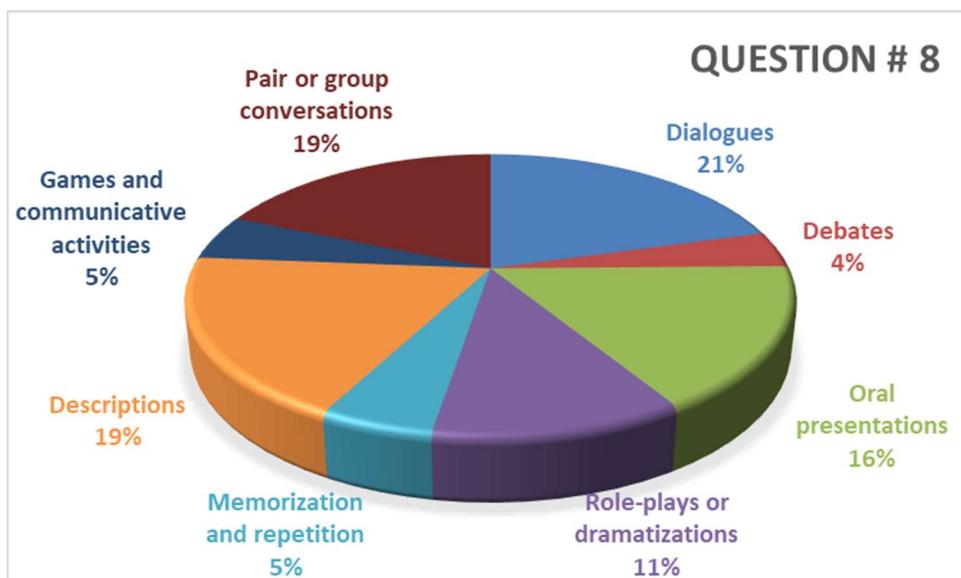


Note: Own elaboration – Survey 2025

Analysis:

Statistical analysis of the data reveals that **36%** of students most enjoy speaking activities that involve *videos or audios*, making this by far the most popular choice. In contrast, **24%** prefer singing songs in English, **21%** like speaking in pairs or groups, and only **19%** enjoy speaking games. This distribution suggests a strong learning toward **multimodal, audiovisual stimulation**, which aligns with existing research showing that video-based activities significantly enhance learners' engagement, motivation, and oral fluency (Aprilia & Sukarno, 2022). Given that over one-third of the sample strongly favor video/audio tasks, instructors might prioritize these in curriculum planning. Further, the preference gap between video/audio and more interactive (games or group talk) formats is statistically meaningful: videos/audio tasks attract nearly twice as many students as speaking games. This could imply that students find the authenticity and realism of audiovisual stimuli more motivating than gamified or social speaking exercises. However, nearly half of respondents (44%) still favor more interactive or creative forms (pairs/groups, games, and singing), so a balanced mix of activities may be optimal. If we were to test whether the preference for video/audio is **significantly** greater than for other activities, a chi-square goodness-of-fit test could confirm whether the observed frequencies deviate from a uniform distribution, or a post-hoc pairwise comparison could identify which differences are statistically robust. In summary, this pattern underscores the pedagogical importance of integrating audiovisual materials into speaking practice, while also maintaining a diversity of activity types to meet varied student preferences.

Figure 8 Common speaking activities used to develop speaking in class

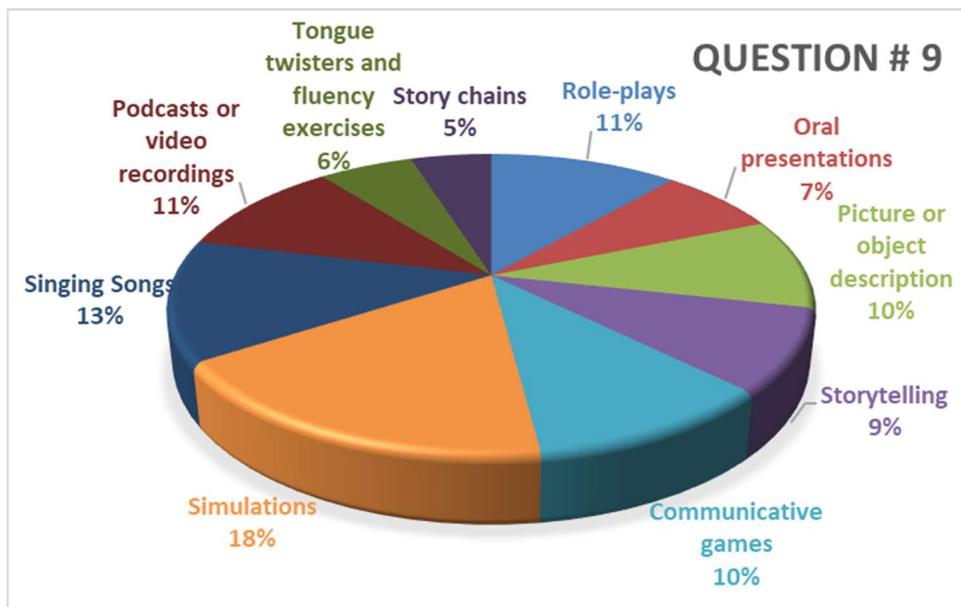


Note: Own elaboration – Survey 2025

Analysis:

From a statistical perspective, the distribution of student responses reveals interesting patterns in which speaking activities are most frequently used by their teachers. Dialogues lead with 21%, showing that around one-fifth of students perceive this as the dominant activity; closely behind are pair or group conversations (19%) and descriptions (19%), indicating a strong reliance on interactive, communicative tasks. Oral presentations account for 16%, while role-plays or dramatizations are valued by 11% of students. Less commonly used strategies include memorization and repetition (5%) and games or communicative activities (5%), with debates trailing at just 4%. The relatively low use of debates is noteworthy, since research suggests that structured speaking tasks like debates, role-play, and presentations are effective at enhancing communicative competence (Rezalou & Yağız, 2023). Taken together, these statistics reflect a pedagogical emphasis on dialogic and descriptive speaking tasks but also highlight missed opportunities for more dynamic engagement through debate or game-based interaction.

Figure 9 Speaking activities to be implemented in class



Note: Own elaboration – Survey 2025

Analysis:

The analysis of students' preferences reveals clear tendencies regarding the types of activities they believe could enhance their speaking skills. Simulations emerged as the most preferred activity, selected by 18% of respondents, indicating students' interest in authentic and interactive practice. Singing songs (13%) and picture or object description (10%) also showed strong approval, suggesting that creative and multi-sensory tasks support learner engagement. Role-plays and podcasts or video recordings, both chosen by 11%, highlight students' desire for meaningful communicative practice that mirrors real-life situations. Communicative games and storytelling, with 10% and 9%, respectively, were similarly valued, reinforcing the idea that enjoyable, low-anxiety tasks promote oral production. Meanwhile, oral presentations (7%), tongue twisters or fluency drills (6%), and chain stories (5%) ranked lower, possibly due to higher anxiety or lower perceived usefulness. Overall, the distribution shows a preference for interactive, varied, and motivating activities, aligning with findings that student-centered tasks increase willingness to speak (Alrabai, 2022). These results suggest that incorporating diverse, communicative strategies could effectively boost participation and foster more confident speaking performance.

3.2. Teachers' interview

Question 1

Do you think first-level students feel motivated to do speaking activities? Why?

Teacher A

In my experience, motivation varies among first-level students. Many feel anxious or hesitant to speak due to fear of making mistakes or limited vocabulary. However, when activities are engaging, relevant to their interests, and conducted in a supportive environment, most students show genuine motivation. I have noticed that students are more willing to participate when they see the practical value of speaking English for communication and future professional opportunities.

Teacher B

In my opinion, first-level students do not always feel fully motivated to do speaking activities. Many of them feel shy, afraid of making mistakes, or insecure about their pronunciation. However, when activities are dynamic, fun, and related to their daily life, their motivation increases. The teacher's attitude and the classroom environment also play a very important role in motivating students to participate.

