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**Título de la propuesta:** System of activities for enhancing extrinsic motivation and improving speaking skill in ninth graders at "La Salle" High School.

Trabajo presentado en opción al título académico de Magister en  
Pedagogía del Inglés como lengua Extranjera.

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### **Dedication**

I dedicate the research work of my master's degree to my whole family who in one way or another were by my side and supported me throughout the process of the program. Likewise, God who was my pillar and support in difficult times when I was already giving up. My dear tutor who was very helpful and with her clarity in explaining everything required played a fundamental role in my progress of the work.

### **Summary**

This research work began since the researcher detected a problem in the students of the parallel ninth grade "C" of the Juan León Mera La Salle Educational Unit, a private institution where she provides her services. The problem consisted of the students' lack of motivation to participate in oral activities, which is why the students did not develop these skills properly and therefore did not have good academic performance. To solve this problem, a methodological proposal was elaborated consisting on a system of activities based on extrinsic motivation so that students feel motivated to carry out the aforementioned oral activities and do it correctly under the guidance of the teacher of English.

As it happens, the mixed method (quantitative - qualitative) and data collection instruments were developed such as an initial and final test as well as surveys for teachers and students. The initial results were positive for the existence of the aforementioned issue and the final results showed how the application of the proposal greatly helped to increase the level of motivation and improve the development of oral skills in the students.

That is why for the elaboration of the theoretical framework of this work, the most relevant concepts that support it were taken into account, and in the future, it is recommended to expand this research since probably through the use of the same data collection and processing methods, similar problems can be detected and solved with the system of activities designed. It is also advised to extend the system of activities to include the remaining book units in order to retain the outcomes over time.

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## **Resumen**

El presente trabajo investigativo toma lugar cuando la investigadora detectó un problema en los estudiantes del noveno grado paralelo “C” de la Unidad Educativa Juan León Mera La Salle, institución privada donde presta sus servicios. El problema consistió en la falta de motivación de los estudiantes para participar en actividades orales, razón por la cual los estudiantes no desarrollaban adecuadamente estas habilidades y por ende no tuvieron un buen rendimiento académico. Para solucionar este problema se trabajó en una propuesta metodológica, es decir, en un sistema de actividades basado en la motivación extrínseca para que los alumnos se sientan motivados a realizar las actividades orales antes mencionadas y lo hagan correctamente bajo la guía del docente de inglés.

En el proceso se trabajó con el método mixto (cuantitativo – cualitativo), se desarrollaron instrumentos de recolección de datos como una prueba inicial y final, así como encuestas a docentes y estudiantes. Los resultados iniciales fueron positivos para la existencia del problema antes mencionado y los resultados finales mostraron cómo la ejecución de la propuesta ayudó en gran medida a incrementar el nivel de motivación y mejorar el desarrollo de la habilidad oral del idioma inglés en los estudiantes.

Es por ello que para la elaboración del marco teórico de este trabajo se tuvo en cuenta los conceptos más relevantes que lo sustentan, y a futuro se recomienda ampliar esta investigación ya que probablemente mediante su uso, la recolección y procesamiento de datos, problemas similares se pueden detectar y resolver con el sistema de actividades diseñado. También se recomienda ampliar el sistema de actividades con el resto de unidades del libro para que los resultados se mantengan en el tiempo.

## **Abstract**

This research work began since the researcher detected a problem in the students of the ninth-grade class "C" of the Juan León Mera La Salle Educational Unit, a private institution where she provides her services. The problem consisted of the students' lack of motivation to participate in oral activities, which is why the students did not develop these skills properly and therefore did not have good academic performance. To solve this problem, it was created a methodological proposal consisting on a system of activities based on extrinsic motivation so that students feel motivated to carry out the aforementioned oral activities and do it correctly under the teacher's guidance.

In the path, the mixed method (quantitative - qualitative), data collection instruments were developed such as an initial and final test, in addition two surveys for teachers and students. The initial results were positive for the existence of the stated problem and the final results showed how the application of the proposal greatly helped to increase the level of motivation and improve the development of oral skills in the students.

That is why for the elaboration of the theoretical framework of this work, the most relevant concepts that support it were taken into account, and in the future, it is recommended to expand this research since probably through the its use, data collection and processing methods, similar problems can be detected and solved with the system of activities designed. It is also recommended to expand the system of activities with the remaining units in the book so that the results are maintained along the time.

## **Introduction**

There are many reasons to learn English nowadays, which pushes Ecuadorian teachers to innovate in their classrooms, because living in a globalized world is necessary in our nation. It can be argued that its importance extends beyond a person's professional life to include their leisure activities as well. Unfortunately, English education in our nation is not provided in an effective manner, as evidenced by the students' inability to speak the language, despite having studied it for many years in primary and secondary schools due to a lack of classroom motivation.

The economy and tourism in the province of Tungurahua have both grown, which motivates us to export our goods and push learners to a global market by training them in English. Currently, the primary goal of education is to teach students the English language; therefore, starting in the early years of basic education, it is mandatory for each Educational Unit to instruct students in the foreign language in a motivating manner so that they succeed in learning. For this reason, the educational units continue teaching English as a foreign language in the basic and secondary education levels.

The teacher's encouragement for oral practice among the students supports the English Language teaching, so it gets strengthened since it inspires students to use the knowledge acquired of the language, which results in thorough instruction and worthwhile learning that could enhance speaking skills.

Many theses concerning these issues have been found, for example at Technical University of Ambato's repository. In her research on "Motivation and its impact on pedagogical recovery," Ms. Espín Cárdenas María Magdalena discussed her work at the "Juan Montalvo" school in the city of Sangolquí, Rumiñahui canton, province of Pichincha. She suggests that teachers should foster feelings of love and motivation for their students and use effective motivational strategies in the classroom. She suggests that teachers should foster feelings of love and motivation for their students and use effective motivational strategies in the classroom.

A research "Extrinsic Motivation and Performance" by Jaitia Chaca Maria Luisa, who studied at the "Manuel Andrade" school in the canton of Baños, was also analyzed. She arrives to the conclusion that a lack of motivation is to blame for the failure to fulfill learning objectives.

The analyses carried out by the authors of these works demonstrate that some further studies are necessary on the field of Pedagogy. In this regard, this investigation will highlight how extrinsic motivation is crucial to both the teaching-learning process and a student's psychological development.

Additionally, some research instruments were applied by the researcher of this work, such as a survey that was taken by the students and teachers in order to know the speaking deficiencies among the young learners in this educational unit. From this it could be inferred students lack extrinsic motivation to practice their oral skills

The survey applied to teachers showed that they focused on preparing students for tests and exams by only discussing grammar and its structures, based solely on what is found in the book, since they have little time to teach the English subject in schools. This causes these classes to become monotonous, which contributes to students lost of interest in learning the language. The teacher, acting as a facilitator, adheres to his or her lesson plan, which says that, if the time is reduced, the teacher will focus on grammar rather than language practice, allowing the pupil to disregard the subject's significance for one day applying what he or she has learned.

Some manifestations are registered as follows:

1. Students' lack of enthusiasm to take part in oral activities in the class.
2. The development of grammatical structures without acquiring speaking abilities because teachers are not properly trained.
3. The teachers' limitations in understanding that it is vital to develop speaking skills, to be able to fulfill the new society requirements.

Founded on the above manifestations, the following scientific problem is determined: The lack of motivation in students to participate in speaking activities developed in class. The problem is enclosed in the object: The process of teaching and learning speaking skills and the extrinsic motivation. Teaching speaking, as teaching any other skill in English, requires a process that includes pre-speaking, while-speaking and post-speaking activities that go from simple to compound, but these activities must be applied using motivational strategies, for instance the extrinsic ones that imply getting the students' attention and interest for the activities developed in classes.

The objective of the investigation is: to elaborate a system of activities for enhancing extrinsic motivation and improving English speaking skills.

To find solution to the scientific problem the following scientific questions are stated:

- 1.-Which are the theoretical tenets that support the teaching-learning process of speaking skills and the extrinsic motivation?
- 2.-What is the current state of the development of speaking skills and the extrinsic motivation?
- 3.-What factors should be considered for the elaboration of the system of activities for enhancing extrinsic motivation and improving English speaking skills?
- 4.-What is the efficiency of the system of activities for enhancing extrinsic motivation and improving English speaking skills?

To answer the above scientific questions the following scientific tasks are necessary:

- 1.-To characterize from the theoretical point of view the process of teaching and learning of speaking skills and extrinsic motivation.
- 2.-To diagnose the development of speaking skills and extrinsic motivation.
- 3.-To elaborate a system of activities for enhancing extrinsic motivation and improving English speaking skills.
- 4.- To validate the proposal.

It is necessary to state the fundamental categories that will guide this research work. The dependent variable is the speaking skill and the independent variable is the extrinsic motivation.

The methods to use in this work of research are:

**Theoretical:**

**Inductive / deductive:** This method is used to analyze the general problem related to the low performance of speaking skills in the students and the specific reasons why this is produced. According to Dudovskiy (2022), This strategy establishes a link between the concept and the variables.

**Analysis and synthesis method:** This method is used to examine the theoretical tenets that support the presence of the problem of speaking skill development, the causes and reasons. On the other hand, it will also brace the possible solutions like the application of a system of activities that includes extrinsic motivation to be applied for the problem detected.

**Systematic - structural method:** This method is employed to follow a logic sequence in the structure of the system of activities for enhancing extrinsic motivation to improve speaking skills. The activities included in the system must be carefully selected and ordered from simple

to complex in order to be implemented, and the effects of their application will be the expected ones.

## **Empirical**

**Tests:** This data collection instrument can be qualitative and quantitative, and is used in this investigation to evaluate the students' knowledge, skills, and English-speaking abilities at the initial point of the research to measure results. (Morrison, Embretson 2018)

**Surveys:** This quantitative research approach is used in the investigation with the objective to know the students' difficulties with the development of speaking skills in order to make decisions to try to solve the problem.

**Statistical Method:** This method is used in this research to organize and tabulate the information obtained in the recollection of data to be able to describe it in a quantitative and qualitative way. This allows for statistical evidence of the problem in the development of speaking abilities as a result of a lack of application of activities that increase extrinsic motivation.

**Description of the Universe and Sample:** This research will be conducted in the province of Tungurahua, canton Ambato, Huachi Chico Parish, with the students of ninth year parallel "C" of Unidad Educativa Juan León Mera "La Salle". The total number of ninth graders is 75, but the sample is composed of 20, the total number of English teachers in the institution is 12, but the English teachers of this grade are 2. The total amount of the sample is 22.

The students are between 13 and 14 years old. Their socioeconomic level goes from medium to high, their level of English is A1. It is relevant to mention some aspects that evidence the low academic level in oral communication, for instance: The deficient fluency to speak, the absence of interest in expressing ideas, the deficit of motivation, the poor participation, the learning procedures and routinary methods applied. So, it is crucial to apply a diagnostic test to find the academic weaknesses and strengths in speaking skills in students. Through the results report, it will be possible to confirm the students' speaking level and help them to improve it through the application of the system of activities based on extrinsic motivation.

**Importance of the Investigation:** The process of teaching and learning English as a second language in high school has become more demanding lately, because of the importance of language as a tool of communication, for this reason, is why it is important to do this investigation that proposes the application of a system of activities that promotes extrinsic

motivation as a solution to diminish the problem detected in the production of the speaking skill in students that are object of this research.

**Practical Significance:** The execution of the system of activities that generates extrinsic motivation to develop speaking skills in students is important, since through it the desired levels of spoken language can be achieved and the objectives set not only by the Ministry of Education can be met, but by the educational institution that has even higher expectations.

The content of this research is contained within three chapters: Chapter one develops a characterization of the theoretical tenets of the teaching learning process of the speaking skill and the extrinsic motivation; chapter two explains the methodological strategies to develop the tasks in reference to the objective, and it includes the diagnostic phase, chapter three presents the system of activities for enhancing extrinsic motivation and improving English speaking skills and its validation.

## **CHAPTER I: Theoretical Foundations of the Teaching - Learning Process of Speaking Skills and Extrinsic Motivation.**

Chapter one of this research work develops an analytical review of the theoretical tenets of the process of teaching and learning of the speaking skill for characterizing the dependant variable and the extrinsic motivation which is the independent variable.

### **1.1 The Process of Motivation**

According to Juneja (2015) The word "motive," which represents a person's needs, wants, or motives, is where the word "motivation" first appeared. Cherry (2023), illustrates how students' behaviour are inspired by motivation. It is what motivates people to act in the way that they do. The mechanism that starts, guides, and sustains goal-oriented behavior is motivation.

The aforementioned ideas stress the relevance of motivation in all areas of life and during all phases of action. Then, a person's level of motivation has a significant impact on the level of achievement they achieve in life. It is always there in the forefront of human endeavors in some way. The fact that motivation is a must for all learning makes it also known as the "heart of learning," the "unique path to learning," and a "potent factor in learning." When pupils are sufficiently motivated, their effort, attention, and focus are increased, which benefits learning. (Borah, 2021, p. 550)

According to the author of the current study while motives are rarely directly observable, they do contain components that guide and support goal-directed action. As a result, it is a common practice to deduce explanations for human behavior from observable activities. The students' ability to reflect and improve their oral English production will be influenced by their motivation. Motivation is what pushes pupils to strive harder during the teaching-learning process in order to achieve the set goals.

According to Borah (2021), According to Self-determination Theory (SDT), learners might be motivated to learn by two sources: internal and external. There are two sorts of motivation: internal motivation and external motivation.

In this aspect, Falk (2023) mentions "intrinsic motivation", this type denotes the drive to do a task just out of curiosity or enjoyment. When implementing a task to receive an external reward, extrinsic motivation is experienced. Besides, intrinsic motivation enables to work at

the highest level possible. Both will help to develop the resilience needed to achieve the educational goals.

In the case of extrinsic motivation, the stimulus is external to the individual and may take the form of social cognition or operant training. It speaks about carrying out an activity in order to achieve a goal. It could come in the form of a reward, social acceptance, or recognition. (Borah, 2021, p. 550)

Being irresponsible is avoiding the issue by believing it to be unsolvable. In most cases there are motivational and technical strategies that can serve to increase student stimulation, even though teachers can do very little to awake interest or to encourage the students to learn. Brandth. (2013).

According to Master Class (2019) Extrinsic motivation, also known as external recompenses, refers to being motivated by outside forces, such as getting a reward or avoiding penalty. It occurs when a person does an action out of expectation of reward rather than enjoyment. Extrinsic motivation, according to this idea of motivation, is not driven by self-determination but rather by pressure, duty, or restraint.

In this instance, the stimulus is external to the individual and may take the form of social cognition or operant training. It speaks about carrying out an activity to achieve a goal. It could take the shape of a prize, social acceptance, or recognition. Extrinsic motivation may be brought on by a number of outside factors, like the requirement for financial gain, pressure to perform well on a test, or the opportunity of moving up a level in the future. So, any stimulus that comes from outside the learner and helps them advance through the learning process is extrinsic motivation. (Borah,2021, p. 550,551.)

Extrinsic motivation refers to the external aspects that are primarily produced by the teacher through the grades and the classes themselves that are dynamic and fun. Together with intrinsic motivation, the extrinsic relate and come together at some points because by encouraging students to learn a certain subject in this case the English language, will put the will to continue with the scop. The educator is the motivational agent in the classroom.

Depending on their interests, needs, and values, the process of teaching and learning of speaking to others motivates the pupils. For example, a student who does not value his

speaking ability will not feel that the prospect of obtaining a poor grade serves as a useful source of extrinsic incentive. However, the prospect of having to retake the academic

year if they fail may serve as a motivator. The pupils, part of this research, speak at an A1 level, yet neither they nor the school are meeting the standards set by the Ministry of Education.

Extrinsic incentive for students includes, for instance:

- Rewards: If the incentive is an extra point or acknowledgment in front of their classmates, which is much more valuable to them, a student may desire to complete the assignments as fast as possible.