Analysis

The analysis of the two first-level English teachers' responses from the English Major at Universidad Técnica del Norte reveals convergent perceptions regarding student motivation toward speaking activities, despite slight differences in emphasis. Both Teacher A and Teacher B acknowledge that first-level students often experience anxiety, shyness, and fear of making mistakes, which negatively affects their willingness to participate orally. From a qualitative analytical perspective, these recurrent themes indicate that affective factors, particularly low confidence and fear of negative evaluation, are significant barriers to oral participation at the initial level. However, both responses also highlight that motivation is not static but highly dependent on instructional conditions. Engaging, dynamic, and contextually relevant speaking activities, along with a supportive classroom environment, were identified as key motivational strategies that positively influence students' participation. These findings are consistent with the theoretical framework, which emphasizes that motivational strategies enhance learners' confidence, reduce speaking anxiety, and promote active participation, leading to improved oral performance. Furthermore, the teachers' observations suggest that when students perceive speaking activities as meaningful and connected to real-life communication and future professional needs, their intrinsic motivation increases, fostering greater oral engagement and more effective development of speaking skills in the English classroom.

Question2

What type of strategies do you use the most frequently to encourage oral participation in class? (Example: role plays, debates, pair work, rewards, topics of interest, etc.).

Teacher A

I frequently employ interactive, student-centered strategies, including pair work, small group discussions, role-plays, and debates. I carefully select topics that are meaningful and relevant to students' lives, which naturally increases their engagement. Additionally, I occasionally use reward systems, such as verbal praise or small recognitions, to acknowledge effort and progress. The most important aspect is fostering a supportive, safe environment where students feel confident and motivated to express themselves freely.

Teacher B

The strategies I use most frequently to encourage oral participation are pair work, role plays, and topics of interest related to students' hobbies and daily activities. When students talk about what they like to do, such as sports, music, or free-time activities, they feel more confident and motivated to speak. I also use simple rewards and positive reinforcement to increase their participation. These strategies help create a relaxed environment where students feel comfortable expressing themselves.

Analysis

Both English teachers show a strong alignment in the frequent use of interactive and student-centered strategies to promote oral participation. From a descriptive qualitative perspective, the teachers report prioritizing pair work and role plays, indicating a shared pedagogical preference for collaborative and communicative activities that lower affective barriers and maximize speaking opportunities. Additionally, the use of topics of interest related to students' daily lives emerges as a key motivational strategy, suggesting that relevance plays a significant role in increasing learners' willingness to speak. Teacher A places further emphasis on small group discussions, debates, and the creation of a supportive classroom climate, while Teacher B highlights hobbies and personal interests as confidence-building tools. Both responses also reference the use of rewards and positive reinforcement, which function as extrinsic motivators that recognize effort and encourage continued participation.

Question 3

What are the biggest problems you see when trying to motivate students to speak in English?

Teacher A

In my opinion, one of the biggest challenges is students' fear of making mistakes, lack of self-confidence, and limited vocabulary. Some students are hesitant because they worry about being judged by their peers. Additionally, external factors such as limited exposure to English outside

the classroom can reduce motivation. Overcoming these obstacles requires patience, encouragement, and activities that gradually build their confidence.

Teacher B

The biggest problems when trying to motivate students to speak in English are shyness and the fear of making mistakes. Many students feel embarrassed to speak in front of their classmates because they are afraid of being corrected or laughed at. Lack of self-confidence and limited vocabulary also make oral participation difficult. These factors reduce students' willingness to participate actively in speaking activities.

Analysis

From a qualitative analytical perspective, both Teacher A and Teacher B identify fear of making mistakes, shyness, low self-confidence, and limited vocabulary as the most significant factors inhibiting oral participation. These recurring themes suggest that affective variables, particularly anxiety related to peer judgment and error correction, strongly influence students' willingness to speak. Teacher A further highlights limited exposure to English outside the classroom as an external factor that negatively affects motivation, reinforcing the idea that insufficient practice opportunities hinder oral development. In relation to the theoretical framework, these findings support the view that the implementation of appropriate motivational strategies such as gradual confidence-building activities, positive reinforcement, and a supportive classroom environment can reduce anxiety and enhance students' confidence, leading to increased participation and improved overall oral performance. This aligns with research that has shown that high levels of foreign language anxiety significantly hinder oral participation and performance, while supportive instructional practices can mitigate these effects (Teimouri et al., 2021).

Question 4

What kind of speaking activities do you commonly use to help students to speak more in class?

Teacher A

I regularly use different activities such as guided monologues, image or photo descriptions, and short dialogues to help students practice individually and in pairs. Games, improvisation, and storytelling with objects or prompts also make speaking activities more engaging and enjoyable. I also integrate technology when appropriate, such as recording short videos or using online discussion platforms, which allows students to practice speaking in a less intimidating environment and receive constructive feedback. Other activities that I also use often can be role-plays, debates, interviews, and problem-solving tasks to encourage speaking. I also incorporate discussions on current events, storytelling, and presentations on topics of personal interest. Collaborative activities, such as peer teaching or group projects, are especially effective because they give students a clear purpose for speaking, reduce anxiety, and foster greater participation.

Teacher B

To help students speak more in class, I commonly use activities based on personal topics, such as talking about their appearance, their likes and dislikes, hobbies, and daily routines. I also use pair work, simple role-plays, and short dialogues so they can practice speaking in a relaxed way. When students talk about familiar and interesting topics, they feel more confident and participate more actively.

Analysis

Both teachers frequently employ pair work, short dialogues, and role plays, indicating a shared belief that structured yet low-pressure interaction supports greater participation among beginner learners. Teacher A reports a wider range of activities, including guided monologues, image descriptions, games, improvisation, storytelling, debates, interviews, and technology-based tasks, suggesting a diversified instructional approach aimed at addressing different learning styles and increasing speaking opportunities. In contrast, Teacher B prioritizes familiar and personal topics, such as hobbies and daily routines, which function as confidence-building strategies that encourage students to speak more freely. These patterns align with research highlighting that meaningful interaction, collaborative tasks, and personally relevant topics promote oral engagement and improve speaking performance by lowering affective barriers and increasing learners' confidence (Sato & Ballinger, 2021).

Question 5

How do you correct students' speaking mistakes without making them feel bad or less motivated?

Teacher A

I try to focus on positive and constructive feedback. I often use techniques like recasting, where I repeat the student's sentence correctly without explicitly highlighting the error. I also provide general feedback at the end of an activity rather than interrupting immediately, which helps maintain students' confidence. Encouraging self-correction and peer correction in a supportive way allows students to become aware of their mistakes without feeling discouraged. I make sure to balance feedback by highlighting what students do well, celebrating progress, and offering practical suggestions for improvement. Additionally, I adapt my feedback to each student's level and personality, creating a safe and motivating environment where mistakes are seen as a natural part of the learning process.

Teacher B

I correct students' speaking mistakes by giving positive and constructive feedback. First, I highlight what they did well, and then I gently correct their errors without interrupting them too much. I also use indirect correction, such as repeating the sentence correctly or correcting at the

end of the activity. This type of feedback helps students improve without feeling embarrassed or less motivated.

Analysis

The analysis of the two first-level English teachers' responses from the English major at Universidad Técnica del Norte indicates a shared, learner-sensitive approach to oral error correction that prioritizes motivation and confidence. From a qualitative analytical perspective, both Teacher A and Teacher B emphasize the use of positive, constructive, and indirect feedback strategies, such as recasting and delayed correction, to avoid interrupting students' fluency and reducing anxiety. These responses reveal a clear preference for focusing first on students' strengths before addressing errors, which helps maintain a supportive classroom atmosphere and encourages continued participation. Teacher A further highlights the use of self-correction and peer correction, as well as adapting feedback to individual student needs, suggesting a more differentiated approach to feedback that acknowledges learner diversity. These practices align with research indicating that indirect and supportive corrective feedback can promote noticing of errors while preserving learners' self-confidence and willingness to communicate (Sato & Loewen, 2019). Overall, the teachers' strategies reflect an understanding that respectful and well-timed feedback positively influences students' participation, confidence, and overall oral performance by framing mistakes as a natural and valuable part of the language learning process.

Discussion

The findings show that first-level English major students strongly value the development of speaking skills and show high interest in improving their oral performance. This positive disposition toward speaking aligns with motivational theories that emphasize the role of perceived relevance and goal orientation in language learning. The high percentages of agreement regarding the importance of speaking suggest that students recognize oral communication as essential for classroom interaction and future professional needs. As mentioned in the theoretical framework, motivation increases when learners perceive tasks as meaningful and aligned with their personal and academic goals. Therefore, the strong consensus observed in the survey supports the idea that speaking activities, when framed as purposeful and communicative, can enhance learners' intrinsic motivation and willingness to participate actively in the English classroom.

Despite students' high interest, the results expose structural limitations that may hinder optimal speaking development, particularly the short duration and irregular frequency of speaking activities. Most students reported engaging in brief speaking tasks and practicing English only "sometimes," which suggests limited opportunities for sustained oral interaction. From a motivational perspective, the theoretical framework highlights that frequent and extended practice is necessary to build confidence and reduce anxiety. Insufficient speaking time may reinforce learners' insecurity and restrict fluency development, even when motivation is present. Thus, the findings suggest a mismatch between students' motivation and the instructional conditions provided, underscoring the need for more consistent and extended speaking opportunities to maintain engagement and support oral competence.

The preference for pair work and audiovisual-based speaking activities further reinforces the importance of low-anxiety and multimodal motivational strategies. Students' strong inclination toward videos, audios, and pair interactions reflects a desire for supportive, authentic, and less threatening learning environments. These preferences are consistent with the theoretical framework, which emphasizes that motivational strategies such as collaborative learning, authentic materials, and multimodal input can lower affective barriers and increase learners' confidence. Pair work, in particular, appears to function as a key motivational tool by reducing fear of negative evaluation and promoting equal participation, which helps explain its dominance in both student responses and teachers' reported practices.

Qualitative data from teacher interviews complement the survey results by highlighting affective factors such as fear of making mistakes, shyness, and low self-confidence as major obstacles to oral participation. Teachers' reliance on motivational strategies like positive reinforcement, topics of interest, indirect corrective feedback, and a supportive classroom atmosphere aligns closely with the theoretical framework. These strategies aim to reduce anxiety, reframe errors as part of learning, and foster a safe environment for communication. The convergence between teachers' perceptions and students' preferences suggests that motivational strategies are most effective when they address both emotional and instructional needs. Overall, the discussion demonstrates that while students show strong motivation to develop speaking skills, the systematic implementation of motivational strategies is essential to translate this motivation into sustained oral participation and improved speaking performance. Therefore, the development of an academic guide that systematically integrates motivational strategies constitutes a valuable pedagogical resource for fostering sustained improvement in students' speaking skills, as it provides structured, engaging, and supportive practices that enhance learners' confidence, participation, and long-term oral development.

CHAPTER IV

4. PROPOSAL

4.1. Title of the Proposal

Didactic Guide Based on Motivational Strategies to Enhance Speaking Skills in First-Level English Mayor Students at Universidad Técnica del Norte

4.2. Introduction

The development of speaking skills constitutes one of the most significant challenges for first-level English mayor students. Although learners recognize the importance of oral communication for academic success and future professional opportunities, many encounter emotional and psychological barriers that limit their performance. Feelings of anxiety, low self-confidence, and fear of making mistakes frequently reduce students' willingness to participate in oral activities, affecting both fluency and communicative effectiveness.

At the beginning stages of university language education, students are still consolidating their linguistic foundation while simultaneously adapting to new academic demands. In this context, the classroom environment plays a decisive role in shaping learners' attitudes toward speaking. When instructional practices prioritize grammar accuracy over communicative interaction, students may become hesitant to take risks in oral communication. Conversely, when teachers incorporate motivating and student-centered strategies, learners tend to demonstrate greater engagement and active participation.

The findings obtained in this research revealed that students require more interactive, motivating, and supportive learning experience. Participants expressed the need for collaborative tasks, meaningful speaking opportunities, and positive feedback that foster confidence rather than fear of evaluation. These results highlight the importance of integrating motivational strategies into speaking instruction in order to address both affective and pedagogical dimensions of language learning.

In response to these identified needs this proposal presents a didactic guide grounded in motivation principles and communicative language teaching. The guide is designed to promote intrinsic motivation, encourage active engagement, and provide structured yet flexible speaking activities aligned with students' proficiency level. Through the incorporation of real-life communicative tasks, cooperative learning strategies and supportive feedback mechanisms, the proposal aims to strengthen students' oral competence and gradually reduce speaking anxiety. Ultimately, this didactic guide seeks not only to improve students' speaking performance but also to cultivate a positive learning atmosphere in which learners feel confident, supported, and motivated to use English as a meaningful tool for communication.

4.3. Rationale

This proposal is grounded in the identified need to strengthen speaking skills among first-level English major students. The findings of this research revealed that although students recognize the importance of oral communication, their participation is often limited by anxiety, low confidence, and insufficient motivational support within the classroom environment.

From a pedagogical perspective, motivation constitutes a fundamental component in language learning, particularly in the development of productive skills such as speaking. When learners experience supportive and engaging instructional practices, they are more likely to demonstrate willingness to communicate, take risk in oral interactions, and progressively improve their fluency.

Furthermore, early university stages are crucial for shaping students' attitudes toward language learning. Implementing motivational strategies at this level can foster a positive learning climate, encourage active participation, and reduce affective barriers that hinder communicative competence.

Therefore, the design of a didactic guide based on motivational principles and communicative strategies responds directly to the academic and emotional needs identified in this study. This proposal provides a structured yet flexible framework that supports both teachers and students in promoting meaningful oral interaction and sustained engagement in English learning.

4.4. General Objective

Enhance speaking skills in first-level English major students through the implementation of motivational and communicative strategies.

4.5. Specific Objectives

- Reduce speaking anxiety through supportive classroom strategies.
- Increase students' oral participation through interactive activities.

4.6. Theoretical Foundation of the Proposal

This proposal is grounded in two central variables: motivational strategies as the independent variable and speaking skill as the dependent variables. The integration of these two components forms the theoretical basis for the design of the didactic guide.

4.7. Motivation strategies

Motivational strategies refer to instructional techniques deliberately implemented by teachers to stimulate learner's interest, engagement, and persistence in language learning. These strategies aim to foster both intrinsic motivation (internal interest and personal satisfaction) and extrinsic motivation (external encouragement and reinforcement). In the context of EFL classrooms, motivational strategies are essential to creating a positive and supportive environment that encourages participation and reduces affective barriers such as anxiety and fear of making

mistakes. When learners perceive classroom activities as meaningful, interactive, and achievable, their willingness to communicate increases. Therefore, structured motivational interventions can significantly influence students' engagement in speaking task.

4.7.1. Speaking Skill Development

Speaking skills is a productive language ability that involves fluency, pronunciation, vocabulary use, grammatical accuracy, and international competence. For first-level English major students, developing speaking skills represents a foundational stage in their academic formation. At this level, learners often struggle with confidence and oral expression due to limited exposure and psychological barriers.

Effective speaking instruction requires opportunities for authentic communication, peer interaction, and continuous practice in a low-anxiety environment. Without motivational support, students may avoid participation, which limits the development of communicative competence.

4.7.2. Relationship Between Motivational Strategies and Speaking Skill

Motivational strategies directly impact speaking performance by increasing learners' engagement and reducing emotional obstacles. When students feel supported, encouraged, and actively involved in dynamic classroom activities, they are more likely to take risks in oral communication and gradually improve fluency. For this reason, the present proposal integrates structured motivational techniques within communicative speaking activities to create an environment that promote confidence, participation, and sustained oral practice.

4.8. Presentation of the Guide

This didactic guide is designed to enhance speaking skills in first-level English major students through the structured implementation of motivational strategies integrated into communicative practice. The primary objective of the guide is to strengthen students' confidence fluency, and willingness to communicate in English while reducing anxiety and fear of making mistakes.

The proposal consists of six instructional sessions, sequentially organized to progressively develop students' speaking competence. Initial lessons focus on building confidence and encouraging basic oral interaction, while later sessions incorporate more complex communicative tasks that require greater autonomy and fluency.

Each lesson includes the following components:

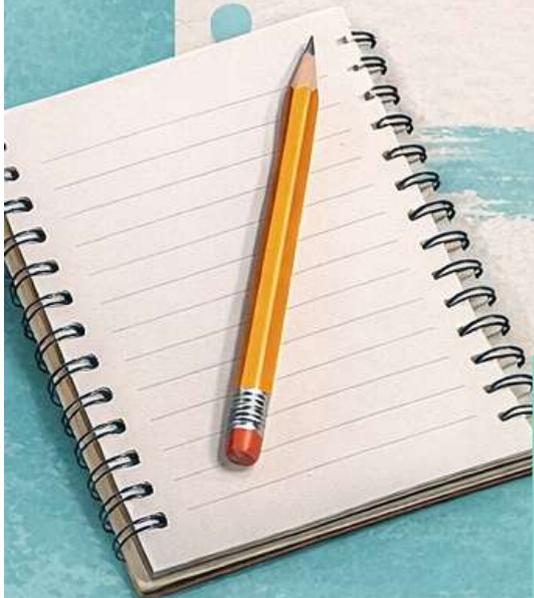
- Topic
- Motivational strategy
- Vocabulary focus
- Grammatical structure



DIDACTIC GUIDE

Motivational Strategies to Enhance Speaking Skills in First-Level English Major Students

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS



CONTENTS

UNIT 1

Building Confidence in Speaking



Topic

Strategy

Vocabulary

Grammar Structure

Lesson 1

Introduce Myself and Others

Pair work + Positive reinforcement

Personal information, hobbies, family, favorite activities.