- Competition with others: Students are interested in finishing the tasks when the teacher uses competition as a motivating factor.

- Certain short- and long-term consequences: favorable results or exemptions from creating particular tasks or assessments. (Johnson, 2023)

Students' external motivation depends on interests, needs, and values, teachers can apply various activities that include first a good attitude, maybe some rewards, competition that is an activity that makes them feel challenged to give their best., and short- and long-term repercussions.

For the sake of the present investigation, its author understands that the amount and excellence of oral production of students may be affected by this motivation. For instance, extrinsic rewards can be applied in class according to the activity, it can be individual or in groups because when there are external incentives in the English class for particular behaviors in students, any aspect of their speaking can be improved. In this respect, the teachers may strengthen this by the application of a system of extrinsic motivation activities to make the classroom a better place to study, and creating a good learning environment.

Moreover, individual advantages can result from extrinsic motivation. Students may be motivated to act in particular ways when there are certain motivating elements that apply on an individual basis. If there was no external reward present, this change or improvement in particular processes would not take place. Even if students are not willing to work, the external pressure of needing to pass the year or learn the language can spur them on to put in more effort.

The aforementioned claims illustrate how extrinsic motivation entails a choice to engage in a certain action in order to reap some form of gain in life. While praise and acknowledgment from others can serve as motivators as well, medals or certificates are

substantial, tangible prizes that can. Parents may not provide their child with a trophy every time he decides to clean up his room, but they may offer him words of encouragement and gratitude.

Extrinsic motivation plays a crucial role in the development of speaking skills by providing clear goals, increased practice opportunities, performance feedback, accountability, recognition, and rewards. They can help learners focus, prepare, practice, and demonstrate their speaking skills more effectively. Recognition and rewards can enhance self-confidence and encourage learners to step out of their comfort zones, ultimately leading to better speaking skills.

Both, Extrinsic and intrinsic motivation significantly impact students' behavior and goals. Intrinsic motivation encourages involvement, personal pleasure, creativity, and problem-solving, while extrinsic motivation is driven by external factors like rewards and recognition. Understanding and utilizing both types can improve performance, satisfaction, and overall wellbeing. Enhancing both internal and external motivation in the process of learning English can be accomplished by encouraging a love of the language, developing exciting learning opportunities, and offering chances for autonomy and personal development.

The psychological aspects of motivation include tactics, rewards, and any additional components that raise students' overarching motivation to finish their projects. There are several incentive aspects for the class that can be used to promote productivity and a comfortable study atmosphere. Understanding what motivates pupils is essential because every person is different. (Indeed, Editorial Team, 2023, section of motivational factors)

In the same way LeMoi (2019) suggests that the components of motivation are three: Activation, persistency and intensity. Activation entails making the choice to begin a behavior, like starting with an English course, persistence on the other hand, is the determination in pursuing a goal in the face of potential impediments. Even though it needs more time, energy, and resource commitment, continuing the preparation in English in order to achieve a better level than the one possessed. As well as intensity that can be seen in the concentration and effort that goes into pursuing the goal.

As an illustration, in the teaching and learning process for speaking skills, some students may accomplish their learning objectives with little effort, while another student may work really hard to accomplish the same objective. In contrast to the first student, who lacks it, the second student works harder to achieve his academic goals.

This is the case because students will be motivated to complete assignments effectively if motivation involves psychological factors such as activation, persistency, and intensity. Their combination and appropriate application will also undoubtedly ensure better results in the English-speaking production and a rise in grades.

Schütz (2019) identified self-confidence, anxiety, and personality traits as fundamental components of second language acquisition motivation. Krashen's claim that a number of "affective variables" promote but do not cause second language learning lends further credence to these ideas.

According to Krashen, second language learners are more likely to succeed if they are highly driven, confident, have a positive attitude of oneself, are less worried, and are extroverted. Low motivation, low self-esteem, anxiety, introversion, and inhibition can lead to a "mental block" that prevents understandable input from being utilised for learning. The affective filter may also be heightened by these elements. In other words, language learning is hindered while the filter is "up." Good affect, on the other hand, is both necessary and inadequate in and of itself for acquisition to take place.

The assumption of Krashen's ideas make the author of this research work to analyze the affective filter as a theory that suggests that factors like motivation, self-confidence, anxiety, and personality qualities facilitate second language learning. So, it is necessary for teachers to apply motivational activities to reduce the aspect of anxiety and promote self confidence in students so they can easily participate in oral activities in class.

### **1.1.1 Educational Motivation**

Learning motivation is a complex and diverse concept. The situation gets much more complicated when mastery of an L2 is the goal of the learning process. Given this intrinsic and extrinsic complexity, it is understandable why there have been so many different theories and methods used to analyze motivation in the L2 discipline. Few attempts have been made to integrate the various lines of inquiry, and scholars have focused on different aspects of L2 motivation depending on their study interests.

For EFL students, motivation is a crucial issue. According to Krashen, the teacher's job is to lower the emotive filter that prevents insight. Then, educators must guarantee that:

- Activities are enjoyable, cheerful, and intriguing.
- There are numerous activities available.

- The classroom environment is upbeat, enthusiastic, and lively.
- The instructor capitalizes on the doubts and inquiries that students have on their own. This is known as the hidden curriculum since it might not be included in the lesson plan but still acts as a crucial point to clarify uncertainties, misunderstandings, and errors.
- The focus of the class must be the students.
- All linguistic abilities are interconnected.
- Mistakes are learned from by students.
- Both intellectual and emotional development occurs.
- Activities might be task-based, theme-based, or problem-based.
- There must be a significant quantity of oral and written practice.
- Listening and reading comprehension exercises should be used.
- All linguistic abilities are interconnected.

Extrinsic motivation is a type of initiative that derives from outside sources like rewards, approval from others, or external pressures, as shown by the factors listed above. During the teaching-learning process of speaking extrinsic incentive can be useful in igniting and maintaining students' interest in and engagement with the development of their oral expressive skills. (Falk, 2023)

Then, to encourage extrinsic motivation throughout the speaking teaching-learning process, teachers must use strategies like: maintaining a positive attitude in the classroom, implementing engaging speaking activities that incorporate the book's topics, enhancing speaking performance by giving constructive feedback, approving and rewarding students for improving their speaking abilities, and using speech in real-world contexts. Students will have the chance to grow their intrinsic drive for learning to speak English thanks to this motivation.

## **1.2. Speaking Skills in the English Language**

According to Nining (2018), English is one of the 53 official languages in the world and is spoken as a first language by around 400 million people worldwide. It is also the second language that is spoken by the most people worldwide. In reference to the British Council, approximately two billion people will be studying English around the world by the year 2020.

Susanty, Ritonga and Tursina. (2017), suggest that when is about the English language, it is considered on an international level as it is learned here and in almost every country in the whole world. The language serves to identify which group of speakers it refers to, because just

as Spanish is spoken in our country it is still Spanish although in turn there is a subdivision; so also, in English the most popular and spoken English are the American and the British.

To acquire this language, it is necessary to develop the skills that are developed in any language. Knowing how to do something is the skill that counts as competence which consists primarily in knowing the individual, either empirically or academically, since the human being learns from the world around him from childhood to becoming an adult, developing in turn an extensive vocabulary and grammar in his mother tongue.

English is considered an international language due to the number of people that speak it around the world. Its acquisition requires the development of subskills and also extensive vocabulary and grammar.

As it is an important language for ninth-year students for three reasons: access to information, educational and work opportunities, intercultural communication, cognitive development and learning skills, openness to the world, and cognitive development and critical thinking skills. In addition, mastery of English helps students learn in other areas of study and learn from the world, enrich their personal experience and broaden their worldview.

In essence, English language is not a based-on content topic like science, whose goal is to disseminate knowledge and fill the mind with information. Given that acquiring a language is a skill, the psychomotor domain naturally incorporates it. Students accomplish tasks after learning a skill, which is sometimes referred to as the capacity to do something well. Developing the skills is a cognitive activity, using or performing them is an action.

The four subskills that make up the complicated skill of language are: Listening, Speaking, Reading and writing. They can be reclassified into two more that are: Productive skills (speaking and writing) and receptive skills (listening and reading). (Hussain, 2015)

As Indeed Editorial Team (2023), these abilities depend on one another when employed collectively. If listening is an information input, speaking is an information output when the audience can intervene, ask questions, or provide input after hearing the message, for instance. In an equivalent way, writing is the summarization of what has been read, understood, and interpreted, which calls for reading comprehension.

For the progress of this research work, its author underlines the speaking skills, fundamentally. Webster (1994) claims that speaking is the act of verbally expressing thoughts, feelings, and ideas, additionally known as oral communication. Speaking skill is a component

of language competency, which can be improved through the use of learning techniques. As referred by Rashtchi & Khani, (2010) two crucial components of speaking are fluency and pronunciation, so teaching methodology aids language learners in becoming effective speakers.

The ideas stated about speaking refer to use the right methods, procedures and activities to help the students get fluency and pronunciation while speaking. According to Bygate (1987), speaking is a crucial ability that students need to master, so they talk fluently in a classroom setting, because it is a talent that everyone uses while engaging with one another.

Consequently, speaking skill is the capability to communicate in a spoken manner with another individual interactively through conversation. In the process of teaching and learning speaking this oral production requires the proper use of elements in interaction such as: Language Functions, Language Tools, and Cultural Rules and Standards. In addition, speaking plays a very important role in the language.

Besides, this productive skill is used to provide information; one of its most outstanding features is to use a sound procedure with meaningful content for the receiver. The teacher provides opportunities for tutored oral practice in addition to using books as role models for the English language to enhance this skill. According to Laurier (2008), the daily time dedicated to the rehearsal of a foreign language will provide better ways to become an expert in this language as it can be exposed and practiced. To converse, the students require in advance to have clear language structures as well as the grammar of the same as this will help them speed up the learning of speaking skills.

The tools and means to comprehend the new structures, as analyzed by the researcher, are provided by the English grammar, which allows students to learn English once known reproduce it through speech, sharing their thoughts in the foreign language. Therefore, grammar is needed to achieve correct relationships of how the system of language works.

Another skill that involves speech or oral expression is comprehension. It is imperative that when communication emerges there is the aptitude to understand more and say much more. Together oral skills are complex and can be acquired only by speaking and experiencing in the context of English native speakers. To strengthen this skill, it is essential to exercise it daily and develop the language movements by pronouncing different words with phonemes that are often unique to the English language.

### 1.2.1 Speaking Sub-Skills

According to English Benus University (2018), there are four subskills that require to be worked to have a correct development in speaking:

**Fluency:** It is about how confident and comfortable students feel using the English language. The capacity to communicate for an extended period of time indicates they have good fluency. It's also important to demonstrate how each point relates to the others. This ability ensures that the audience can understand the speech and not become disoriented.

**Vocabulary:** An excellent speaker is who consistently expands his vocabulary. The speaking abilities will be stronger as more captivating terms are used. Reading in English and keeping a diary of new words you come across is the greatest approach to expand your vocabulary.

**Grammar:** It Is vital to develop speaking abilities, the higher student's speaking ability is, the fewer errors they will make. But it is imperative to mention that errors are not aspects to concern about. Grammar perfection is not necessary for a competent speaker. However, it is unquestionably a good idea to make sure that students are proficient in the key tenses.

**Pronunciation:** Pronunciation sub-skills can be used by an effective speaker to emphasize points and increase the effect of their speech's communicative effect. Stress on words and sentences, intonation, rhythm, and use of a language's unique sounds are only a few of the pronouncing sub-skills. Imitation is a helpful tool for practicing pronunciation. Try to mimic someone who speaks with a clear voice as nearly as students can by simply listening to how they pronounce words.

In the teaching learning process of speaking skills, these four subskills are developed as this process implies the speaking ideas, that include language, proper usage of syntax and vocabulary, pronunciation, listening to and responding to others this is hardly unexpected. Given this difficulty, speaking practice should begin in elementary school because this is the ideal time to learn new skills and then continue in high school

According to Richards (2001), There are four elements that contribute to effective or good teaching: institutional, teacher, instructional, and learner. Each one of these elements must be taken into account to fulfil an effective teaching speaking process.

For the teaching learning process of speaking skills in ninth grade, the institutional context influences the effective teaching of speaking with the technological resources it offers

to for its development. Likewise, the teacher plays a key role in the teaching learning process of students' speaking.

A good teacher needs to know everything about every single student in the class, the learning styles and possible needs to execute the adequate teaching strategies and be able to do any needed adaptation to the methodology. Teachers also have to design engaging classes, provide clear learning objectives, foster a supportive and welcoming environment in the classroom, give students positive feedback which encloses a correct instruction and knowledge about the learner. Effective educators also often evaluate their practices and look for improvement.

Regarding to the steps of teaching speaking skills and subskills, it must be mentioned three main ones: Pre-speaking, while-speaking and post-speaking. Pre-speaking activities mainly contain some reading and listening activities to plan the speaking intervention, in this stage the student prepares for the next stages of the task. The while – speaking stage is the time in which pupils practice specific subskills such as pronunciation and develop the speaking task. Finally, in the post speaking stage students get feedback on their development. (Emma, 2018)

Brown (2000) describes speech and conversation as collaborative forms of language where speakers and listeners work together to negotiate ideas and meanings. Since they foster an unconscious comprehension of the language among the interlocutors, these collaborative forms are crucial for language learning. Even when the interlocutors do not possess formal language training, this is the instance. The significance of the acquisition of speaking capabilities in a language indicates that this area is the main objective of language teaching. This is because speaking is the most prevalent and significant method that students use language.

This is not different in Ecuador, because according to the curriculum of English for ninth year of general basic education, speaking is considered essential in the communicative competence of English Language learning. It also mentions that speaking sub-threads bases on the principles of fluency and accuracy, even though pronunciation is also important.

The main objectives of English as a Foreign Language curriculum are:

- Enhancing the students' understanding of the world, other cultures, and their own, as well as their ability to communicate their points of view through foreign language.

- Acquiring the personal, social, and intellectual skills necessary to realize one's potential and actively participate in a transnational, multilingual world.
- To instill a love of language learning in young students through engaging and inspiring learning experiences to increase the student's motivation to keep learning.
- Achieve the output profile proposed in the national curriculum for EGB.

It is crucial to mention that in the curriculum it is suggested motivation and engaging tasks as a good strategy to promote the student's language production and the increase of self confidence. In this way, teachers are working the affective filter. (Ministerio de Educación del Ecuador 2019).

According to the Ministerio de Educación del Ecuador (2016), students at nine graders should have an A1.2 level of English, even though the institution in which the research is being developed expects an A2 which is demanding but not impossible if there is an application of the correct strategies.

### **1.2.2 Principles for Teaching Speaking**

According to Hussain (2017) the most relevant principles for teaching speaking are:

- 1.- From the very beginning or as soon as possible, encourage students to speak correctly. Avoid waiting until the end when vocabulary and grammar are taught in an advanced level.
- 2.- Accept students' mistakes and short answers when answering to questions.
- 3.- Encourage students to use their English skills, at the level they are, so they can actively participate in conversations without feeling afraid.
- 4.- Provide structures, phrases, and words, and let the students apply them in various contexts. Encourage as much practice as you can.
- 5.- As frequent as possible set up role plays and pair projects, and keep an eye on the students to correct the active ones and engage the inactive ones.
- 6.- At the beginning of the learning process, let the students make mistakes. Fluency is hampered by interruptions and corrections, which can demotivate learners.

As stated by the author of this research work, every speaking principle is important to be applied. Teachers must know that it is acceptable for students to make mistakes at the beginning, but in the road, it is necessary to correct them. It is also mandatory for teachers to

provide students with the vocabulary and grammar tools for them to use appropriately. It is common to find that students feel embarrassed about speaking in front of the class or interacting with the teacher, because they are going to make mistakes, here the duty of the teacher is to encourage them to use the language at the level they are, this is called “to reduce the affective filter”; this can be done through the application of external motivational activities that will cause students to feel willing to participate more frequent in speaking class activities.