Verb to be (am, is, are), positive and negative.

Lesson 2

My daily routine

Personal topics + Visual prompts

Daily activities, time expression, routines

Simple Present + Adverbs of frequency



UNIT 2

Interactive Communication



Topic

Strategy

Vocabulary

Grammar structure

Lesson 1

Role-Life Role Plays

Simulation + Pair work

Restaurant, store, directions, requests.

There is , there are.

Lesson 2

Expressing Opinions

Small-group discussion + Debate

Opinion expressions(I think, I agree, I disagree)

Wh-questions + can / could



UNIT 3

Multimedia and Creative Speaking



Topic

Strategy

Vocabulary

Grammar structure

Lesson 1

Talking About a short Video

Use of audiovisual materials

Emotions, descriptive adjectives, actions

Past Simple

Lesson 2

Storytelling

Picture Prompts + Group collaboration

Sequencing words(first, then, after, finally)

Past Simple-Affirmative Sentence Regular verbs



Lesson Structure

To ensure effective development of speaking skills, each lesson in this didactic guide follows a structured sequence divided into three stages: Pre-Speaking, While-Speaking, and Post-Speaking. This structure allows students to prepare, practice, and reflect on their oral production in a supportive and communicative environment.

1

Pre-Speaking Stage

The pre-speaking stage focuses on activating students' prior knowledge and preparing them for oral interaction. During this phase, learners are introduced to key vocabulary, relevant grammatical structures, and the task's communicative context. Activities may include warm-up questions, brainstorming, short videos, guided questions, or vocabulary previews. The objective is to reduce anxiety, build confidence, and provide the necessary linguistic support before speaking.

2

During-Speaking Stage

The During-Speaking stage focuses on active participation and communicative practice. Students engage in interactive tasks such as role plays, pair discussions, interviews, storytelling, or debates. This stage prioritizes fluency and meaningful communication over perfect accuracy. Learners are encouraged to express their ideas freely, negotiate meaning, and apply vocabulary and grammar in real-life speaking situations.

3

Post-Speaking stage

The Post-Speaking stage is dedicated to reflection, feedback, and reinforcement. After completing the speaking activity, students evaluate their performance and receive constructive feedback from the teacher and peers. Activities may include peer feedback, self-assessment, short reflections, and targeted correction. This stage strengthens accuracy, increases self-confidence, and consolidates learning.

UNIT 1



BUILDING CONFIDENCE IN SPEAKING

Teacher Resources

PROCEDURE

LESSON 1

INTRODUCE MYSELF AND OTHERS

PRE

Objective

To enable students to introduce themselves and others using the verb to be and personal pronouns in short oral interactions.

Strategy:

Pair work and positive reinforcement.

Grammar Structure

Present Simple with
VERB TO BE

- Affirmative
- Negative

Key Vocabulary

- Hello
- Hi
- Good morning
- Personal information: (name, age, country).
- What's your name? Where are you from?
- I was born in
- I live in
- Nice to meet you
- interested in
- good at
- passionate about



- The teacher activates prior knowledge by asking the following question:
- In pairs, answer this question: **When you meet someone for the first time, what do you usually say about yourself?**
- The teacher introduces the topic by an example.
- The teacher asks CCQ questions.
 1. Does Ana live in her hometown Quito?
 2. What is her specific area of interest?

DURING

ACTIVITY 1:

- The teacher asks students to interview at least 5 classmates about their personal information to complete the table.
- Then, teacher chooses 3 learners to share the information with the whole class.
- The teacher gives a positive feedback of each one.

ACTIVITY 2:

- The teacher asks students to form two lines facing each other (Line A and Line B).
Line A asks the questions.
Line B answers using the verb to be (affirmative and negative).
- After a few minutes, students switch roles.

Rotation

- The teacher says:
- "Time! Line A, stay still. Line B, move one step to the right."
(The last student moves to the beginning.)

POST

- For the last activity, the teacher selects three students to present in front of the class. Each student first introduces themselves and then introduces a partner (**3er singular person**)
- The teacher provides positive feedback focusing on: Correct use of "to be", Pronunciation, Fluency.
- The teacher reinforces the importance of self-confidence in speaking.

PRE

Student Resources

PROCEDURE

Step 1

THINK-PAIR

- Students think the answer for the question and discuss in pairs.

PRE

PRE-SPEAKING ACTIVITY

STEP 1: 1-3 minutes

When you meet someone for the first time, what do you usually say about yourself?



Step 2

PRE

PRESENT SIMPLE-VERB TO BE

When introducing yourself, it is important to include your personal background and mention your interests and goals.



Subject + Verb To Be (am/is/are) + Complement
• It means **ser/estar**

Example:

Hello everyone. **My name is** Ana Torres, **I'm 23** years old. **I'm from** Quito but currently **I live in** Ibarra. **I'm studying** Education because **I'm interested in** English language teaching and educational research. **My goals is to** work in curriculum design. **I'm good at** swimming. Finally, in my free time, I enjoy **reading and listening** to podcasts.

COMMON EXPRESSIONS

- My name is...
- I was born in ...
- I am from ...
- I live in ...
- I'm interested in...
- My goal is to ...
- I'm good at...

Students observe the example and pay attention to the teacher's explanations. Focus on common expressions and the structure used to introduce oneself. Then, they analyze the chart. <https://bit.ly/4rHmvdN>

PRE

PRE

PRESENT SIMPLE (VERB TO BE)



SUBJECT	VERB TO BE	COMPLEMENT
I YOU/ WE /THEY HE/ SHE/ IT	AM ARE IS	FROM ECUADOR

Step 2: Activity 2

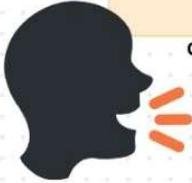
DURING LET'S PRACTICE

ACTIVITY 2: Guidelines Questions

1. What's her/his name?
2. How old are you?
3. Where are you from?
4. Where do you live?
5. What are your hobbies and interests?

COMMON EXPRESSIONS

- My name is / I was born in / I am from / I live in / I'm interested in...
- My goal is to / I'm good at...



- Students stand facing their first partner and prepare their presentation mentally.
- Line B introduces themselves using common expressions, and Line A listens and asks a follow-up question.
- Students switch roles. Line A presents, and Line B listens and asks.
- Students rotate to a new partner and repeat the activity with more confidence.

POST

POST

LET'S TALKING!

For this activity, the teacher selects three students to present in front of the class. Each student first introduces themselves and then introduces a partner.

EXAMPLE



My name is Myrian. I'm 25 years old, and I'm from Ecuador. I was born in Ibarra, and I live in Caranqui. My parents aren't Ecuadorian. I'm a university student, and I'm very interested in education. I'm good at organizing activities, but I'm not good at math. I'm passionate about teaching and helping others. I'm not a shy person, and I'm not afraid of speaking in public.

POST

MY FRIEND:

He is Daniel. He is 22 years old, and he is from Ecuador. He was born in Otavalo, and he lives in Ibarra. His parents aren't from Ecuador; they are from Peru. He is a university student, and he is very interested in technology. He is good at solving problems, but he isn't good at public speaking. He is passionate about programming and learning new skills. He isn't a shy person, but he isn't very talkative at first.

- Each student first introduces themselves and then introduces a partner.

LESSON 2

DAILY ROUTINE

Objective

To talk about their daily routines using affirmative sentences in the Present Simple Tense and adverbs of frequency in short oral interaction.

Strategy:

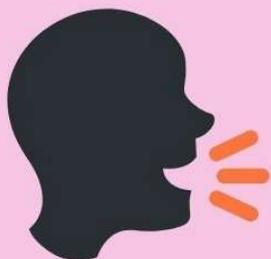
Personal Topics and visual prompts

Grammar Structure

Present Simple
Adverbs of Frequency (always, usually, often, sometimes, never).

Key Vocabulary

- wake up
- have breakfast
- go to university
- watch movies
- spend time with my family
- listen to music
- in the morning
- in the afternoon
- at night
- at 7:00am



Teacher Resources

PROCEDURE

PRE

- **Activity 1:** The teacher presents images that represent daily activities so that students can answer the following question: **Which of these is ALWAYS in your hand?**

The teacher ask at least 3 students to share their answer

- The teacher introduces the Present Simple using the key vocabulary and adverbs of frequency.
- **Activity 2:** The teacher shows visual prompts to practice vocabulary and the structure of Present Simple.

DURING

Activity 1: Think -Pair -Share

- The teacher will give instructions on how to carry out an activity about having to **write 6 facts** and **2 lies**, working in pairs. First, each students write 8 sentences about daily routines by themselves. Then, in pairs, share their statements in which one student will have to guess what the two lies are. And then, switch the roles so everyone gets participate.

Activity 2: Frequency Patterns

The teacher divide students into 3 groups and give the instructions:

- I'm going to give you a number from 1 to 3. Please remember yours. 1... 2... 3... 1... 2...
- Number 1s, form a circle in this corner. Number 2s, gather in the center. Number 3s, you're by the window. Take your notes with you!
- In your new circles, you have a mission: Find the 'Group Pattern'. Compare your routine.
- The teacher chooses 1 group of students to share their answers with the whole class.

POST

- Activity Celebrity's routine
- The teacher presents four famous characters (Lionel Messi, Michael Jackson, Shakira, Selena Gómez) using pictures.
- The teacher asks students to imagine the celebrity's daily routine.
- The teacher provides a model example.
- The teacher asks students share their reports with the class.

FULL CONTENT IN CANVA: <https://bit.ly/4cRI3ke>

PROCEDURE

Step 1:

ACTIVITY 1

THINK-PAIR
Students think the answer for the question and discuss in pairs.



PRESENTATION

The students pay attention to the teacher explanations.

PRE

PRESENT SIMPLE AND ADVERBS OF FREQUENCY

LESSON 2

- **With Verbs**
Subject + adverb of frequency + verb + complement
- **With Verb TO BE**
Subject + verb TO BE + adverb of frequency + complement

Frequency	Adverb	Example
100%	Always	I always wake up at 6:00am She always wakes up at 6:00am
90%	Usually	I usually have breakfast at home He usually has breakfast at home
70%	Often	I often go to university by bus She often goes to university by bus
30%	Sometimes	I sometimes listen to music at night. He sometimes listens to musci at night.
0%	Never	I never go to bed after midnight. He never goes to bed after midnight

PRE

PRESENT SIMPLE



SINGULAR	PLURAL	EXAMPLES
<ul style="list-style-type: none"> • HE • SHE • IT 	<ul style="list-style-type: none"> • I • YOU • WE • THEY 	<ul style="list-style-type: none"> • I go at 8:30 • She goes at 8:30

NEGATIVE FORMS

- WITH { SHE/ HE/ IT }
SUBJECT + DOES+ NOT + VERB INF+ COMPLEMENT
- WITH { I / YOU/ WE / THEY }
SUBJECT + DO+ NOT + VERB INF+ COMPLEMENT

PLURAL	SINGULAR
<ul style="list-style-type: none"> • I DO NOT go at 8:30/ I DON'T go at 8:30 • You DO NOT go at 8:30 / You DON'T GO at 8:30 	<ul style="list-style-type: none"> • She DOES NOT go at 8:30/ She DOESN'T go at 8:30 • He DOES NOT go at 8:30 / She DOESN'T go at 8:30



TIME EXPRESSIONS:

- In the morning/ afternoon
- every day / week/ weekend

HAVE IS IRREGULAR:
I / YOU/ WE/ THEY **HAVE** a friend in London.
HE/ SHE/ IT **has** a friend in London

WATCH IN <https://bit.ly/4cVhbyP>

ACTIVITY 2

PRE ACTIVITY 2:

Look at the visual prompts and analyze your habits. Write one sentence for each activity using the 5 adverb of frequency to reflect your routine. Then, complete the frequency chart.



Have breakfast



go to university



spend time with my family



watch movies



wake up at 6:00am

Always	Usually	Often	Sometimes	Never

The students must look at the visual prompts and analyze your habits. Write one sentence for each activity using the 5 adverbs of frequency to reflect your routine. Then, complete the frequency chart.

DURING

ACTIVITY 1

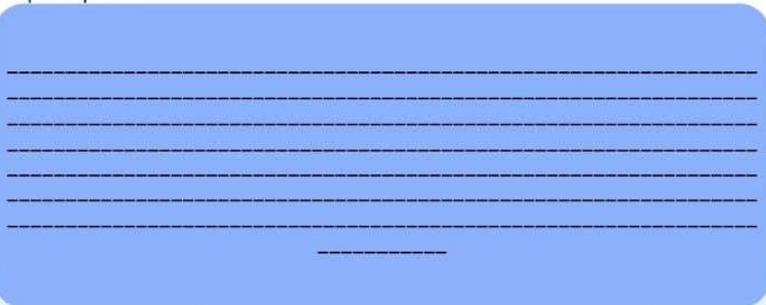
Students must write 6 facts and 2 lies, working in pairs. First, each students write 8 sentences about daily routines by themselves. Then, in pairs, share their statements in which one student will have to guess what the two lies are. And then, switch the roles so everyone gets participate.

DURING

• ACTIVITY 1

Activity: Spot the lies game

- Students must **write 6 facts** and **2 lies**, working in pairs. First, each students write 8 sentences about daily routines by themselves. Then, in pairs, share their statements in which one student will have to guess what the two lies are. And then, switch the roles so everyone gets participate.



ACTIVITY 2

DURING

• ACTIVITY 2

Activity: Frequency Patterns

In your new circles, you have a mission: Find the 'Group Pattern'. Compare your routines. Find one thing you all usually do and one thing none of you ever does. Be ready to report back to the class. Discuss your routines and find out:

- What is one thing everyone in this group always does?
- What is one thing that no one (never) does?
- Who has the most unusual frequency for a common habit?



POST

ACTIVITY 1

POST

Celebrity's routine

Look at the picture. Choose one character. We are live for E-News University. Our reporters have been following the world's biggest stars. Reporters, what is the most surprising thing about Celebrity's routine? Then present it to the class.

LESSON 2

MICHAEL JACKSON



SHAKIRA



LIONEL MESSI



SELENA GOMEZ



POST

Celebrity's routine

Model Example:

MOISES CAICEDO
ECUADORIAN SOCCER PLAYER



Celebrity's routine

This is _____ reporting live from London with an exclusive look at Moisés Caicedo's elite routine: he always wakes up at 6:00 AM to prepare for his training session at Chelsea, and he usually has breakfast with his teammates to build a strong professional connection. During the afternoon, he often spends time with his family to stay grounded and relaxed, although he sometimes watches movies or tactical videos to improve his game. Finally, he never skips his rest hours because he knows that discipline is the key to staying at the top of the Premier League.

LESSON 2

UNIT 2



INTERACTIVE COMMUNICATION

Teacher Resources

PROCEDURE

PRE

- The teacher activates prior knowledge by asking the following question: **How many facilities are there in your neighbourhood?**
- The teacher introduces the key vocabulary and **There Be**
- The teacher asks CCQ questions.

DURING

ACTIVITY 1:

- The teacher present a picture where students must describe using THERE IS AND THERE ARE by writing at least 6 sentences.

ACTIVITY 2:

- The teacher divides the class into pairs and gives each student a different version of the same picture (Picture A/STUDENT A and Picture B- STUDENT B).
- Students must not show their pictures to each other.

POST

- The teacher asks students to work in pairs.
- The teacher distributes the role cards (customer/waiter, tourist/local person).
- Reminds students to use There is / There are, requests, and questions.
- Monitors pair work to check participation and language use.
- Invites pairs to perform their role plays in front of the class.
- Provides positive feedback on fluency and accuracy.

LESSON 1

ROLE-LIFE ROLE PLAYS

Objective

To enable students to participate in real-life simulated conversations using “there is” and “there are” in communicative contexts such as restaurants, stores, and asking for directions.

Strategy:

Simulation and pair work to promote authentic interaction.

Grammar Structure

There is / There are

Vocabulary

- Restaurant
- Supermarket
- Library
- Bakery
- Store
- Police office
- next to
- in front of
- behind
- near



FULL CONTENT IN CANVA:
<https://bit.ly/4cRl3ke>

Student Resources

PROCEDURE

Step 1:

PRE

ACTIVATE PRIOR KNOWLEDGE

LESSON 1

How many facilities are there in your neighbourhood?