Speaking skill is a crucial aspect of language learning as it allows individuals to effectively communicate and interact with others in this case in the educational context. However, developing proficiency in speaking requires more than just linguistic knowledge; it follows a process of pre, while and post speaking activities that need to be accurately applied by the teacher in class. Speaking also relies heavily on motivation. It plays a significant role in driving learners' commitment, effort, and perseverance throughout the language learning journey.

## **CHAPTER II: Methodological Strategies and Diagnostic Phase.**

Chapter two of this research includes a description of the stages of the investigative process and its purpose, the description of the methodology responds to the objectives of the study. The instruments are described, and the data processing corroborates the scientific issue as well as the need to find a possible solution.

### **2. 1 The Investigative Process, Justification and Purpose.**

The present research work is carried out with a mixed approach. Qualitative approach because of its orientation towards the sciences of education, and quantitative since it works with numerical data which will be tabulated statistically.

According to Tegan (2023), to answer the research question, mixed method research incorporates aspects of qualitative and quantitative research. In comparison to a solitary quantitative or qualitative study, using a combination of techniques can produce a more complete picture because they integrate each technique's merits. Particularly in collaborative contexts and complicated situational or societal studies, mixed methods research is frequently employed in the behavioral, and social sciences such as the teaching learning process of speaking skill.

In line with the traditional method of categorizing mixed methods designs, they can be divided into two main groups: sequential and concurrent, Almeida (2018). The sequential design divides the process into two stages: the first stage involves the collection of either qualitative or quantitative data, and the second stage involves the collection of additional data types. Concurrent design, on the other hand, stipulates that both sorts of data are gathered at the same time. There are four specific mix method designs: Triangulation, embedded, explanatory and exploratory.

Agreeing with the position of the author of this investigation, this research work uses the explanatory design, which is a two-phased methodology in which qualitative information contributed to the explanation of or expansion upon preliminary quantitative findings. This design has a strong quantitative orientation, because the process begins with quantitative data. In this way this mixed method with the explanatory design accomplished with the purpose of providing a rich and consistent data collection and analysis of the problem detected, so, validity and reliability of the research work can be guaranteed.

Consequently, the methods to use in this work of research are:

As part of the theoretical method is the inductive – deductive, used to analyze the general problem related to the low performance of speaking skills in the students and the specific reasons why this is produced. Besides, the analysis and synthesis method, which is used to review the literature and analyze theoretical tenets that support existence of the problem of the development of speaking skills, the causes and reasons. In contrast, it will also brace the possible solutions like the application of a system of activities that includes extrinsic motivation to be applied for the problem detected.

It is also included the systematic structural method, to follow a logic sequence in the structure of the system of activities for enhancing extrinsic motivation to improve speaking skills. The activities included in the system must be carefully selected and organized from simple to complex so they can be executed, in this way, the outcomes of their application will be the expected ones.

The empirical method is also part of this research work, so the instruments to be used are: Tests, to evaluate the students' knowledge, skills, and English-speaking abilities at the beginning of the research to measure results. As well as surveys, to know the students' difficulties with the progress of speaking skills to make decisions to try to solve the problem. Finally, the Statistical method is used to organize and tabulate the information obtained in the recollection of data in order to describe it in a quantitative and qualitative way. This allows to have statistical evidences of the problem in the advance of speaking skills due to the deficiency of application of activities that promote extrinsic motivation.

To develop this investigation on the teaching learning process of speaking skills, it is necessary to conceptualize and operationalize the main categories analyzed during the process. As mentioned by Arias (2021), the operationalization of variables is a crucial process in the educative research, it defines concepts into observable and measurable terms. This process allows this research to have an objective quantification and analysis of variables, such as characteristics, attributes, or properties. For this reason, in this research this process was carefully done to have clear and measurable data. (See annex 1).

On accounting for this, several instruments have been elaborated considering the definitions, dimensions, indicators and scale determined in the matrix annexed.

### **2.1.1 Description of the Instruments Based on the Selected Research Approach.**

In this research are used two instruments to collect data:

**Tests:** Kristin et al., (2018), mentions that a standardized test is an evaluation tool or procedure designed to measure a representative sample of behavior from an individual

in a given field of study. Both reliability and validity are supported by research, and the test's results can be used to infer information about the subject's traits. This data collection instrument can be qualitative and quantitative, and is used in this investigation to evaluate the students' knowledge, skills, and English-speaking abilities at the beginning and at the end of the research to measure results. (See annex 2)

**Surveys:** This quantitative research instrument is used in the investigation with the objective to know the students' difficulties with the development of speaking skills and make right decisions to try to solve the problem. (See annexes 4 and 5)

The instruments described above are projected for the twenty students of ninth grade class "C" of high school at Unidad Educativa Juan León Mera "La Salle". The students who will take part in this study project must learn English since their high school needs them to achieve an even greater degree of proficiency in the language than the ministry of education does.

The institution demands an A2 level while the Ministry of Education demands an A1.1 level based on Common European Framework requirements. Because of its significance, it is essential that students learn English. On the other hand, because all of the students aspire to get a university degree, which will provide them the opportunity to find a good job in the future, the English language is a necessary component of their learning process and can also be used for academic or professional purposes. (Ministerio de Educación 2016)

The students are between the ages of 13 and 14; their sexes are male and female, all of them are Ecuadorians, what they already know about English are some basic phrases and vocabulary to communicate, so the knowledge they have from the subject is very basic in most of the cases.

Regarding how foreign language learners view English Speaking is generally good, and the majority of students demonstrate interest in learning the language and communicating accurately by employing good pronunciation and voice tone, among other things. However, not all students behave in this way; some see English only as a subject to get through the academic year, while others show neither interest in nor desire to learn it.

Their primary motivation for studying English is to pass the exams and get the school year approved; the Ministry of Education has a requirement for this, and the largest demand comes from the institution, whose level of English is better and more in-depth than in other institutions.

While there are many different ways to learn, the four most popular are visual, auditory, read-and-write, kinaesthetic, and visual. (Laurier, 2018). In accordance with their learning styles, the most common sorts of students are visual, auditory, and kinaesthetic.

As stated by the standards of the Common European Framework of Reference for Languages (CEFRL), the students at this stage have already knowledge of some basic grammar rules and can identify words, sentences, and ideas. They can understand and use words and commonly used terms linked to the areas of experience that are most immediately important to them (for example, very basic personal and family information, shopping, locations of interest, and jobs). These students may communicate their experiences, events, wishes, and aspirations, including their thoughts or explain their plans briefly.

Moreover, to accurately express the expectations of students described above, a specific context or situation is required. The requirements, benefits, and disadvantages of the students can be described in this situation:

Regarding to the requirements, the institution counts with very few technological devices like projectors, digital boards and even tape recorders to enhance students' attention and interest to become fluent in the language, taking into account that currently students feel highly attracted by technological tools it is important to implement them in the class.

To improve teaching strategies and abilities, teacher preparation programs and continued professional development is necessary. Affective teachers are essential for developing students' capacities to learn.

Another relevant need the institution has, is to encourage parents' participation in the students' education by involving them in school activities so it causes a positive impact on students' speaking performance since it motivates them to do things in a better way.

An important strength to mention is the educational community compromise and sense of collective responsibility, because this makes any learning improvement attempt to be significant and worth. The speaking outcomes in this instance will be higher than anticipated after the use of the plan when taking into account the assistance of authorities, teachers, and students.

The ninth graders as well as the rest of students in the institution get benefit from an innovation project that aims to improve the English level in students, this is done through the implementation of the subject of Science in English.

Despite facing challenges, the students' attitudes towards the attempts of improvements in speaking English are positive, they show a lot of determination in front constructive changes. An important strength that should be mentioned is that teachers are open-minded for positive

changes and the authorities always open their doors to those who seek to improve their students, so it is quite feasible to implement the proposal.

To implement effective treatments and initiatives that can result in long-lasting improvements in English speaking, it is vital to understand the needs, capabilities, and weaknesses of the students in this study. Researchers and teachers can as an educational community to create a more motivating and enriching learning atmosphere by addressing these requirements and utilizing already-existing capabilities.

## **2.2 Description of the Initial Diagnosis, Data Processing and Result Interpretations**

To elaborate the initial diagnosis, the researcher followed some steps:

First: Identification and delimitation of the difficulty to the point of knowing its dependent and independent variables.

Second: Elaboration of the theoretical framework that helps to understand and solve the detected problem, starting from previous research linked to the subject.

Third: Application of instruments for data collection, processing and interpretation, which is detailed below:

The diagnosis applied had the main objective to measure the students' speaking level. Then, to verify the organization of the students' ideas while practicing the speaking skills they used main ideas, including examples and details; signal words and phrases such as: first of all, on the other hand, etc.

Table 3 and figure 2 (See annex 6) show the result of organization, which is the first aspect in the rubric used to evaluate the diagnostic speaking test. According to the results, 9 students that represent the 45 % got the lowermost mark that is one, while 5 that represent the 25% got two, 3 students that represent the 15% got 3, considered an accepted grade, and 2 students representing the 10% got 4 which is even better, and just 1 that represents the 5% got the highest grade in the scale. Furthermore, it is clear that the majority of students lack organization when speaking, as evidenced by the fact that neither their ideas nor their choice of crucial words or phrases are cohesive.

To check the students' use of vocabulary and grammar while speaking, students have to use an appropriate level of vocabulary and manage the correct verb tenses, subject and verb agreement, plural nouns and articles.

Table 4 and figure 3 (See annex 6) show the result of vocabulary and grammar, which is the second aspect in the rubric used to evaluate the diagnostic speaking test. The graphs show that 10 students that represent the 50%, got the lowest mark in the scale that is one, while 7 students that signify 35% got two, 1 student representing the 5% got 3, considered an accepted grade, another that represent 5% got 4 which is even better and finally the missing 1 student on behalf of 5% got the highest grade in the scale. Then, it is noticeable that half of the students do not use appropriate vocabulary and grammar to speak at all, and the rest at least try, but do not show complete management in correct verb tenses, subject and verb agreement, plural nouns and articles.

To measure fluency in students' speaking, they have to use an appropriate speaking speed and emphasize in key words and ideas.

Table 5 and figure 4 (See annex 6) show the result of fluency, which is the third aspect in the rubric used to evaluate the diagnostic speaking test. The results show that 8 students that represent the 40% got the lowest mark in the scale that is one, while 10 students in representation of 50% got two, 1 student representing the 5% got 3, considered an accepted grade, another the last student representing 5% got 4 which is even better, and the 0% got the highest grade in the scale. Then, it is noticeable that more than half of the students are not fluent when they speak in English, which means that they do not demonstrate an appropriate speed nor a correct use of ideas.

To get to know about the use of body language and eye contact in students' speaking table 6 and figure 5 (See annex 6) show that, 9 students that represent the 45% got the lowest mark in the scale that is one, while 6 representing the 30% got two, 2 students that represent the 10% got 3, considered an accepted grade, another student representing the 5% got 4 which is even better and 2 more students representing the 10% got the highest grade in the scale. Then, it is noticeable that most of the students do not have eye contact with the auditory, nor use body language to emphasize their ideas to speak in English.

### **2.2.1. Students' Survey.**

The survey applied to the students to determine the effect of extrinsic motivation in the development of speaking skills (see annex 8) has denoted the following results after answering 12 questions:

Question 1 about the use of coherent ideas to speak in English reveals that 9 students that represent the 45 % never use coherent ideas to speak, while 8 students that represent the

40 % consider they sometimes do, and 3 students representing the 15% assure they always use comprehensive ideas. Then, it is noticeable that most of the students never use the necessary speaking sub-skills to produce clear ideas when speaking in English.

Question 2 refers to the use of an adequate volume and expression to speak in English and demonstrates that 9 students representing the 45% never use suitable expressions and volume in their speech, 7 students that are the 35% think they do occasionally, and 4 more that represent the 20% are convinced they usually do. 9 students neither know about nor use these crucial elements in their English speaking, it becomes apparent.

Concerning to the frequency with which students make mistakes when speaking in English, question 3 shows that 16 students that are the 80% always make mistakes when speaking, while 3 students that represent the 15% makes them from time to time, and 1 student that is the 5% is convinced they never make them. A large number of students frequently make mistakes when speaking, that is why the proposal must be implemented to reduce these errors and support students in having more correct speaking.

Regarding question 4 that mentions the correct use of English sounds in speaking reveal that 11 students that are the 55% never utilize the proper English sounds when speaking, 7 students that represent the 35% confirm that they do so occasionally, and 2 students representing the last 10% note that they do so consistently. These results are enough evidence of the need students have of learning the correct pronunciation of sounds in English to improve the speaking skill.

Concerning to grammar structure usage when speaking in English, question number 5 exposes those 11 students that are the 55% never utilize grammar structures to communicate, 5 students that represent the 25% agree that they do so occasionally, and 4 students representing the 20% say they do it regularly. The outcomes show that teaching grammar is necessary if students are to express themselves coherently when speaking.

In question 6 that denotes to the implementation of vocabulary to speak in English demonstrates that 13 students that represent the 65% never implement vocabulary to communicate, 6 students that are the 30% indicate they do so occasionally, and 1 student that represents the 5% claims they always do. The answers clearly demonstrate the requirement for activities that embrace the usage of new vocabulary so that students can practice and retain it in the long-term memory.

Addressing the spoken participation in the English class, question 7 makes noticeable that 9 students that represent the 45% never participate orally in class, additionally, 8 students

that are the 40% indicate they sometimes do so, and 3 students representing the 15% claim they always do. The results demonstrate students do not interact in the English class as they should, possibly for several reasons like the lack of motivation, but it is necessary to encourage them to use spoken English more frequently in class.

Concerning the interest of students in speaking exercises directed in English class, question 8 evidences that 10 students representing the 50% are sometimes interested about the speaking activities done in the English class, on the contrary, 5 students that are the 25% indicate they are always interested about them, and 5 more students representing the 25% more claims they are never motivated for the activities. The results demonstrate that the students do not feel a strong interest for the activities the English teacher develops in class, what indicates the necessity of innovation in the methodologies and strategies applied in class, such the ones that include extrinsic motivation that will be an essential factor to encourage students to participate in the speaking activities done in class.

Question 9 concerns the level of comfort students feel when speaking English and reveals that 12 students that represent the 60%, never feel comfortable speaking in class; however, 6 students that represent the 30% of students say they do so occasionally, and 2 students that represent the 10% missing manifest they always feel comfortable doing so. This is a crucial sign that students require to build the confidence to speak up without feeling embarrassed, which can be done through the application of extrinsic motivation in the speaking activities done in class.

With respect to the optimistic attitude towards speaking activities, question 10 reveals that 10 students that represent the 50% of students never show a positive attitude in front of the speaking activities done in the English class; however, 7 students representing the 35% of students say they do so from time to time, and 3 students representing the 15% more mention they always show positive when they have to participate in the English class. The answers to this question clearly demonstrate that students must be motivated to complete and participate in the oral activities planned in class; therefore, it is vital to conduct extrinsic motivation activities that improve students' speaking abilities.

In the matter of the efforts of teachers to reduce anxiety in the classroom, question 11 exposes 11 students who represent the 55% consider that the English teacher never promotes a reduction of anxiety in the class, 8 students that are the 35% say she does this occasionally, and 1 student that represents the 15% remaining say she never does that. These findings demonstrate the relevance of implementing activities, such as extrinsic motivation, that can lower the affective filter during English class so that students feel more at ease speaking.