- The students must answer the question about your neighbourhood.
- Share your ideas with the class.

PRESENTATION

PRE

KEY VOCABULARY

LESSON 1



RESTAURANT



SUPERMARKET



LIBRARY



BAKERY



STORE



POLICE OFFICE STATION

- Listen to the new vocabulary.
- Repeat the words aloud.
- Listen to the explanation of There is / There are.
- Answer the CCQ questions.

THERE IS / THERE ARE

We use **There is / There are** to say that something exist.



SINGULAR	PLURAL	EXAMPLES
There is / There's	<ul style="list-style-type: none"> • There are / There aren't 	<ul style="list-style-type: none"> • There is a bakery next to the supermarket where you can buy fresh bread every morning. • There are three restaurants in the city center, so you have plenty of options to choose from.

NEGATIVE FORMS

SINGULAR	PLURAL	EXAMPLES
<ul style="list-style-type: none"> • There is not / There isn't 	<ul style="list-style-type: none"> • There are not / There aren't 	<ul style="list-style-type: none"> • There isn't a public library within walking distance of the campus. • There aren't any restaurants that offer affordable options for university students.

QUESTIONS FORMS

Questions	EXAMPLES
<ul style="list-style-type: none"> • Are there---? • Is there....? 	<ul style="list-style-type: none"> • Is there a police station near the university campus? • Are there public facilities, such as a bakery or a library, in the neighborhood?

CCQ's Questions:

- Do we use THERE IS with singular or plural nouns?
- Do we use THERE ARE with singular or plural nouns?

WATCH IN <https://bit.ly/3MFlqE9>

DURING

ACTIVITY 1

- Look at the map and write six sentences about the places using There is and There are.

DURING

• ACTIVITY 1

ROLE PLAYS

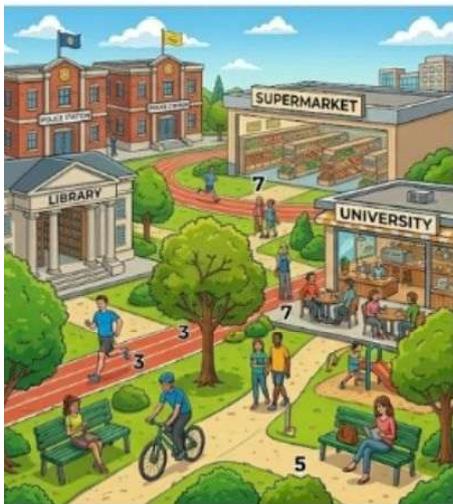
LESSON 2

MY NEIGHBOURHOOD

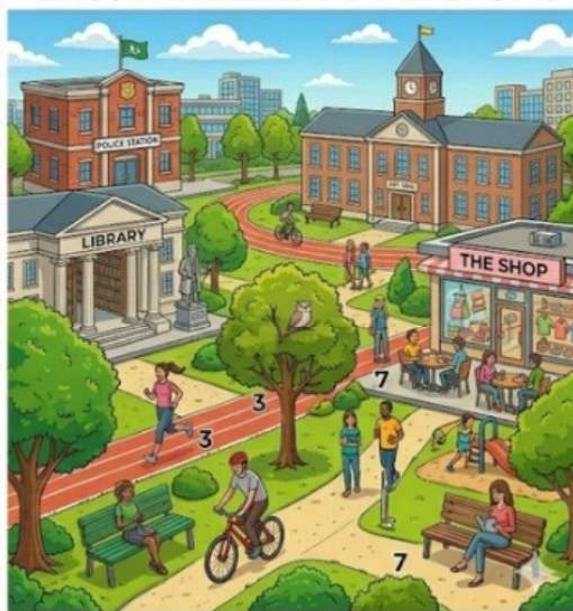


ACTIVITY 2

PICTURE A



PICTURE B



DURING

MODEL SITUATION

Situation: My neighbourhood

Teacher: Is there a bakery next to the supermarket?

Student: No, there isn't. There is a library instead.

Teacher: Are there any shops near the police station?.....

Students take turns asking and answering questions using there is and there are in order to identify the differences.

- Student A** begins by making at least three affirmative sentences (e.g., There is a library next to the supermarket.).
- Student B** listens carefully and adds two more sentences, including at least one negative or interrogative form.

They should use:

- Affirmative forms
- Negative forms
- Interrogative forms

POST

- Students work in pairs and receive role cards (customer/waiter or tourist/local person).
- Students will be working in pairs to perform a role-play. Then, students switch roles so everyone can express their ideas. Students share their answers with the whole class. Students will have to use the vocabulary given along the whole class.

POST

Work in pairs and receive role cards (customer/waiter or tourist/local person).

- Each pair prepares a short role play based on their situation. Use **THERE IS** and **THERE ARE**

SITUATION 1: AT THE RESTAURANT

Student A: Customer

Student B: Waiter

Goal: Encourage Student B to follow you and check the food trends.

Situation 2: Tourist in town

Student A: Tourist

Student B: Local Person

Give directions and share your local tips.
Ex: There is a bakery on the Bolivar street

LESSON 2

EXPRESSING OPINIONS

Objective

To help students express and defend their opinions using appropriate expressions and modal verbs in small-group discussions and debates.

Strategy:

Small-group discussion and Debate to encourage critical thinking and oral interaction.

Grammar Structure

Wh questions
Modal verbs can/ could

Key Vocabulary

Expressions:

- I agree
- I disagree
- Personally, I think....
- In my opinion,.....
- I strongly believe.....

Teacher Resources

PROCEDURE

PRE

- The teacher activates prior knowledge by asking the following question: **Do you think online classes are better than face-to-face classes?**
- The teacher introduce the topic by an example where ss must identify opinion expressions, look for agreement/disagreement phrases, and find modal verbs (can/could) and complete the chart.
- The teacher ask students to complete the dialogue with the phrases shows an empty table on the board and invites students to complete it with the expressions identified in the text

DURING

Activity 1: Survey

- The teacher divides the class in pairs and assign roles (Student A: The Surveyor and Student B: The Respondent).
- The teacher hands out the survey activity with some questions like: "Can you study better online?"
- The teacher gives a demonstration of how to use the target phrases: "In my opinion, face-to-face is better because you can see your friends."

POST

- The teacher aks student to work in pairs and introduce the final debate questions:
Question 1: Do online classes affect students' social skills?
Question 2: Is face-to-face interaction necessary for effective learning?
- The teacher ensure that every student has a chance to speak and encourages the use of specific vocabulary learned during the lesson



Student Resources

PROCEDURE

- In pairs the students answer the question about online and face-to-face classes and share their opinions with the class.
- Read the comments on the slide carefully
- Identify opinion expressions, look for agreement/disagreement phrases, and find modal verbs (can/could)
- Complete the table with the expressions they found in the text.

PRE

ACTIVATE PRIOR KNOWLEDGE

LESSON 2

Do you think online classes are better than face-to-face classes?



PRE

Activity 1: Identify opinion expressions

LESSON 2

Ricardo:

"In my opinion, online classes are better because you can study from anywhere. Students can manage their time more easily and even work at the same time."

Josefa:

"I disagree. Students could feel lonely without interacting face-to-face with their classmates. University life is not only about studying; it's also about building friendships."

Martina:

"I agree with Ricardo. You can save a lot of money on transportation and materials. Also, students could access recorded classes and review them anytime."

Estefany:

"Personally, I think face-to-face classes are the best option. You can participate more actively, and you could learn better by discussing ideas directly with other students and professors."

PRE

Activity 2:

Complete the chart below with the expressions identified in the text

LESSON 1

EXPRESSING OPINIONS	AGREEING/DISAGREEING	MODALS

PRE

EXPRESSING OPINIONS

ASKING FOR OPINION	GIVING OPINIONS	GIVING REASONS
<ul style="list-style-type: none"> • What do you think about? • Why do you think that? 	<ul style="list-style-type: none"> • I think that.....should be.... • I think that..... • In my opinion..... 	<ul style="list-style-type: none"> • Because he / she.... • Another reason is....

AGREEING AND DISAGREEING (WITH SOMEONE)

AGREEING	DESAGREEING
<ul style="list-style-type: none"> • I totally agree • I partly agree 	<ul style="list-style-type: none"> • I disagree • I can see your point, but... • That's true, but I think.... • I see what you mean, but...