With regard to the teacher's ability to provide students with useful feedback, question 12 shows that 12 students that represent the 60% believe the English teacher never provides effective feedback after the speaking activities, 6 students that are the 30% say this occasionally, and 2 students representing the 10% say this never happens. These findings demonstrate the importance of providing students with useful feedback following oral treatments, even if it takes some time for students to get motivated by the positives and make improvements in the negatives.

### **2.2.2. Teacher's Survey**

The survey applied to the teachers to determine the effect of extrinsic motivation in the development of speaking skills (see annex 9) has denoted the following results after answering 12 questions:

Question 1 about the use of coherent ideas to speak in English shows that 2 teachers that represent the 100% affirm that students sometimes use coherent ideas to do this, 0 % say they do this from time to time, and 0% more say this never happens. These results show that in order to develop coherent thoughts, students need to be given the right tools. Therefore, extrinsic motivating activities and explanations of structure will help students achieve this goal.

Question 2 asks whether or not the pupils speak loudly and expressively enough in English, and its results demonstrate that 2 teachers that represent the 100% indicate that students occasionally use appropriate volume and expression in speech. 0% of teachers say this also happens occasionally, and 0% more teachers say it never does. The findings provided proof that the teacher needed to socialize loudness and expression as essential elements of spoken English creation.

Regarding to the frequency with which students make errors when using the English language, question 3 demonstrates that 2 teachers that represent the 100% think students always make mistakes when they speak in English. The obtained findings unequivocally show that the instructor needs to implement fresh ideas and inspire pupils to cut down on speaking errors.

Concerning the correct usage of English sounds when students speak in English, question 4 exposes 2 teachers that represent the 100% indicate that students rarely use sounds in English speaking. The obtained results unequivocally show that the teacher needs to inspire students with the English sounds in order for them to have a better English spoken production.

Regarding how the students use grammar to communicate, question 5 reveals that 2 teachers that represent the 100% believe students occasionally utilize English grammar structures to communicate. The results evidence that the teacher should assist students in learning grammar structures so that they can utilize them to communicate.

Addressing the use of vocabulary by students for communication, question 6 demonstrates that 2 teachers that represent the 100% think students rarely use English vocabulary to communicate. The answers show that the teacher needs to emphasize with students the employment of vocabulary in the speaking activities.

In relation to the spoken participation of students in the English class, question 7 shows that 2 teachers that represent the 100% manifest students sometimes participate orally in the English class. The answers show that the teacher needs to use extrinsic motivation activities together with the tools to encourage students to interact orally in class.

In question 8 question related to students' interest for speaking activities shows that 2 teachers that represent the 100% expose students sometimes feel interested about the speaking activities done in the English class. The answers show that the teacher needs to link speaking activities with motivation, so students speaking level of participation will increase.

The students' security and comfort level of speaking English is addressed in question 9 and its results evidence that 1 teacher that represents the 50% evidence students sometimes feel secure to speak in the English class, and 1 teacher that represents the other 50%, contemplate this never happens. The answers show that the teacher needs to look for strategies to help students feel security when speaking in English.

Regarding students' attitudes towards speaking exercises, question 10 shows that 1 teacher that represents the 50% of teachers evidence students sometimes show a positive attitude towards the speaking activities done in the English class, and 1 teacher that represents the other 50%, consider this never happens. The answers show that the teacher needs to look for strategies to feel more willing to take part in spoken English activities.

Question 11 concerns to the class's promotion of the reduction affective filter and its results claim that 2 teachers that are the 100% expose they sometimes promote a reduction anxiety in class. The answers show that the teacher needs to do these types of activities in class in order to make students feel relaxed and willing to work.

Question 12 discusses effective feedback following spoken activities and its results reveal that 2 teachers that represent the 100% expose they sometimes give effective feedback

to students after the speaking activities. The answers show that the teacher needs to take time to give effective feedback after the oral activities so in the next time, they can take into account the mistakes made and avoid them in the next time.

The analyses done allows the researcher to look for a possible solution based on a system of activities for enhancing extrinsic motivation and improving speaking skill in ninth graders at "La Salle" High School. The implementation of this system of activities will contribute to progress in the speaking skill of the students by developing the sub-skills: fluency, vocabulary, use of grammar, expression, coherence and pronunciation. This is a complex practice that is why it is essential to work starting with the external motivation in students.

Therefore, by incorporating incentives, rewards, and recognition, students will be inspired to push themselves, practice their language speaking skills actively, and get over their fear of making mistakes. These activities not only promote a good learning environment but also give students a sense of progress and success, which increases their self-assurance and self-esteem.

### **CHAPTER III: Presentation and Validation of the Proposal**

Chapter three of this research work describes the modelling of the methodological proposal consisting of a system of activities for enhancing extrinsic motivation and improving speaking skill, as well as its validation in ninth graders.

#### **3.1. Theoretical Foundation, Characteristics and Methodological Requirements for the System of Activities.**

System, according to Cambridge dictionary (2023) is a particular set of actions for doing something. In this case, a system of activities that include extrinsic motivation, contains a series of elements that keep relationships and close connections among them proving unity with the environment.

These connections with the environment facilitate the extrinsic motivation, as extrinsic rewards refer to being motivated by outside forces, such as getting a reward or avoiding punishment.

In this opportunity, the stimulus is external to the individual and may take the form of social cognition or operant training. It speaks about carrying out an activity in order to achieve a goal. It could take the shape of a prize, social acceptance, or credit. Extrinsic motivation can be produced by a number of external factors, such as the need for appreciation, pressure to perform well in a test, or the possibility of upgrading in the future. (Borah,2021, p. 550,551.) This proposal suggests an activity system that uses various techniques to motivate students to improve their English-speaking skills performance. The system aims to enhance students' learning experience.

Extrinsic motivation plays an important role in the English oral production in students. According to Girmus (2012), p.5. Extrinsic motivation is crucial in students' English oral production, as it involves three mental processes: cognition, motivation, and emotion. The upper brain processes motivational, emotional, and cognitive information, while the cortex of the brain receives projections from lower brain regions. Both higher and lower brain areas are receptive to each other, suggesting that motivation may be learned like other higher brain functions. Lower brain areas emphasize the importance of motivational and emotional inputs and stress reduction. The system of activities proposed considers some motivational strategies that help students behave appropriately in regard to language instruction; it is the motivating influence that enables systematic, positive outcomes for learning. Dornyei Z. (2001), p. 23.

The following methods have been assumed:

1. - Appropriate behavior of the teacher

Every action the teacher takes in class motivates the students. This tactic, like the others, focuses on what the instructor may do to inspire students by identifying the proper conduct in the following stage:

- Enthusiasm
- Commitment and Learning Expectations of Students
- Relationship with students
- Relationship with parents of students

They are used to highlight the teacher's interaction with the students in class by emphasizing the teacher's enthusiasm at the start of class and dedication. This method aims to demonstrate to students the teacher's desire and motivation for their learning, while also discussing with them the importance of the teaching-learning process of the speaking skills.

2. -Acknowledge the student's effort

The second method involves the teacher praising students for their efforts and accomplishments, keeping track of their development, and sharing in their joy when they succeed. Make sure the student's effort and hard work are evidently reflected in the improvement of speaking skills during the class activities and consequently in their grades.

3. - Create a pleasant atmosphere in the class

This method focuses on fostering an environment in the classroom that encourages students' participation, speaking out in front of their classmates, and having the students who aren't scared to reply.

4. - To make learning tasks stimulating jobs

The activity must be completed in accordance with legitimate aims, which the teacher must keep in mind.

5. - Develop a Good Relationship with the students

A positive teacher-student relationship is essential to any contemporary educational program because students often invest a lot of effort into their academic pursuits in an effort to satisfy their teachers.

6. - Increase the Linguistic Self-confidence of your students.

It should be noticed that self-confidence has more to do with a talent than it does with an individual's competence.

7. -Promote the Autonomy of Students.

The system of activities provides a good relationship between student's autonomy and motivation. Students become aware of and assume responsibility for their own learning.

8. - Customize the Learning Process.

Students are required to provide one or more reasons why they believe they should be in class. This can be accomplished by making adjustments that are appropriate for each group's needs.

9. - Increase the Orientation of the Objectives in the students.

Teachers have to guide students in setting broad and detailed goals while also emphasizing the need of fulfilling both individual and group needs.

10. - Familiarize students with the Culture of the Language they are learning.

It is crucial to understand how a foreign language and culture interact because it is impossible to learn or teach a language outside of its cultural context, let alone by itself.

According to Gardner, a student's affective inclination toward the linguistic cultural group they are studying has a significant impact on how well they learn a language. So, it is considered important to be able to carry out an adequate teaching-learning process of the English language based on activities that motivate students to talk, providing them with the necessary tools to do it, especially in reference to the spoken activities, which is the weakness of the students, thus significantly improving the oral production of the language.

The methods that support the proposal to be applied in ninth-year students make possible the access to information, educational opportunities, intercultural communication, cognitive development, openness to the world, and critical thinking skills, as they develop speaking. Mastering English also helps students learn from the world, enrich their personal

experiences, and broaden their worldview. So, the proposal also considers some relevant principles, as explained by Hussain (2017):

- 1.- From the very beginning or as soon as possible, encourage students to speak correctly. Avoid waiting until the end when vocabulary and grammar are taught in an advanced level.
- 2.- Accept students' mistakes and short answers when answering to questions.
- 3.- Encourage students to use their English language abilities at their current level so that they may actively participate in conversations without feeling intimidated.
- 4- Provide structures, phrases, and words, and let the students apply them in various contexts. Encourage as much practice as you can.
- 5.- As frequent as possible set up role plays and pair projects, and keep an eye on the students to correct the active ones and engage the inactive ones.
- 6.- Allow pupils to make mistakes at the start of the learning process. Interruptions and corrections impede fluency, which can demotivate students.

According to the position of the researcher of this investigation, every speaking principle is important to be applied. Teachers must recognise that it is acceptable for students to make speaking errors at the beginning, but in the road, it is essential to correct them. It is also important for teachers to equip students with proper vocabulary and grammar tools. It is typical for students to feel ashamed about speaking in front of the class or engaging with the teacher since they will make mistakes; the teacher's role here is to encourage them to utilize the language at the level they are at, this is called "to reduce the affective filter"; this can be done through the application of external motivational activities that will cause students to feel willing to participate more frequent in speaking class activities.

Speaking skill is a crucial aspect of language learning as it allows individuals to effectively communicate and interact with others in this case in the educational context. However, developing proficiency in speaking requires more than just linguistic knowledge; it follows a process of pre, while and post speaking activities that need to be accurately applied by the teacher in class. Speaking also relies heavily on motivation. It plays a significant role in driving learners' commitment, effort, and perseverance throughout the language learning journey.

By provoking the interest of the pupil in an extrinsic or external way it is relevant for him to develop his speaking skills in an optimal way, thus improving the acquisition of the foreign language, and therefore obtain good grades and be able to communicate effectively in English. For these reasons, the proposal presented will help to improve the development of speaking skills through motivational techniques.

### **3.1.1 Characteristics of the Proposal**

This proposal as it aims to solve the problem detected in ninth year students in the educational unit Juan León Mera La Salle, is characterized by:

- External motivation: it has been created to promote the improvement in the oral expression of the English language in a correct way.
- Four sequential oral activities: they are contained in a single unit of the book that the students work on, which are complemented by extrinsic motivation to the expected oral production goal.
- Larger contents: This proposal is comprehended by of four consecutive activities focused on the development of spoken proficiency of the English language, which deal with the grammar of the past tense with the theme of sports and famous sportsmen. The activities already mentioned go from the simplest to the most compound form, so that the students acquire the language step by step and learn significantly to finally produce the language in a spoken way expected by the teacher.
- The PPP method: This proposal is based on is “PPP”, Presentation, practice and production. According to TEFL, S. (2021), There are three steps to this teaching approach, which coincide with pre, while and post speaking activities. The first stage is to introduce a linguistic element in a context that students are familiar with. In keeping with the analogy, the second phase is practice, in which students are assigned a job that provides them with several opportunities to utilize the new language feature and become acclimated to it while receiving minimum and appropriate teacher assistance. The next step is production, in which pupils use the language in a task set up by the teacher with only limited direction.

Some methodological requirements for using the system of activities are the following stages:

-The first stage involves an operative plan to teachers that guide them through the use of four phases: socialization, planning, execution and evaluation. It is important to design an operational plan for the proposal of this research work, as it provides structure, clarity of

objectives, allocation of necessary resources, dates by which the different phases will be implemented, measurement of the results of the implementation of the proposal, and describes the roles and responsibilities of each person involved in the research.

-The second stage involves activities for the students. First, the warm up where students will receive motivational activities related to games and animated dynamics to initiate with the class theme. The next part is the presentation where students comprehend the grammatical part that they should practice in the next stage that is the practice, the same that is done individually, in pairs or in groups. Finally, the production no longer requires teacher guidance since students have followed the step-by-step process to produce the English language in a spoken way.

### 3.1.2. The System of Activities for Enhancing Extrinsic Motivation and Improving Speaking Skill in Ninth Grade

*Table 1: First stage: Operative plan for teachers*

| PHASES        | GOALS                                                                         | ACTIVITY                                                                                                                                                              | RESOURCES                                                                                                                | TIME                                                      | PEOPLE IN CHARGE                |
|---------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------|
| Socialization | Socialize with teachers and authorities                                       | Presentation of the proposal to the teachers and authorities of the institution.                                                                                      | <b>Material</b><br>-Introduction of the research project.<br><b>Human</b><br>-Researcher                                 | May 29 <sup>th</sup> , 2023                               | Researcher                      |
| Planning      | Organize a meeting to explain teachers how to apply the system of activities. | Give an oral explanation using the power point presentation about how to apply step by step the system of activities based on extrinsic motivation with the students. | <b>Material</b><br>-Projector<br>-Power Point Presentation with the system of activities.<br><b>Human</b><br>-Researcher | September 4 <sup>th</sup> , 2023                          | Researcher                      |
| Execution     | Execution of the content of the proposal (system of activities)               | Apply the system of activities to the students in the classroom, together with the English teacher.                                                                   | <b>Material</b><br>-Book<br>-Board<br>-Markers<br>-Notebooks<br><b>Human</b><br>-Researcher<br>-Teacher<br>-Students     | September 5 <sup>th</sup> , to the 8 <sup>th</sup> , 2023 | Researcher and English teacher. |
| Evaluation    | Evaluate the proposal through the application of the final test.              | Apply the test and use the rubric to measure the final results and compare to the initial ones                                                                        | <b>Material</b><br>-Test<br>-Rubric<br><b>Human</b><br>-Researcher<br>-Students<br>-Teacher                              | September 8 <sup>th</sup> , 2023                          | Researcher and English teacher. |

**Note:** Elaborated by Freire Mónica. (2023)

# ! SAY IT WITH NO WORRIES!

*A system of activities for enhancing  
extrinsic motivation and improving  
speaking skill in ninth graders at “La Salle  
high school”*



*Author: Elizabeth Freire (2023)*

***"Say it with no worries"*** is a system of activities that can be used by teachers to inspire their students in the classroom by implementing extrinsic motivations to the academic activities in the English class. This information will be introduced at the start of each class to encourage positive thinking about the many oral exercises that are scheduled. Students will therefore be keen to pick up the language and improve their speaking abilities.

Motivation is crucial for students to learn English, as it inspires and keeps the process going until all necessary skills, especially speaking, are mastered. Teachers, regardless of their giftedness, should provide encouragement to help students acquire the facility to speak. However, strict adherence to textbooks and timetables can make learning difficult. The proposed system of activities can help integrate cognitive aspects of grammar with affective and motivational activities, increasing the learning experience.