- WATCH IN 1: <https://bit.ly/4chI0BZ>

DURING

- Student A will ask Student B their opinions on online vs. face-to-face classes and take notes on the answers (using In my opinion, I agree/disagree).
- Then, they will switch roles so everyone can express their ideas and practice using modals (can/could) to explain possibilities.
- Students share their answers with the whole class

DURING

Student A: The Surveyor
Student B: The Respondent

STUDENT A QUESTIONS FOR YOUR PARTNER	STUDENT A TAKE NOTES	STUDENT B ANSWER THE QUESTIONS
1. In your opinion can students focus more in a physical classroom?		
2. Do you think there are cool trends you could follow if you study online?		
3. Is there a specific place (library, cafe, home) you prefer for studying?		Place:.....
4. Do you agree that influencers make online learning look easier?		Agree/disagree

POST

POST

DEBATE

Question 1: Do online classes affect students' social skills?

Question 2: Is face-to-face interaction necessary for effective learning?



LESSON 2

- The students must participate in the whole-class debate using the vocabulary that they have learned in the lesson. (In my opinion, I agree, I disagree, can/could).
- Express their final ideas and defend their point of view.

UNIT 3



MULTIMEDIA AND CREATIVE SPEAKING

LESSON 1

TALKING ABOUT A SHORT VIDEO

Objective

To develop students' ability to describe events and express emotions using the Past Simple tense through audiovisual materials.

Strategy:

Use of audiovisual materials.

Grammar Structure

Past Simple

Vocabulary

- Regular Verbs
- liked
- played
- studied
- listened
- arrived
- Irregular Verbs
- ran
- went...

Teacher Resources

PROCEDURE

PRE

- The teacher shows a short video of Romantic movie : <https://bit.ly/4b0AN22> to activate the prior knowledge (Past Simple)
- The teacher asks students to complete the dialogue using the Simple Past to emphasize the -ed ending of regular verbs. Afterward, students compare their answers in pairs, and the teacher checks the answers with the whole class.
- The teacher reviews briefly the structure of Past Simple and provide them a list of the verbs.

DURING

- The teacher ask students to interview at least 5 of your colleagues to complete the boxes with information using Past Simple.
- The teacher gives a demonstration of what they are supposed to do.

POST

- The teacher aks student to work in pairs and introduce a question:
Question 1: What was the best thing that happened to you last week?
Question 2: Where did you celebrate your last birthday?
- The teacher ensure that every student has a chance to speak and encourages the use of specific vocabulary learned during the lesson.



PRE

Student Resources

PROCEDURE

1

2

PRE

ACTIVATE PRIOR KNOWLEDGE

LESSON 1

Listen and watch the video carefully.



WATCH THE VIDEO: <https://bit.ly/4b0AN22>

1. Watch the video carefully and focus on the dialogue.
<https://bit.ly/4b0AN22>
2. Identify the verbs from the specific scenes observed in the video focus on the characters' body language and actions..

PRE

Watch the video again. Then, complete the sentences with the correct form of the verbs in the Simple Past.

- A: When I was sixteen
I _____ completely in love with this guy
He _____ the guitar, and I _____ away from home, and I _____ to San Francisco so I could go to live with him.
Yeah, he _____. I _____ a beautiful voice, and I _____ of becoming a singer.
- B: I love San Francisco
- A: He was my first love proble the only one
- B: He must have been a greet guy.
- A: He may have been. It _____ last long enough for me to find out.
I can't remeber what he _____ like
- B: Really!.....



1. Complete the sentences with the correct form of the verbs in the Simple Past.

DURING

DURING

MODEL EXAMPLE

Partner's Name: _____

An Important Day in My Life

STUDENT A= Student	STUDENT B= TEACHER
1. Where did you live when you were a child?	I lived in Quito.
2. Why did you decide to study English?	I decided to study English last year.
3. What did you need for your last project?	I needed some information
4. What did you watch last weekend?	COMPLETE YOUR ANSWER
5. Who did you talk to yesterday?	COMPLETE YOUR ANSWER
6. What time did you arrive at school today?	COMPLETE YOUR ANSWER

- Student must interview at least 5 classmates to complete the whole chart.
- A volunteer share his/her chart with the whole class.

PRE

Student Resources

PROCEDURE

PRESENTATION

SIMPLE PAST TENSE

The simple past tense describes actions that happened and ended in the past.

- +** Subject + V2 (past form) + O.
- Subject + did not + V1 (base form) + O.
- ?** Did + Subject + V1 (base form) + O?

Affirmative	Negative	Question
I played soccer.	I didn't play soccer.	Did I play soccer?
You watched TV.	You didn't watch TV.	Did you watch TV?
He ate lunch.	He didn't eat lunch.	Did he eat lunch?
She read news.	She didn't read news.	Did she read news?
It made noise.	It didn't make noise.	Did it make noise?
We drink tea.	We didn't drink tea.	Did we drink tea?
They studied art.	They didn't study art.	Did they study art?

REGULAR VERBS

Add -ed to form the Simple Past (regular verbs)

- play--> played
- listen--> listened
- dream → dreamed
- like → Liked

If the verb ends in a consonant + y, change y to i and add -ed.

- Study → studies
- Try → tried

IRREGULAR VERBS

These verbs have irregular forms in the past tense:

- go → went
- be → was/were
- run → ran

1. The students pay attention to the teacher's presentation.
2. WATCH IN <https://bit.ly/4u38Or9>

DURING

DURING

MODEL EXAMPLE

Partner's Name: _____

An Important Day in My Life

STUDENT A= Student	STUDENT B= TEACHER
1. Where did you live when you were a child?	I lived in Quito when I was a child. I grew up in a small neighborhood near the city center, and I spent most of my time playing with my cousins and going to school nearby.
2. Why did you decide to study English?	I decided to study English last year because I realized it is essential for my professional future. I also wanted to improve my communication skills and have more opportunities to travel or study abroad.
3. What did you need for your last project?	I needed some information
4. What did you watch last weekend?	COMPLETE YOUR ANSWER
5. Who did you talk to yesterday?	COMPLETE YOUR ANSWER
6. What time did you arrive at school today?	COMPLETE YOUR ANSWER

- Student must interview at least 5 classmates to complete the whole chart.
- A volunteer share his/her chart with the whole class.

DURING

Interview at least 5 of your colleagues to complete the boxes with information using Past Simple.

QUESTIONS					
1. Where did you live when you were a child?					
2. Why did you decide to study English?					
3. What did you need for your last project?					
4. What did you watch last weekend?					
5. Who did you talk to yesterday?					
6. What time did you arrive at school today?					

POST

The students must participate answer the questions using the vocabulary that they have learned in the lesson. Present Simple and Regular verbs.

Student a: Ask to student B

Student B: Answer the questions.

Then switch the roles.

POST

TALK ABOUT PAST EVENTS

LESSON 1

- What was the best thing that happened to you last week?
- Where did you celebrate your last birthday?

Answer the questions using the vocabulary that you have learned in this lesson .



Teacher Resources

LESSON 2

STORYTELLING

Objective

To help students narrate events in a logical sequence using the Past Simple and sequencing words.

Strategy:

Picture prompts and group collaboration to stimulate creativity and interaction.

Grammar Structure

Past Simple- Affirmative Sentence
Regular verbs

Vocabulary

- Sequencing words (first, then, after, finally).
- Verbs (studied, played, listened, etc).

PROCEDURE

PRE

- The teacher displays the following instruction: 'Tell a short personal anecdote (about one minute long), possibly slightly exaggerated, using expressive body language.
- The teacher elicits the use of Past Simple + Sequencing words
- The teacher explains the Past Simple.

DURING

ACTIVITY1:

- The teacher divides the class in pairs and assigns roles (Student A: The Interviewer and Student B: The Narrator).
- The teacher hands out a "Story Map" template with the headings: First, Then, After that, Finally.

ACTIVITY 2

- The teacher divides students small groups and gives each group a card with three random words.
- The teacher explains they must create a short story including all the words.

POST

- The teacher ask students to make a circle to the whole class.
- The teacher initiates a "Story Chain": starts a story with one sentence and points to a student to continue it using a sequencing word.
Yesterday, the class visited a mysterious park.
- The teacher acts as a moderator to ensure the story maintains a logical sequence and uses the target vocabulary.
- The teacher performs "positive Feedback" by writing common mistakes on the board regarding the order of connectors or verb endings.



FULL CONTENT IN CANVA:
<https://bit.ly/4cRl3ke>

Student Resources

PROCEDURE

PRE

ACTIVATE PRIOR KNOWLEDGE

Tell a short personal anecdote (around one minute), maybe a bit exaggerated, and use expressive body language.