## UNIT 1: LOOKING BACK

### ACTIVITY 1 “Sports in action”



**Table 2: Activity 1**

| <p><b>MATERIALS:</b> Flashcards of action verbs and balloons.</p> <p><b>General Objective:</b><br/>Students will be able to identify and pronounce correctly action verbs in the past tense.</p> <p><b>Specific Objectives:</b><br/>-To present and practice regular and irregular verbs in the past tense.<br/>-To practice the correct pronunciation of action verbs in the past tense.</p> <p><b>Motivation techniques:</b> Familiarize with the sports of USA and create a pleasant atmosphere in the class.<br/>-To motivate students by using abstract drawings to introduce American sports (baseball and American football).<br/>- To encourage students by using Michael Jordan as an example, a well-known baseball and basketball player.<br/>- To motivate students to draw differences between sports in the United States and Ecuador.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                           |                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| STAGES / TIME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TEACHER'S ROLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | STUDENT'S ROLE                                                                                                                                                                                                                                                                                            | EVALUATION                                             |
| Warm up<br>10'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Motivation development</p> <p>*The teacher explains to the students what an abstract design <b>(see annex 9, figure 8, figure 9)</b> is and shows one to the student one.</p> <p>* The teacher asks that student to describe the picture in front of the class using simple words.</p> <p>* The teacher asks the students to try to identify any kind of sports in the description of the abstract design by drawing.</p> <p>* The teacher tells students some important facts about American</p> | <p>*Students draw the picture described.</p> <p>*Students compare their pictures with the original.</p> <p>*Students try to express their ideas about American football, basketball and baseball.</p> <p>*Students say if they identify the famous players or not and if they like that sport or not.</p> | <p>Students identify some words related to sports.</p> |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                           |                                                                                      |
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|                             | <p>sports, and some famous basketball and baseball players.</p> <p>*The teacher asks students if they identify some of famous players presented or if they like one of the sports mentioned.</p>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           |                                                                                      |
| <p>Presentation<br/>10'</p> | <p>* The teacher makes a brainstorm using pictures about past actions on the board and asks students to recognise what are they about.</p> <p>*The teacher introduces to the students the new vocabulary words (action verbs in the past) (<b>see annex 9</b>)</p> <p>*The teacher asks to the students to mime the actions in the pictures.</p> <p>*The teacher asks to the students to repeat after her the new vocabulary words (action verbs)</p> <p>*The teacher asks to different students to read the vocabulary to check pronunciation and corrects the mistakes.</p> | <p>* Students describe activities they are already familiar with and what they are about.</p> <p>*Students mime some verbs.</p> <p>*Students read the new vocabulary and follow the teacher avoiding making mistakes.</p> | <p>Students identify action verbs in past tense and their correct pronunciation.</p> |
| <p>Practice<br/>10'</p>     | <p>* The teacher instructs the students to work in groups of two and to try to mime and recite each new vocabulary word.</p> <p>*The teacher tells to students to practice the pronunciation of the verbs so they can be part of a competition.</p>                                                                                                                                                                                                                                                                                                                           | <p>*Students get in pairs, mime and at the same time pronounce the new vocabulary words.</p> <p>*Students get ready for the competition.</p>                                                                              | <p>Students are aware about the pronunciation of the verbs in past tense.</p>        |

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| Production<br>15' | <ul style="list-style-type: none"> <li>* The teacher asks to the students to stand up and make a circle in the center of the classroom and listen to the instructions for the activity.</li> <li>* The teacher calls out the topic “verbs” and toss the balloon in the air</li> <li>* The student who is closer to the balloon must call out the name of the verb the teacher is pointing on the board and hit the balloon back into the air.</li> </ul> | <ul style="list-style-type: none"> <li>* Students stand up and make a circle in the center of the classroom to listen to the instructions.</li> <li>*Students say a verb and hit the balloon to the air.</li> </ul> | Students identify and say the name of action verbs in past tense using a correct pronunciation. |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|

**Note: Elaborated by Freire Mónica. (2023)**



## UNIT 1: LOOKING BACK

### ACTIVITY 2 “Guess what is the word!”



**Table 3: Activity 2**

| <b>MATERIALS:</b> Flashcards of action verbs, nouns and subject pronouns and plastic bottles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                        |
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| <p><b>General Objective:</b><br/>Students will be able to say short phrases using action verbs in past tense, nouns and subject pronouns.</p> <p><b>Specific Objectives:</b><br/>-To present nouns and subject pronouns as complementary words to form short phrases with action verbs.<br/>-To practice the correct pronunciation of phrases with action verbs in the past tense, nouns and subject pronouns.</p> <p><b>Motivation techniques:</b> Classroom game and acknowledge the students' effort.<br/>-To motivate students through a dynamic than involves moving around the class<br/>-To encourage students to play a game in groups to inspire them.<br/>- Students will be inspired to compete and enjoy learning English.</p> |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                        |
| STAGES / TIME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TEACHER'S ROLE                                                                                                                                                                                                                                                                                                                               | STUDENT'S ROLE                                                                                                                                                                                                                                               | EVALUATION                                                                                                             |
| Warm up<br>10'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Motivation development</p> <p>* The teacher reminds the students of the previous class's action verbs and asks them to take a look at the pictures on the board and repeat their names out one by one.</p> <p>* The teacher asks students to stand up and make a line.</p> <p>* The teacher asks to the students to think about words</p> | <p>*Students look at the picture and describe the verbs.</p> <p>*Students stand up and make a line.</p> <p>*Students say words they consider can go next to the verbs in past tense to form short phrases while the bottle is passed using their elbows.</p> | Students propose new words that can go next to the verbs learned in the previous class in order to form short phrases. |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                 |                                                                                                                                                              |
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|                     | <p>that can go next to the verbs to forms short phrases.</p> <p>* The teacher shows students a plastic bottle and tell them that it must be passed down the line while they say these short phrases, the condition is that they can only use their elbows.</p> <p>*The teacher listens to the proposals of the students and accepts them even if they are incorrect.</p> <p>* The teacher asks the pupils whether they know what the names of the words they mentioned to compose the short phrases are.</p> | * Students attempt to respond to the teacher's question.                        |                                                                                                                                                              |
| Presentation<br>10' | * The teacher presents to the students the words (nouns and subject pronouns) ( <b>see annex 10, figure 10 and 11</b> ) necessary to form phrases with the verbs in past tense and teaches them how to use them together.                                                                                                                                                                                                                                                                                    | * During the explanation, students pay attention and interact with the teacher. | Students identify the words are called nouns and subject pronouns, and that they follow and order to form short phrases with the action verbs in past tense. |
| Practice<br>10'     | *The teacher asks students once again to try to form new phrases using all the words given, but                                                                                                                                                                                                                                                                                                                                                                                                              | *Students form new phrases with the words provided, taking into                 | Students form grammatically and orally correct short                                                                                                         |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                    |
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|                           | <p>now taking into account the explanation given.</p> <ul style="list-style-type: none"> <li>* The teacher instructs all students to deliver their sentences aloud in front of the class. (Minimum 1)</li> <li>* The teacher recognizes each student's contribution, including those who paid the most for the activity or are less likely to speak up.</li> <li>* Throughout the activity, the teacher corrects speech and grammar errors.</li> </ul> | <p>account the explanation given by the teacher.</p> <ul style="list-style-type: none"> <li>*Students share in front of the class the phrases they formed</li> <li>*Students feel proud of themselves for the acknowledgement received by the teacher for the effort they put in the activity.</li> <li>* During the activity, students listen to and follow the teacher's effective feedback.</li> <li>* Students practice for the competition.</li> </ul> | <p>phrases using verbs in past tense, nouns and pronouns.</p>                                      |
| <p>Production<br/>15'</p> | <ul style="list-style-type: none"> <li>* The teacher divides the class into two groups and asks them to name their teams creatively.</li> <li>*The teacher tells the students to pay attention to the verb she is going to mention and get ready to be the first to run to the board, write a phrase using the verb in past tense, the nouns and pronouns and say it aloud.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>* Students are divided and give an original name to the team and are attentive to the verb the teacher mentions to run to the board, write the phrase and say it aloud.</li> </ul>                                                                                                                                                                                                                                   | <p>Students write and say short phrases using nouns, subject pronouns and verbs in past tense.</p> |

**Note: Elaborated by Freire Mónica. (2023)**



## UNIT 1: LOOKING BACK

### ACTIVITY 3 “Motivation and persistence”



**Table 4: Activity 3**

| <b>MATERIALS:</b> Pictures and story of Lolo Johns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                 |                                                                              |
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| <p><b>General Objective:</b><br/>Students will be able to write and orally express past actions that demonstrate self confidence and perseverance.</p> <p><b>Specific Objectives:</b><br/>-To show how to use simple past grammatical constructs in a discussion.<br/>-To reinforce the speaking aspects (pronunciation, grammar structure, fluency, body language and eye contact) to talk about a person’s life.</p> <p><b>Motivation techniques:</b> Relate information to real life situations.<br/>- To give students a practical example of someone who has followed their dreams and believed in themselves to inspire them.<br/>-To introduce Lolo Johns, who was born in a family with a difficult economic situation, but she studied a lot and became a professional and participated in the Olympic games of Pekin (2008).</p> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                 |                                                                              |
| STAGES / TIME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TEACHER'S ROLE                                                                                                                                                                                                                                                                                                                                                     | STUDENT'S ROLE                                                                                                                                                                                                  | EVALUATION                                                                   |
| Warm up<br>10'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Motivation development<br>*The teacher tells students briefly about the story of Lolo Johns ( <b>see annex 11, figure 12</b> ), who was born into a family with financial hardship where they even sought asylum in a church to sleep. With the passage of time her goals were achieved, she graduated and years later managed to go to the 2008 Beijing Olympics. | *Students listen to the teacher and answer her question.<br><br>*Students listen to the story and copy the past tense verbs they listen to.<br><br>*Students share the verbs copied with the rest of the class. | Students identify verbs in the past tense in a narration and say them aloud. |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             |                                                                                               |
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|                     | <ul style="list-style-type: none"> <li>* The teacher instructs the students to listen to the story again, but this time they must take notes on every simple past verb they hear.</li> <li>* The teacher instructs the students to share their verbs with the rest of the class.</li> </ul>                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                                                                                               |
| Presentation<br>10' | <ul style="list-style-type: none"> <li>* The teacher presents to the students the grammar structures of simple past tense through the story of Lolo Johns.</li> <li>*The teacher makes reference to the axial part, (values like perseverance, and self confidence) to achieve goals in life.</li> <li>* The teacher asks the students if they regard themselves to be perseverant persons who trust themselves.</li> </ul> | <ul style="list-style-type: none"> <li>*Students pay attention to the explanation and interact with the teacher during it.</li> <li>*Students analyze that perseverance and self confidence are two relevant values to achieve little or big goals even when they learn English.</li> </ul> | Students identify the past tense constructions that are positive, negative, or interrogative. |
| Practice<br>10'     | <ul style="list-style-type: none"> <li>*The teacher asks to the students to orally complete a fill in the gap exercise with the information related to the life of Lolo Johns.</li> <li>*The teacher asks all students to underline and explain the different past tense structures (affirmative, negative and</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>*Students listen to the incomplete story and orally complete each one of its blank spaces.</li> <li>*Students recognize and analyze the different structures of simple past (affirmative, negative and interrogative)</li> </ul>                     | Students identify simple past positive, negative and interrogative grammar structures.        |

|                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                     |                                                                                                   |
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|                   | interrogative) they found in the exercise.                                                                                                                                                                                                                                         |                                                                                                                                     |                                                                                                   |
| Production<br>15' | <p>* The teacher instructs the student to write down and describe two previous activities in which they displayed perseverance and confidence in their ability to achieve a goal</p> <p>*The teacher asks to the students to share at least one of the actions with the class.</p> | * Students write about two previous actions in which they displayed perseverance and confidence in their ability to achieve a goal. | Students write and orally express past actions that demonstrate self confidence and perseverance. |

**Note: Elaborated by Freire Mónica. (2023)**



## UNIT 1: LOOKING BACK

### ACTIVITY 4 “All about my vacation time”



**Table 5: Activity 4**

| <b>MATERIALS:</b> Pictures about vacations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                    |                                                                           |
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| <p><b>General Objective:</b><br/>Students will be able to give an oral exposition about their last vacation using simple past tense with affirmative, negative and interrogative structures.</p> <p><b>Specific Objectives:</b><br/>-To use the simple past tense to plan an oral exposition.<br/>-To reinforce the speaking aspects (pronunciation, grammar structure, fluency, body language and eye contact) to talk about their last vacation.</p> <p><b>Motivation techniques:</b> Implement a reward system.<br/>-To motivate the Ss. by giving them a reward at the end of activity.<br/>-Students will enjoy competing to get an extra point in the partial exam for completing a simple activity where their knowledge will be tested.</p> |                                                                                                                                                                                                                        |                                                                                                                    |                                                                           |
| STAGES / TIME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | TEACHER'S ROLE                                                                                                                                                                                                         | STUDENT'S ROLE                                                                                                     | EVALUATION                                                                |
| Warm up<br>10'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Motivation development<br>*The teacher shows students a picture related to vacations and ask them to tell her what is the picture about.<br>*The teacher asks students to describe the items they find in the picture. | *Students look at the picture and make their guesses.<br><br>*Students describe the items they see in the picture. | Students identify a picture related to vacation time and the items on it. |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentation<br>10' | <p>* The teacher shows the pupils an example of a vacation time description (see annex 12, figure 13) so that they can see the structure and copy it in an oral exposition.</p> <p>*The teacher makes reference to the grammar structure of the writing which is the simple past.</p> <p>*The teacher asks to the students to organize an oral exposition about their last vacation, taking into account all the speaking aspects (pronunciation, grammar structure, fluency, body language and eye contact) to do a good performance.</p> | <p>*Students pay attention to the example of the teacher and get ready to create their own work taking into account (pronunciation, grammar structure, fluency, body language and eye contact) to perform in a correct way.</p> <p>*Students ask questions in case something is not clear.</p> | Students identify the positive, negative and interrogative past tense structures to use in an oral exposition about their last vacation.                                                                |
| Practice<br>10'     | <p>*The teacher asks to the students to get in pairs to listen to each other's exposition, before the final performance students will have to give peer feedback. (Based on a rubric)</p>                                                                                                                                                                                                                                                                                                                                                  | <p>*Students get in pairs and listen to each others' expositions and give peer feedback (based on a rubric) to get ready for the final performance in front of the class.</p>                                                                                                                  | Students rehearse exposing about their last vacations using positive, negative and interrogative structures of the simple past tense. Giving and receiving feedback and improving the negative aspects. |

|                   |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Production<br>15' | *The teacher asks to the students one by one to give their oral exposition and the previous peer will confirm through the rubric if the expositor improved the speaking aspects, he was failing in. The student who reaches this goal will get an extra point in the partial exam and 15 extra minutes in the break of a whole week. | *Students give their oral exposition and the previous peer will confirm through the rubric if the expositor improved the speaking aspects, he was failing in. | Students talk about their last vacations using positive, negative and interrogative structures of the simple past tense. |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

**Note: Elaborated by Freire Mónica. (2023)**

### 3.2 Validation of the Methodological Proposal

The validation of the proposal has been carried out considering the two stages previously explained: the operative plan for teachers and the activities for the students. Concerning the first stage, the teacher developed the 4 phases, emphasizing on the execution and evaluation phases. For the execution and evaluation phases the last activity of the methodological proposal was taking into account, using the same rubric as in the initial diagnosis.

#### 3.2.1. Results and Interpretations of the Final Diagnosis

The final diagnosis for validating the system of activities for enhancing extrinsic motivation and improving speaking skill in ninth grade, (**see annex 13**) consisted of a five-speaking question test based on the topics developed in the system of activities, so it is possible to prove it caused a positive impact in the motivation of students to develop speaking activities accurately.

Table 12 and figure 14 **show** the result of organization, which is the first aspect in the rubric used to evaluate the diagnostic speaking test. According to the results, 1 student that represents the 5 % got the lowest mark that is 1, while 2 students that represent the 10% got 2; 3 students that represent the 15% got 3, considered an accepted grade, and 5 students representing the 25% got 4 which is even better, and 9 that represent the 45% got 5 that is the highest grade in the scale.

Then, it is evident that 14 of 20 students that represent the 70% have improved in the organization of ideas when speaking, which means they understand the correct order of words and they feel confident to speak due to the positive results of the application of extrinsic motivation activities.

Table 13 and figure 15 evidence the result of vocabulary and grammar that is the second aspect in the rubric, the results claim that there is not any student with the lowest mark, whereas 2 that represent the 10% got 2; 3 students that represent the 15% got 3, 7 students representing the 35% got 4, and 8 that represent the 40% got 5 that is the highest grade in the scale. Then, it is evident that 15 of 20 students that represent the 75% have improved in the use of vocabulary and grammar which means they have the necessary tools to speak and feel comfortable when doing it.

Table 14 and figure 16 indicate the result of fluency, which is the third aspect in the rubric, the results demonstrate that 1 student that represents the 5 % got 1, while 2 that represent the 10% got 2; 2 students that represent the 10% got 3; 8 students representing the 40% got 4, and 7 that represent the 35% got 5 that is the best result in the scale. So, it is noticeable that 15 of 20 students that represent the 75% have become more fluent when speaking since they feel motivated to participate orally in class.

Table 15 and figure 17 demonstrates the outcome of body language and eye contact, which is the fourth aspect in the rubric, the results evidence that 2 students that represent the 10 % got 1, while 2 that represent the 10% got 2, 6 students that represent the 30% got 3, 4 students representing the 20% got 4, and 6 that represent the 30% got 5 that is the best result in the scale. So, it is noticeable that 10 of 20 students that represent the 50% have started to include body language in their speech and its eye contact is maintained during the spoken activities.

The proposed system of activities illustrates through its validation in ninth grade that the students can integrate cognitive aspects of grammar with affective and motivational activities, enhancing their learning experience. The opportunity has been provided by means of some topics as sports, vacation and motivation that have involved them in the practice of new words and grammatical patterns for improving speaking skills. In addition, it was recorded a video as evidence of the improvement of one of the students' speaking skills that demonstrates that the activities based on extrinsic motivation have a positive result in the improvement of speaking skills in students. **(See annex 14).**

## Conclusions

1.- The conceptualization of the research work as carried out according to its object, the teaching-learning process of speaking skills and extrinsic motivation in ninth grade, permitted the analyses of relevant theoretical aspects of the dependent and the independent variables that enrich the research and guide the modelling of the methodological proposal directed to the students for solving their main difficulties.

2.- The application of data collection instruments such as surveys and tests, made possible to verify that the students had a low level of motivation to take part in oral activities in the English class. The mixed method which includes the quantitative and qualitative part used to analyze and process the results, as well as the empirical and statistical method, contributed to deepen into the students' main difficulties in reference to extrinsic motivation and speaking skill.

3.- The design and application of the system of activities based on extrinsic motivation to enhance the development of the speaking skill of the English language, has permitted to validate and verify its effectiveness by applying a final diagnostic test that reveals students' clear improvement in the development of speaking skill and motivation to take part in the activities programmed in the system, which objectives, materials and motivation techniques are the basic necessary components to achieve the objective of this research and solve the scientific problem.

### **Recommendations**

1.- It is advised that more research be done into various strategies for encouraging students to actively participate in speaking activities; in this regard, the suggested system of activities can be helpful in other Ambato institutions where students exhibit the same challenges.

2.- It is suggested to analyze some other aspects that may be affecting the correct speaking English production in students and try to identify a strategic solution to apply.

3.- It is a good idea to stick with the activity system that was created for this research project and add more units while keeping in mind the motivational activities to keep students' speaking outcomes on track.



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[h%20is%20not%20the,second%20language%20in%20the%20world](https://komputerisasi-akuntansi-d4.stekom.ac.id/informasi/baca/The-Importance-of-Learning-English/3815d53c798f6dfe6b91c8a0978630300e830c5f#:~:text=Although%20Englis)

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**Annexes**  
**Annex 1: Operationalization of variables**

**Table 6**

***Operationalization of the independent variable (extrinsic motivation)***

| INDEPENDENT VARIABLE | CONCEPTUAL DEFINITION                                                                                                                                                                                                                                                                                                                                                                 | DIMENSIONS                                             | INDICATORS                                                                                                                                                                                                                                           | ITEMS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SCALES                       |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Extrinsic motivation | All extrinsic motivation refers to that which comes in the form of rewards, prizes or elements that are obtained in a way external to the direct activity we are doing. This is a type of motivation that is not beneficial in the long term, since it has been proven that in most cases it leads to a reduction in the level of performance of those who depend on it. (Peirò 2020) | Stimuli<br><br>Self confidence<br><br>External factors | -Active oral participation<br><br>-Shows interest in the activities done in class<br><br>-Security when speaking.<br><br>-Positive attitude towards the activities done in class.<br><br>-Reduction of affective filters.<br><br>-Positive feedback. | 1.-How often do you participate orally in the English class?<br><br>2.-How often do you feel interested about the speaking activities done in the English class?<br><br>3.-How often do you feel secure to speak in the English class?<br><br>4.-How often do you show a positive attitude towards the speaking activities done in the English class?<br><br>5.-How often does your teacher promote a reduction of the affective filter in the class?<br><br>6.-How often does your teacher give positive feedback after the oral activities? | Always<br>Sometimes<br>Never |

**Note: Elaborated by Freire Mónica. (2023)**

**Table 7***Operationalization of the dependent variable (speaking skill)*

| DEPENDENT VARIABLE | CONCEPTUAL DEFINITION                                                                                                                                                                                                                                                                                                                             | DIMENSIONS                                                                                                        | INDICATORS                                                                                                                                       | ITEMS                                                                                                                                                                                                                                                                                                                                                                                                                     | SCALES                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Speaking           | Leong, Ahmadi. (2019) States that Speaking is one of the most essential skills to cultivate and improve for effective communication. Speaking proficiency is one of the hardest components of learning a language. In the same way Parupalli (2019) claims that speaking is the most crucial among the four language abilities for communication. | Fluency<br><br><br><br><br><br><br><br><br><br>Pronunciation<br><br><br><br><br><br><br><br><br><br>Communication | -Coherence of ideas<br><br><br>-Expression and volume<br><br><br>-Intonation<br><br><br>-Phonemes<br><br><br>-Grammar<br><br><br>-New vocabulary | 1.-How often do you use coherent ideas to speak in English?<br><br>2.-How often do you include an appropriate expression and volume in your speech?<br><br>3.-How often do you make mistakes when you speak in English?<br><br>4.-How often do you use English sounds in a correct way?<br><br>5.-How often do you use grammar structures to communicate?<br><br>6.-How often do you implement vocabulary to communicate? | Always<br>Sometimes<br>Never |

**Note:** Elaborated by Freire Mónica. (2023)

**Annex 2: Diagnostic speaking test.**

**DIAGNOSTIC SPEAKING TEST**

This diagnostic test is applied to students of the ninth grade class “C” of the Unidad Educativa Juan Leòn Mera “La Salle” Ambato.

**OBJECTIVE.** - To determine the proficiency level in regards to the speaking skill in students of the ninth grade class "C".

**INSTRUCTION:** Listen to the teacher and answer the questions.

**QUESTIONS**

- 1.-What is your favorite type of music?
- 2.-Tell me about the members of your family. (Number, names...)
- 3.-Do you like English?
- 4.-Do you have a best friend? If so, tell me some information about him /her.
- 5.-Can you explain about your daily routine?



**Annex 3:** Rubric for the diagnostic, activities of the system and final test.

**Figure 1:**

*Rubric for the diagnostic, activities of the system and final test.*

|                                                                                                                                                                                              |                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>DATE</b>                                                                                                                                                                                  |                         |
| <b>SPEAKER'S NAME</b>                                                                                                                                                                        |                         |
| <b>Organization</b><br>Organizes speaking by using main ideas as well as examples and details; uses 'signal words' and phrases such as: 'First of all; on the other hand; for example', etc. | 1    2    3    4    5   |
| <b>Vocabulary and Grammar</b><br>Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.                                                | 1    2    3    4    5   |
| <b>Fluency</b><br>Appropriate speaking speed; emphasizes key words and ideas.                                                                                                                | 1    2    3    4    5   |
| <b>Body Language and Eye Contact</b><br>Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.                                                                | 1    2    3    4    5   |
| <b>TOTAL GRADE</b><br>Add up the above grades for the final grade out of 20 points.                                                                                                          | out of <b>20</b> points |

Note: Elaborated by Dobie Robert. (2020)

#### **Annex 4: Survey for students.**

**This survey is applied to the students of ninth grade at Unidad Educativa Juan León Mera “La Salle” Ambato.**

**OBJECTIVE.** - To determine the effect of extrinsic motivation in the development of speaking skills.

**INSTRUCTIONS:** Read carefully each one of the questions and answer with an X inside of the parenthesis in the option you consider is correct.

**1.-How often do you use coherent ideas to speak in English?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**2.-How often do you include an appropriate expression and volume in your speech?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**3.-How often do you make mistakes when you speak in English?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**4.-How often do you use English sounds in a correct way?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**5.-How often do you use English grammar structures to communicate?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**6.-How often do you implement English vocabulary to communicate?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**7.-How often do you participate orally in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**8.-How often do you feel interested about the speaking activities done in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**9.-How often do you feel secure to speak in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**10.-How often do you show a positive attitude towards the speaking activities done in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**11.-How often does your teacher promote a reduction of anxiety in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**12.-How often does your teacher give effective feedback after the oral activities?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

### Annex 5: Survey for the teacher.

**This survey is applied to the teachers of ninth grade students class “C” at Unidad Educativa Juan Leòn Mera “La Salle” Ambato.**

**OBJECTIVE.** - To determine the effect of extrinsic motivation in the development of speaking skills.

**INSTRUCTIONS:** Read carefully each one of the questions and answer with an X inside of the parenthesis in the option you consider is correct.

**1.-How often do your students use coherent ideas to speak in English?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**2.-How often do your students include an appropriate expression and volume in their speech?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**3.-How often do your students make mistakes when they speak in English?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**4.-How often do your students use English sounds in a correct way?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**5.-How often do your students use English grammar structures to communicate?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**6.-How often do your students implement English vocabulary to communicate?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**7.-How often do your students participate orally in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**8.-How often do your students feel interested about the speaking activities done in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**9.-How often do your students feel secure to speak in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**10.-How often do your students show a positive attitude towards the speaking activities done in the English class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**11.-How often do you promote a reduction of anxiety in the class?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

**12.-How often do you give effective feedback after the oral activities?**

ALWAYS (....) SOMETIMES (....) NEVER (....)

## Annex 6: Diagnostic test data analysis and interpretation.

### Speaking aspect of the rubric:

**Organization:** Speaking is structured using key ideas, examples, and specifics; signal words and phrases like "first of all," "on the other hand," and "for instance" are used.

**Table 8**

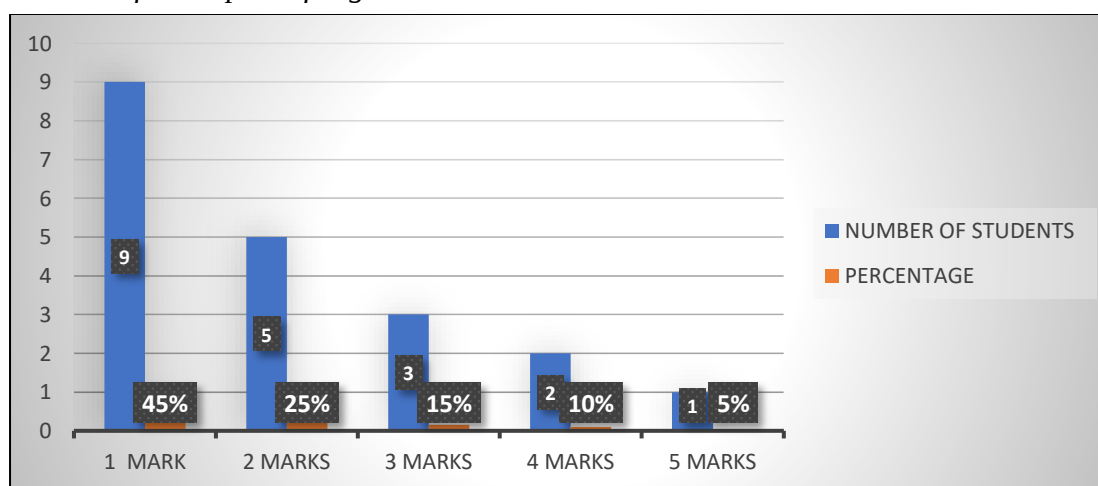
*Results of the aspect of organization*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 9                  | 45%        |
| 2 marks | 5                  | 25%        |
| 3 marks | 3                  | 15%        |
| 4 marks | 2                  | 10%        |
| 5 marks | 1                  | 5%         |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 2:**

*Results of the aspect of organization*



Note: Elaborated by Freire Mónica. (2023)

### Speaking aspect of the rubric:

**Vocabulary and grammar:** Use words of a high level of sophistication, the proper verb tenses, subject and verb agreement, plural nouns, and articles.

**Table 9**

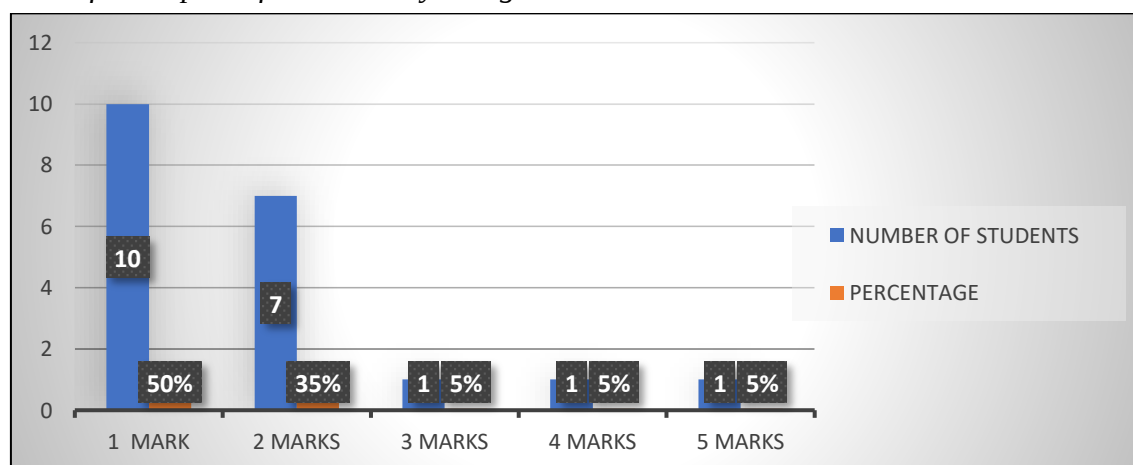
*Results of the aspect of vocabulary and grammar*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 10                 | 50%        |
| 2 marks | 7                  | 35%        |
| 3 marks | 1                  | 5%         |
| 4 marks | 1                  | 5%         |
| 5 marks | 1                  | 5%         |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 3:**

*Results of the aspect of vocabulary and grammar*



Note: Elaborated by Freire Mónica. (2023)

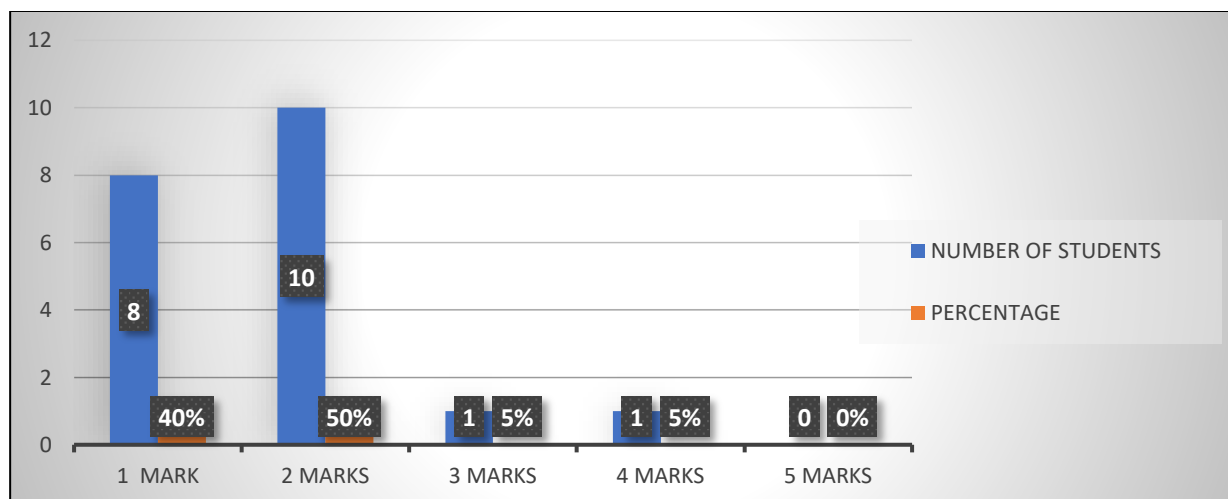
### **Speaking aspect of the rubric:**

**Fluency:** Speaking at an appropriate rate, emphasizing words and ideas.

**Table 10***Results of the aspect of fluency*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 8                  | 40%        |
| 2 marks | 10                 | 50%        |
| 3 marks | 1                  | 5%         |
| 4 marks | 1                  | 5%         |
| 5 marks | 0                  | 0%         |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 4***Results of the aspect of fluency*

Note: Elaborated by Freire Mónica. (2023)

**Speaking aspect of the rubric:**

**Body language and eye contact:** Uses comfortable, natural body language to highlight ideas. makes the proper eye contact.

**Table 11**

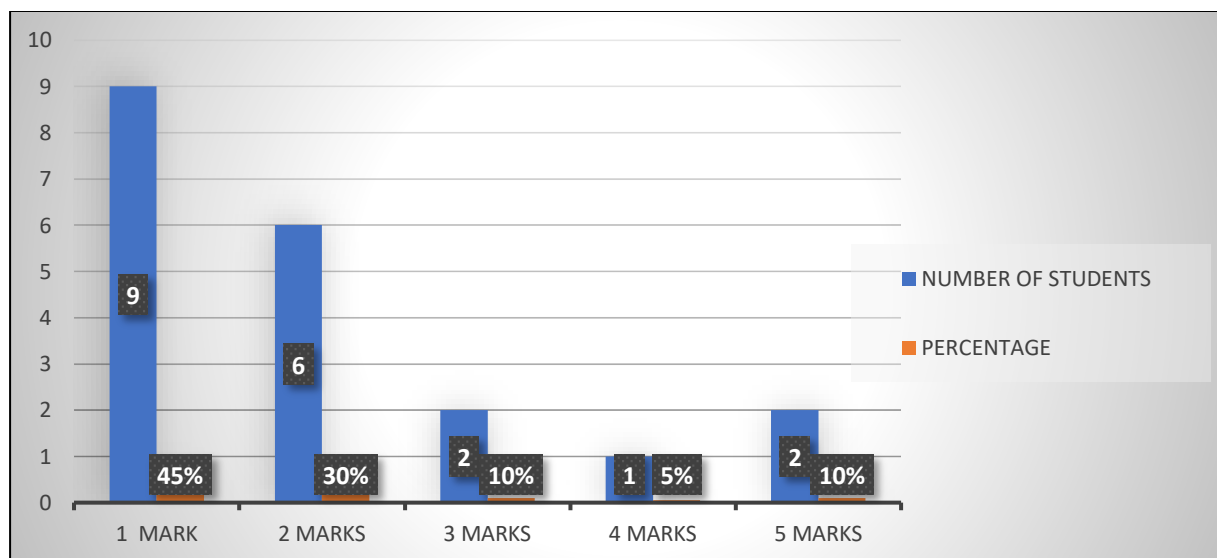
*Results of the aspect of body language and eye contact*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 9                  | 45%        |
| 2 marks | 6                  | 30%        |
| 3 marks | 2                  | 10%        |
| 4 marks | 1                  | 5%         |
| 5 marks | 2                  | 10%        |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 5**

*Results of the aspect of body language and eye contact*



Note: Elaborated by Freire Mónica. (2023)

#### Annex 7: Survey for students.

**Table 12**

*Results of question 1 to 12 of the students' survey.*

| Nº | QUESTION | FREQUENCY | TOTAL | PERCENTAGE |
|----|----------|-----------|-------|------------|
|----|----------|-----------|-------|------------|

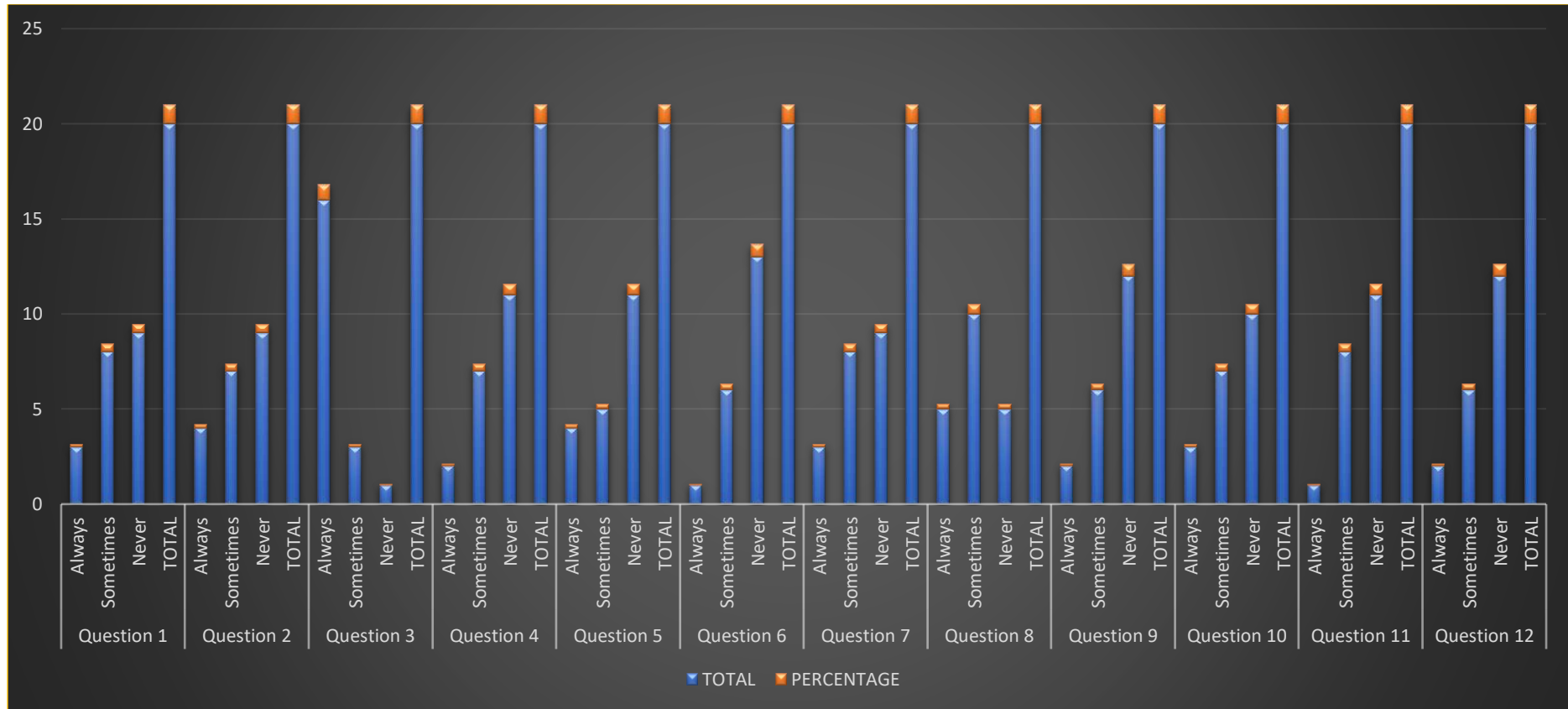
|           |                                                                                                      | Always           | 3            | 15%               |
|-----------|------------------------------------------------------------------------------------------------------|------------------|--------------|-------------------|
|           | How often do you use coherent ideas to speak in English?                                             | Sometimes        | 8            | 40%               |
|           |                                                                                                      | Never            | 9            | 45%               |
| <b>1</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 4            | 20%               |
|           | How often do you include an appropriate expression and volume in your speech?                        | Sometimes        | 7            | 35%               |
|           |                                                                                                      | Never            | 9            | 45%               |
| <b>2</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 16           | 80%               |
|           | How often do you make mistakes when you speak in English?                                            | Sometimes        | 3            | 15%               |
|           |                                                                                                      | Never            | 1            | 5%                |
| <b>3</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 2            | 10%               |
|           | How often do you use English sounds in a correct way?                                                | Sometimes        | 7            | 35%               |
|           |                                                                                                      | Never            | 11           | 55%               |
| <b>4</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 4            | 20%               |
|           | How often do you use English grammar structures to communicate?                                      | Sometimes        | 5            | 25%               |
|           |                                                                                                      | Never            | 11           | 55%               |
| <b>5</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 1            | 5%                |
|           | How often do you implement English vocabulary to communicate?                                        | Sometimes        | 6            | 30%               |
|           |                                                                                                      | Never            | 13           | 65%               |
| <b>6</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 3            | 15%               |
|           | How often do you participate orally in the English class?                                            | Sometimes        | 8            | 40%               |
|           |                                                                                                      | Never            | 9            | 45%               |
| <b>7</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 5            | 25%               |
|           | How often do you feel interested about the speaking activities done in the English class?            | Sometimes        | 10           | 50%               |
|           |                                                                                                      | Never            | 5            | 25%               |
| <b>8</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 2            | 10%               |
|           | How often do you feel secure to speak in the English class?                                          | Sometimes        | 6            | 30%               |
|           |                                                                                                      | Never            | 12           | 60%               |
| <b>9</b>  |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 3            | 15%               |
|           | How often do you show a positive attitude towards the speaking activities done in the English class? | Sometimes        | 7            | 35%               |
|           |                                                                                                      | Never            | 10           | 50%               |
| <b>10</b> |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
| <b>Nº</b> | <b>QUESTION</b>                                                                                      | <b>FREQUENCY</b> | <b>TOTAL</b> | <b>PERCENTAGE</b> |
|           |                                                                                                      | Always           | 1            | 5%                |
|           | How often does your teacher promote a reduction of anxiety in the English class?                     | Sometimes        | 8            | 40%               |
|           |                                                                                                      | Never            | 11           | 55%               |
| <b>11</b> |                                                                                                      | <b>TOTAL</b>     | <b>20</b>    | <b>100%</b>       |
|           |                                                                                                      | Always           | 2            | 10%               |
|           | How often does your teacher give effective feedback after the oral activities?                       | Sometimes        | 6            | 30%               |
| <b>12</b> |                                                                                                      | Never            | 12           | 60%               |

|              |           |             |
|--------------|-----------|-------------|
| <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
|--------------|-----------|-------------|

Note: Elaborated by Freire Mónica. (2023)

**Figure 6**

*Results of question 1 to 12 of the students' survey.*



Note: Elaborated by Freire Mónica. (2023)

### Annex 8: Survey for teachers.

**Table 13**

*Results of question 1 to 12 of the teachers' survey.*

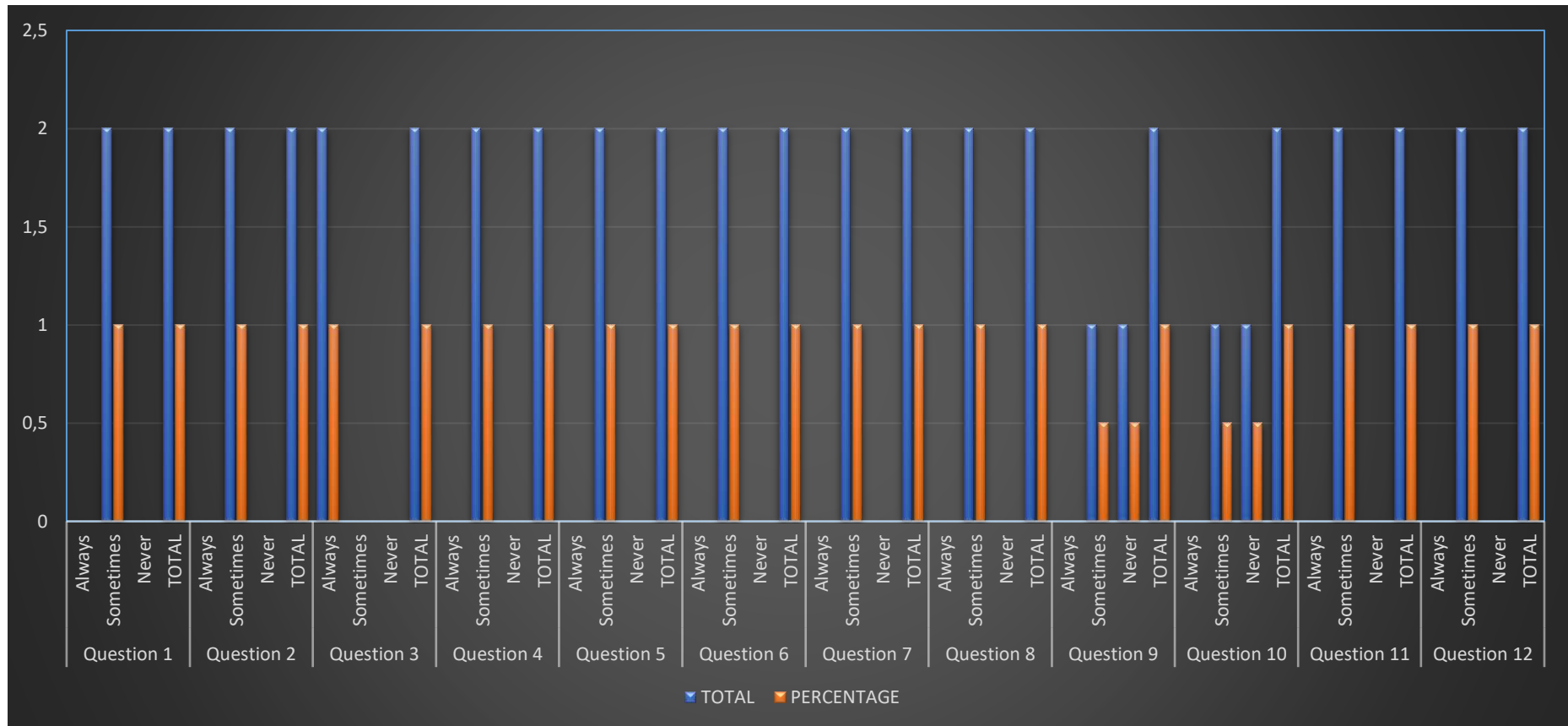
| N° | QUESTION                                                                                            | FREQUENCY    | TOTAL     | PERCENTAGE  |
|----|-----------------------------------------------------------------------------------------------------|--------------|-----------|-------------|
| 1  | How often do your students use coherent ideas to speak in English?                                  | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 2  | How often do your students include an appropriate expression and volume in their speech?            | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 3  | How often do your students make mistakes when they speak in English?                                | Always       | 2         | 100%        |
|    |                                                                                                     | Sometimes    | 0         | 0%          |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 4  | How often do your students use English sounds in a correct way?                                     | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 5  | How often do your students use English grammar structures to communicate?                           | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 6  | How often do your students implement English vocabulary to communicate?                             | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 20        | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 7  | How often do your students participate orally in the English class?                                 | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 8  | How often do your students feel interested about the speaking activities done in the English class? | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 2         | 100%        |
|    |                                                                                                     | Never        | 0         | 0%          |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 9  | How often do your students feel secure to speak in the English class?                               | Always       | 0         | 0%          |
|    |                                                                                                     | Sometimes    | 1         | 50%         |
|    |                                                                                                     | Never        | 1         | 50%         |
|    |                                                                                                     | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| N° | QUESTION                                                                                            | FREQUENCY    | TOTAL     | PERCENTAGE  |

|    |                                                                                                                |              |           |             |
|----|----------------------------------------------------------------------------------------------------------------|--------------|-----------|-------------|
| 10 | How often do your students show a positive attitude towards the speaking activities done in the English class? | Always       | 0         | 0%          |
|    |                                                                                                                | Sometimes    | 1         | 50%         |
|    |                                                                                                                | Never        | 1         | 50%         |
|    |                                                                                                                | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 11 | How often do you promote a reduction of anxiety in the class?                                                  | Always       | 0         | 0%          |
|    |                                                                                                                | Sometimes    | 2         | 100%        |
|    |                                                                                                                | Never        | 0         | 0%          |
|    |                                                                                                                | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |
| 12 | How often do you give effective feedback after the oral activities?                                            | Always       | 0         | 0%          |
|    |                                                                                                                | Sometimes    | 2         | 100%        |
|    |                                                                                                                | Never        | 0         | 0%          |
|    |                                                                                                                | <b>TOTAL</b> | <b>20</b> | <b>100%</b> |

**Note: Elaborated by Freire Mónica. (2023)**

**Figure 7**

*Results of question 1 to 12 of the teachers' survey.*



Note: Elaborated by Freire Mónica. (2023)

**Annex 9: Material for activity 1.****Figure 8**

*Abstract design about American sports (Lesson 1)*



Note: Elaborated by Morales Johana. (2019)

**Figure 9**

*Action verbs (Lesson 1)*



Note: Elaborated by Grace Emma. (2023)

## Annex 10: Material for activity 2.

**Figure 10**

*Nouns (Lesson 2)*



Note: Elaborated by Miss Blanca. (2020)

**Figure 11**

*Subject pronouns (Lesson 2)*



Note: Elaborated by Martinez Delia. (2020)

## Annex 11: Material for activity 3.

Figure 12

*Lolo Johns exercise (lesson 3)*

### Lori Susan "Lolo" Jones

**Lori Susan "Lolo" Jones** Was born in August 5, 1982 is an American [hurdler](#) and [bobsledder](#) who specializes in the [60-meter](#) and [100-meter hurdles](#). She won three [NCAA](#) titles and garnered 11 All-American honors while at [Louisiana State University](#). She won indoor national titles in 2007, 2008, and 2009 in the 60-meter hurdles, with gold medals at the [World Indoor Championship](#) in 2008 and 2010. In bobsled, she won the 2021 IBSF World Championships as the brake woman for Kaillie Humphries.

She was favored to win the 100-meter hurdles at the [2008 Beijing Olympics](#), but tripped on the penultimate hurdle, finishing in seventh place. She went on to win gold at the [2008 World Athletics Final](#), beating the newly crowned Olympic champion Dawn Harper with a time of 12.56. Jones was the American record holder in the 60-meter hurdles with a time of 7.72 until 2018 when both [Kendra Harrison](#) and [Sharika Nelvis](#) improved the time to 7.70.

Jones also competed as a brake woman on the U.S. national bobsled team. She won a gold medal in the mixed team event at the [2013 World Championships](#). She represented the U.S. at the [2014 Winter Olympics](#), making her one of the few athletes [who has competed in both the Summer and Winter Olympic Games](#).

### Lori Susan "Lolo" Jones

**Lori Susan "Lolo" Jones** 1.-\_\_\_\_\_ born in August 5, 1982 is an American [hurdler](#) and [bobsledder](#) who specializes in the [60-meter](#) and [100-meter hurdles](#). She 2.-\_\_\_\_\_ three [NCAA](#) titles and garnered 11 All-American honors while at [Louisiana State University](#). She won indoor national titles in 2007, 2008, and 2009 in the 60-meter hurdles, with gold medals at the [World Indoor Championship](#) in 2008 and 2010. In bobsled, she won the 2021 IBSF World Championships as the brake woman for Kaillie Humphries.

She was 3.-\_\_\_\_\_ to win the 100-meter hurdles at the [2008 Beijing Olympics](#), but 4.-\_\_\_\_\_ on the penultimate hurdle, finishing in seventh place. She 5.-\_\_\_\_\_ on to win gold at the [2008 World Athletics Final](#), beating the newly crowned Olympic champion Dawn Harper with a time of 12.56. Jones was the American record holder in the 60-meter hurdles with a time of 7.72 until 2018 when both [Kendra Harrison](#) and [Sharika Nelvis](#)

6.-\_\_\_\_\_ the time to 7.70.

Jones also 7.-\_\_\_\_\_ as a brake woman on the U.S. national bobsled team. She won a gold medal in the mixed team event at the [2013 World Championships](#). She 8.-\_\_\_\_\_ the U.S. at the [2014 Winter Olympics](#), making her one of the few athletes [who has competed in both the Summer and Winter Olympic Games](#).

Note: Elaborated by Freire Monica. (2023)

**Annex 12: Material for activity 4.****Figure 13**

*Reading about “My last vacation” (lesson 4)*



Note: Elaborated by Alcalde Patricia. (2022)

**Annex 13: Final test data analysis and interpretation.**

**Organization:** Speaking is structured using key ideas, examples, and specifics; signal words and phrases like "first of all," "on the other hand," and "for instance" are used.

**Table 14**

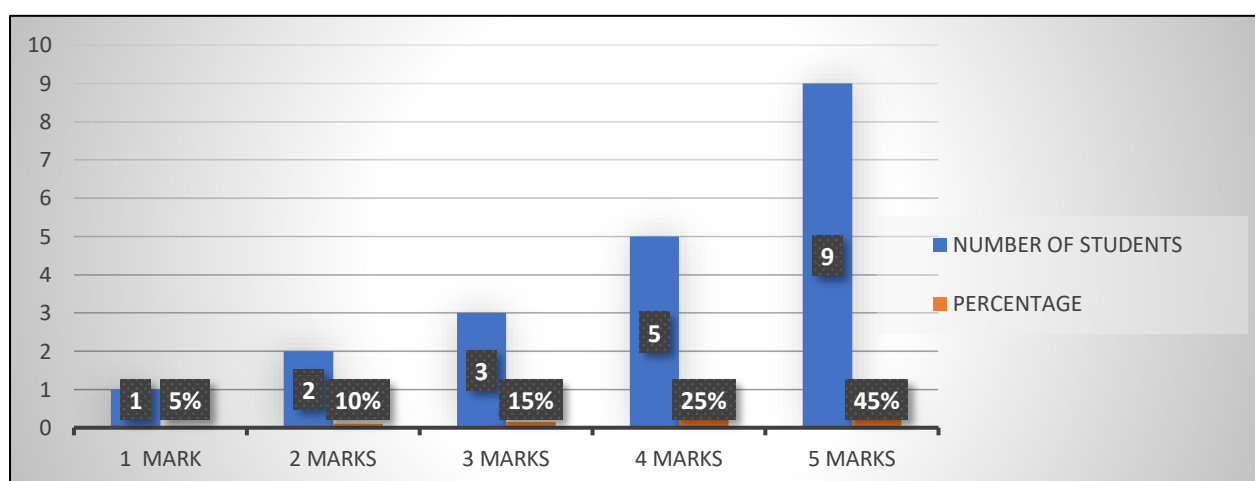
*Results of the aspect of organization.*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 1                  | 5%         |
| 2 marks | 2                  | 10%        |
| 3 marks | 3                  | 15%        |
| 4 marks | 5                  | 25%        |
| 5 marks | 9                  | 45%        |
| TOTAL   | 20                 | 100%       |

**Note:** Elaborated by Freire Mónica. (2023)

**Figure 14**

*Results of the aspect of organization*



**Note:** Elaborated by Freire Mónica. (2023)

**Vocabulary and grammar:** Use words of a high level of sophistication, the proper verb tenses, subject and verb agreement, plural nouns, and articles.

**Table 15**

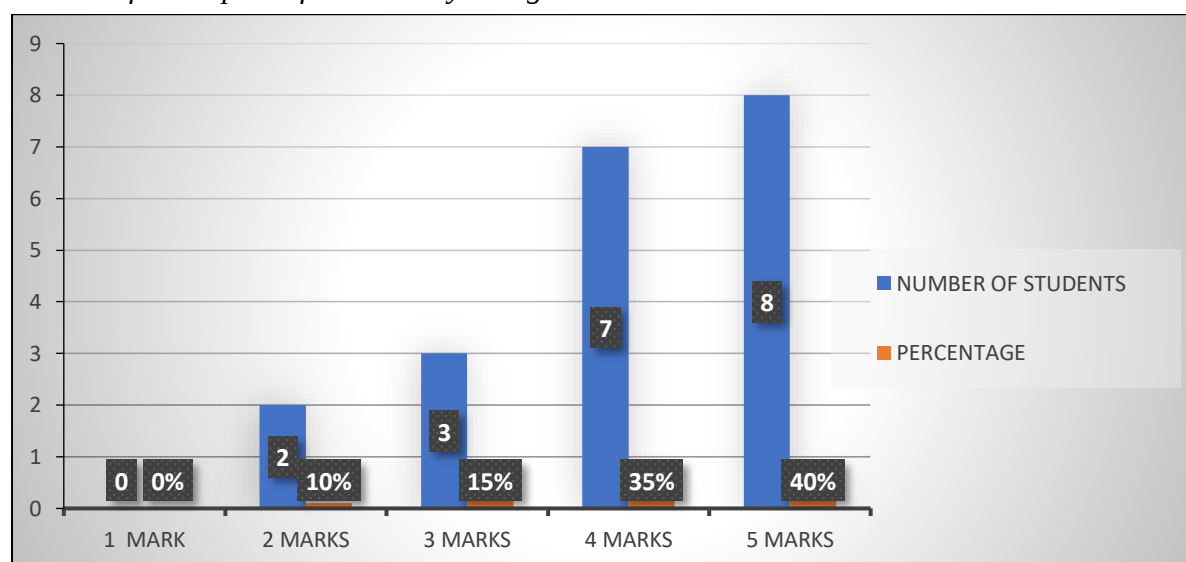
*Results of the aspect of vocabulary and grammar*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 0                  | 0%         |
| 2 marks | 2                  | 10%        |
| 3 marks | 3                  | 15%        |
| 4 marks | 7                  | 35%        |
| 5 marks | 8                  | 40%        |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 15**

*Results of the aspect of vocabulary and grammar.*



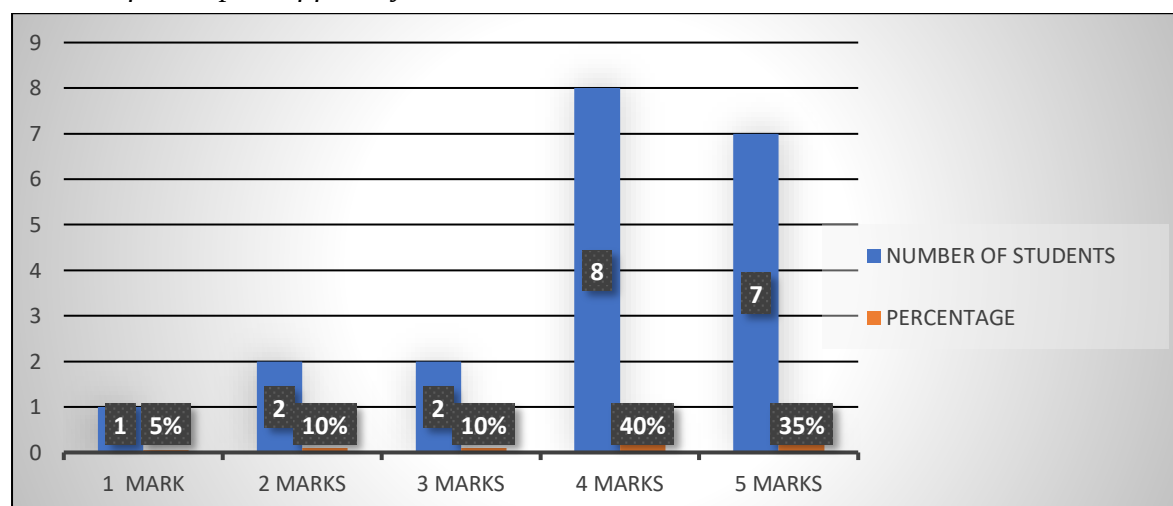
Note: Elaborated by Freire Mónica. (2023)

**Fluency:** Speaking at an appropriate rate, emphasizing words and ideas.

**Table 16***Results of the aspect of fluency*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 1                  | 5%         |
| 2 marks | 2                  | 10%        |
| 3 marks | 2                  | 10%        |
| 4 marks | 8                  | 40%        |
| 5 marks | 7                  | 35%        |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 16***Results of the aspect of fluency.*

Note: Elaborated by Freire Mónica. (2023)

**Body language and eye contact:** Uses comfortable, natural body language to highlight ideas.  
makes the proper eye contact.

**Table 17**

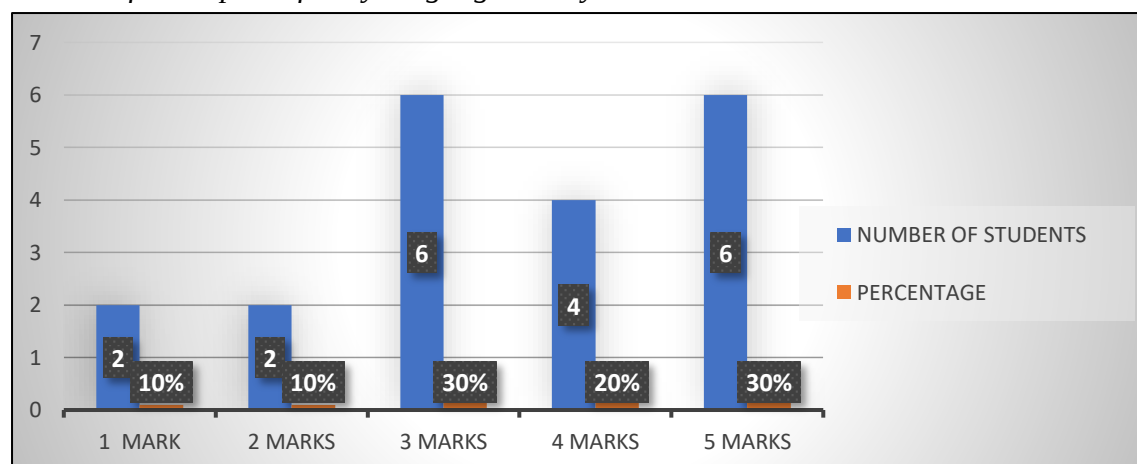
*Results of the aspect of body language and eye contact.*

| SCALE   | NUMBER OF STUDENTS | PERCENTAGE |
|---------|--------------------|------------|
| 1 mark  | 2                  | 10%        |
| 2 marks | 2                  | 10%        |
| 3 marks | 6                  | 30%        |
| 4 marks | 4                  | 20%        |
| 5 marks | 6                  | 30%        |
| TOTAL   | 20                 | 100%       |

Note: Elaborated by Freire Mónica. (2023)

**Figure 17**

*Results of the aspect of body language and eye contact.*



Note: Elaborated by Freire Mónica. (2023)

**Annex 14:** Link of the validation of the proposal.

[Proposal validation video.mp4](#)