Sequencing Words: First, Then, After that, Finally.

- Tell a short personal anecdote (around one minute), maybe a bit exaggerated, and use expressive body language.
- The students must identify which sequencing words help organize the story from beginning to end.
- The students must pay attention to the teacher's explanations.

Student Resources

PROCEDURE

SIMPLE PAST TENSE

The simple past tense describes actions that happened and ended in the past.

- +** Subject + V2 (past form) + O.
- Subject + did not + V1 (base form) + O.
- ?** Did + Subject + V1 (base form) + O?

Affirmative	Negative	Question
I played soccer.	I didn't play soccer.	Did I play soccer?
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It made noise.	It didn't make noise.	Did it make noise?
We drink tea.	We didn't drink tea.	Did we drink tea?
They studied art.	They didn't study art.	Did they study art?

REGULAR VERBS	IRREGULAR VERBS
Add -ed to form the Simple Past (regular)	

DURING

Activity 2

- Each group receives a card with three random pictures. Students identify and name the three objects, then create a short story using all the words. The first group to finish correctly is the winner.

DURING

1. CARD



LESSON 2

2. CARD



DURING

4. CARD



LESSON 2

5. CARD



POST

- The students make a circle.
- They must listen to their classmates and continue the story using the correct connector and Past Simple (e.g., "After that, we played video games").
- Collaborate to finish the group story and share the final version with the class.

POST

STORY CHAIN

STORYTELLING ACTIVITY

Let's create a class story!

- The teacher starts: Yesterday, the class visited mysterious park.....



5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The results obtained from the survey and interviews applied to first-level English major students at Universidad Técnica del Norte show that motivation plays an important role in the development of speaking skills in the English classroom. Most students consider that motivational strategies are essential to encourage participation and improve their confidence when speaking English. They mention that a supportive classroom environment, teacher encouragement, and interactive activities help them feel more comfortable expressing their ideas during English lessons.

According to the collected data, students show a positive attitude toward communicative activities such as group discussions, pair work, and role plays, since these activities allow them to practice the language in a more dynamic and meaningful way. These strategies provide students with more opportunities to interact with their classmates and use English in real communicative situations, which contributes to the development of their oral communication skills.

However, the study also reveals that some students still experience difficulties when speaking English, mainly related to lack of confidence, limited vocabulary, and fear of making mistakes. These factors sometimes reduce their participation during speaking activities. For this reason, it is important to incorporate motivating and supportive teaching strategies that encourage students to participate more actively in the classroom and gradually improve their speaking abilities.

Based on these findings, the development of a didactic guide focused on motivational strategies represents a useful pedagogical resource to support the teaching and learning process. The proposed activities aim to promote interaction, increase students' motivation, and create more opportunities for practicing speaking skills in a positive learning environment.

Recommendations

Based on the findings and conclusions obtained in this research, the following recommendations are proposed to support the improvement of speaking skills among first-level English major students at Universidad Técnica del Norte. These suggestions aim to encourage the use of motivational and communicative strategies that may contribute to creating more engaging and supportive learning environments for students.

It is recommended that English teachers continue promoting classroom environments that encourage students to participate in speaking activities more frequently. Incorporating communicative and motivating tasks may help students feel more comfortable expressing their ideas in English. Providing opportunities for guided speaking practice, positive feedback, and supportive interaction can contribute to gradually strengthening students' confidence and oral communication abilities.

It is suggested that teachers integrate interactive strategies such as group discussions, role plays, pair work, and collaborative tasks as part of their regular classroom practices. These types of activities can create a more dynamic learning environment and allow students to practice the

language in meaningful communicative situations. Additionally, such strategies may help reduce students' anxiety when speaking and promote greater participation during English lessons.

It is recommended that the didactic guide proposed in this research be considered as a complementary resource to support the development of speaking skills among first-level English major students. The activities included in the guide aim to promote motivation, participation, and communicative practice in the classroom. Implementing similar motivational strategies may contribute to creating more engaging learning experiences and support the continuous improvement of students' oral communication skills.

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ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Motivational Strategies to Boost Speaking Skills in First Level English Major Students at Universidad Técnica del Norte.

Objetivo: Propose Motivational Strategies to Boost Speaking Skills in First Level English Major Students at Universidad Técnica del Norte.

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INTERVIEW FOR THE ENGLISH TEACHER
TITLE OF THE RESEARCH WORK Motivational Strategies to Boost Speaking Skills in First Level English Major Students at Universidad Técnica del Norte
Date: 21/07/2025
Research Objective: Propose motivational strategies in the enhancement of speaking skills in first level English Major Student at Universidad Técnica del Norte.
Question 1 Do you think first-level students feel motivated to do speaking activities? Why?
Question2 What type of strategies do you use the most frequently to encourage oral participation in class? (Example: role plays, debates, pair work, rewards, topics of interest, etc.).
Question 3 What are the biggest problems you see when trying to motivate students to speak in English?
Question 4 What kind of speaking activities do you commonly use to help students to speak more in class?
Question 5 How do you correct students' speaking mistakes without making them feel bad or less motivated?

Fecha de envío para la evaluación del experto:	21/07/2025
Fecha de revisión del experto:	23/07/2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Se sugiere hacer las correcciones señaladas en el cuestionario para que sea válida

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
QUESTIONNAIRE
TITLE OF THE RESEARCH WORK Motivational Strategies to Boost Speaking Skills in First Level English Major Students at Universidad Técnica del Norte
Date: 21/07/2025
Objective: Propose Motivational Strategies to Boost Speaking Skills in First Level English Major Students at Universidad Técnica del Norte.
1.- Do you agree or disagree with the following statement: Develop English speaking skills is important to communicate with others in class. a) Strongly agree b) Agree c) Neutral d) Little agree e) Disagree
2.- How higher or lower is your interest in improving your English-speaking skills in class? (choose one) a) Very high b) High c) Neutral d) Low e) Very low
3.- How long do your speaking activities last in class? a) 5 – 10 minutes b) 3 - 4 minutes c) 1 – 2 minutes
4.- How often do you practice English in your class? a) Always b) Sometimes c) Rarely d) Never
5.- How do your speaking activities are performed in class? a) In big groups b) In small groups c) In pairs d) Other

6.- The class hours dedicated to speaking are sufficient to develop this skill?

- a) Not sufficient at all
- b) Slightly sufficient
- c) Moderately sufficient
- d) Sufficient
- e) Very sufficient

7.- Which of the following speaking activities do you enjoy the most? (Choose one or more)

- a) Playing speaking games
- b) Doing role plays
- c) Speaking in pairs or groups
- d) Singing song in English
- e) Using videos or audios
- f) Talking about daily life

8.- Which speaking activities does your teacher use most frequently to help you develop your oral skills in English? (You may select more than one option.)

- a) Dialogues
- b) Debates
- c) Oral presentations
- d) Role plays- or dramatizations
- e) Memorization and repetition
- f) Descriptions (of pictures, people, routines, etc)
- g) Games and communicative activities
- h) Pair or group conversations

9.- From the following list of activities, which ones would you like your teacher to implement in class to help you improve your speaking skills? (You may select more than one option.)

- a) Role play
- b) Oral presentations
- c) Picture or object descriptions
- d) Storytelling
- e) Communicative games
- f) Simulations (real-life situations, e.g., ordering food, job interviews)
- g) Songs and singing
- h) Podcasts or video recordings (Student-created)
- i) Tongue Twisters and fluency exercises
- j) Story chains (collaborative storytelling)

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			



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Firma del Evaluador

C.C.: 1002503520

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	Doctora
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	msguevara@utn.edu.ec
Teléfono	0992408560



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Memorando Nro. UTN-FECYT-D-2025-1012-M

Ibarra, 29 de julio de 2025

PARA: **Dra. Sandra Guevara**
COORDINADORA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

ASUNTO: Autorización para aplicar instrumento de investigación

Solicito de la manera más comedida, se brinde las facilidades necesarias a la Srta. MYRIAN CRISTINA SARANSIG CONEJO, estudiante de la carrera que usted coordina, para que aplique una entrevista a dos Docentes de Pedagogía de los Idiomas, cuya información requiere para el desarrollo del trabajo de integración curricular con el tema: "MOTIVATIONAL STRATEGIES TO BOOST SPEAKING SKILLS IN FIRST LEVEL ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
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por JOSE LUCIANO
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MSc. José Revelo
DECANO DE LA FECYT
Contacto: **062997800 ext. 7802**
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez