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**THESIS REPORT:**

**MOTIVATION IN THE DEVELOPMENT OF ORAL LANGUAGE IN TENTH BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA FISCOMISIONAL SALESIANA “MARÍA AUXILIADORA”, IN ESMERALDAS CITY, ECUADOR. 2014-2015**

**TESIS DE GRADO:**

**LA MOTIVACIÓN EN EL DESARROLLO DEL LENGUAJE ORAL EN LOS ESTUDIANTES DEL DECIMO AÑO DE LA UNIDAD EDUCATIVA FISCOMISIONAL SALESIANA “MARIA AUXILIADORA” EN LA CIUDAD DE ESMERALDAS, ECUADOR. 2014-2015**

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## **DEDICATION**

I have to say thank you to many people in my life. First, I want to say thanks to God for giving me the health that allowed me to achieve all my goals, to give me the spiritual strength I needed during this long time that I have being studying.

To the most important person in my life, my mom; I am grateful for everything she does for me, she is strong a super mom, and she is everything I need, and for being by my side to continue with a happy life.

Life gives me the opportunity to have two dads; I love them too much because they are my support, help and strength. Finally, my two sisters and brother because they make me smile with their crazy things. I love them, I try to be a good sister and person for them, and they can feel proud of me and see me as a role model.

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## **ABSTRACT**

To communicate orally in the English language is a great necessity to people all over the world, so the knowledge of this language is highly pertinent for teenage students in the city of Esmeraldas in Ecuador, because of the necessity to communicate with other people for the fact that this is a touristic city, also the very many opportunities given to them in offering jobs, so it is a very difficult task for teachers of high schools to have them highly motivated. A design of investigation is presented, using theoretical and empirical methods, which easily permitted to determine the theoretical background which supported it. The diagnosis allowed to corroborate the scientific problem of the investigation, which was the lack of motivation to learn English of tenth basic year students from Unidad Educativa Fiscomisional Salesiana “María Auxiliadora“, in the city of Esmeraldas in Ecuador, which reflected the low linguistic level they have when they go to universities. These aspects are of a great importance to transform the teaching-learning process, to have 10th level students from the school already mentioned more motivated, so as to get a proper level of oral communication in English and orient the present investigation to elaborate a set of exercises teachers should use in order to get an adequate communication in the students, to foster significant learning which was revealed in the use of different activities such as linguistic games, exercises for the integration of abilities and those for developing abilities in isolation, to get students learn the language significantly and to foster values. The critical evaluation of the results permitted to know the effectiveness of the exercises planned which was evident when transformations and changes occurred in the students’ behavior in respect to the quality of the learning process and the level of motivation in the development of oral language.

## RESUMEN

Comunicarse oralmente en el idioma Inglés implica una necesidad creciente para los hablantes en el mundo entero, por lo que el dominio de este, es de alta pertinencia para estudiantes que egresan de los colegios en la ciudad de Esmeraldas en Ecuador, debido a la necesidad de comunicarse con otras personas. Por ser esta ciudad eminentemente turística, así también por la cantidad de oportunidades de empleo que les brinda el dominio de este idioma, por ello es una tarea difícil para los docentes de los colegios lograr una adecuada motivación en ellos. Sobre esta base se presenta el diseño de la investigación, utilizando métodos teóricos y empíricos que facilitaron la determinación de los antecedentes y fundamentos que sustentan la investigación. El diagnóstico realizado, ha permitido corroborar que el problema científico que motiva la presente investigación está dado por la falta de motivación para el aprendizaje del idioma inglés, de los estudiantes de 10mo año básico de la Unidad Educativa Fiscomisional Salesiana “María Auxiliadora, en la ciudad de Esmeraldas en Ecuador, lo que refleja el bajo nivel lingüístico de los estudiantes al ingresar a las universidades. Estos aspectos generaron la necesidad de perfeccionar el proceso de enseñanza-aprendizaje para lograr una mejor motivación de los estudiantes de 10mo año de la institución ya mencionada, para de esta forma lograr un adecuado nivel de comunicación oral y orientó la presente investigación hacia la elaboración de ejercicios para que los profesores usaran en aras de lograr una motivación adecuada de los estudiantes antes mencionados, para propiciar un aprendizaje significativo, que se materializa con el uso de actividades de juegos lingüísticos, ejercicios que propicien la integración de las habilidades, así como los que desarrollan cada una de las habilidades de forma individual, para potenciar el aprendizaje cooperativo y la formación de valores. La valoración crítica de los resultados permitió conocer la efectividad de los ejercicios planificados, que se justifica con los cambios y transformaciones ocurridas en los estudiantes respecto a la calidad del aprendizaje y el grado de motivación alcanzado para el desarrollo de la comunicación oral en el idioma inglés

# 1. INTRODUCTION

## 1.1 Problem statement

The development of the educational system in Ecuador has assisted the country in training professional and educated employees that contribute significantly for many industries within the country. However, in the interest of developing the country, governments are enthusiastic to popularize the teaching of various languages such as English, French, German, etc. But, not only children or teenagers can learn foreign languages, all the people around the world have the ability to learn languages, but there is a question that people can make themselves about that: Why do people need/want to learn foreign languages? It is because it helps them in the development of their culture. The desire to communicate with a partner of a different culture can accelerate language learning. People who live in multilingual countries are also motivated to learn foreign languages that are spoken in their territory.

Nowadays, English has become the most spoken foreign language around the world and there are many advantages that you will have if you learn English, e.g. the USA embassy offers scholarships for students who want to study abroad. Besides that, if you learn a new language, in this case English, you will have an extra point if you want to get a job.

As English is a worldwide language, companies always need people who have the abilities to use it. It means somebody who can write, read, listen and obviously speak English. But to get impetus to learn, people need to be motivated. Firstly, we have to know what motivation is. It is an important part during the teaching-learning process, it helps teachers and students to make easy the way they are learning the new language. According to Castellanos & Llivina (2002), “motivation is a dimension of developmental learning because it includes the particularities of the motivational processes that stimulate and guide students’ learning” (p. 61). In other words, motivation is the key factor that learners of a

language must have on their own. When learners are motivated, they can develop all the skills even if they think they are not able to; they can prove themselves that they have the ability to achieve their goals, and be part of a new language community. That is why motivation helps learners in the development of their teaching learning process, if they are motivated they are willing to do everything by their own.

In fact, to maintain student's motivation is a difficult task teachers have to do in class every day; but even so, there are some students that are still unmotivated. It was what the author of this investigation noticed in her teaching practice at Unidad Educativa Fiscomisional Salesiana "Maria Auxiliadora", in the academic year 2014, i.e., that some students are not motivated during the English classes.

There are some factors that can influence on the student's motivation:

- Teachers do not use other aids, but the traditional ones, to explain the lessons.
- Students do not like to learn English, and they do not pay attention to the teacher.
- Teachers do not apply any interesting activities to involve students in the class.
- The methodology teachers use in class is boring and traditional.
- Teachers do not have the necessary preparation for developing lessons with updated information

These factors allow the author to state the following problem of investigation:

How could Motivation be improved in developing oral language in tenth basic year students at Unidad Educativa Fiscomisional Salesiana "María Auxiliadora", in Esmeraldas city, in Ecuador?

The use of good materials according to the student's age, highlighting that students like games or activities that make them interact with the teacher and their classmates, will be useful for a better teaching – learning process.

Teachers need to update the didactic materials they use; it might allow students to show the abilities they have. The author of this investigation will offer a possibility for teachers and students at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora” because a set of exercises will be given for teachers and they can use them in the classroom, applying the basic skills, in order to motivate students to learn English. These exercises are useful to teach students using different ways and methods for a good understanding and practice of the language.

## **1.2 Objectives**

### **1.2.1 General Objective**

- To describe the aspects that affect motivation in the development of oral language of the tenth basic year students at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora” in Esmeraldas, Ecuador.

### **1.2.2 Specific Objectives**

- To diagnose the level of motivation of teachers and students from tenth basic year, at Unidad Educativa Fiscomisional Salesiana “María Auxiliadora” in Esmeraldas city, in Ecuador.
- To describe how motivation affects oral language development in tenth basic year students at Unidad Educativa Fiscomisional Salesiana “María Auxiliadora”, in Esmeraldas city, in Ecuador.
- To design a set of exercises which teachers can use to develop motivation in oral language in the students from tenth basic year at Unidad Educativa Fiscomisional Salesiana “María Auxiliadora” in Esmeraldas city, in Ecuador.

### 1.3 Theoretical background

Through time, it has become really important that people learn another language, different from their mother tongue. There are many advantages in knowing other languages, for example, some possibilities of communication with foreign people, knowing different cultures, etc. Those advantages are the result of a high level of motivation and it plays an important role to learn languages (Gardner, 2010, p. 12). English brings more opportunities to people, even more than other languages in the world; it is the universal language that in this new era all people must learn. Besides that, English as a Foreign Language is considered by Mirbagheri (2013) as a “communicative media, in order to communicate to others, you need to know it, and its skills including: listening, speaking, writing, and reading” (p. 149). Learning English as a Foreign Language help students to enhance their abilities to learn a new language. When students learn English as a foreign language they acquire the language for some purposes, it can be for further studies, communication or even business. Harmer (1998, p.55) suggests that there are a number of different reasons for language study:

- a. **School curriculum:** Probably the greatest number of language students in the world does it because it is on the school curriculum whether they like it or not. The majority of the students think that English needs to be taught just to complete the curriculum. For other students English is something unnecessary.
- b. **Advancement:** Some people want to study English or another foreign language because they think it offers a chance for developing in their professional lives. Some people consider when knowing languages, apart from their mother tongue, that they have the possibility to get a better position in companies or any other place they want to apply for a job.
- c. **Target language community:** Some language students find themselves living in a target language community either temporarily or permanently. The people who live in a target language community have to learn the language that country speaks to survive in that community.

- d. English for Specific Purposes:** The term English for Special or Specific Purposes has been applied to situations where students have some specific reason for wanting to learn the language. For some students, to study English is just for a specific necessity; for their future professions, they probably will use English only in the environment of their job.
- e. Culture:** Some students study a foreign language because they are attracted to the culture. They study a new language because learners can experience how language can be used in different situations, for different purposes, and to varying effects.
- f. Miscellaneous:** There are of course many other possible reasons for learning a language. It can be for fun; even they learn a new language because their friends are learning too. Also, if they want to be a tourist guide, they learn it too.

### 1.3.1 Motivation

For so many years, some researchers have been trying to find an agreement for a clear definition of motivation. This term has been used in educational and psychological fields. As Dörnyei (1998) points out, “motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do”. (p. 114) It means that motivation determines human behavior, the direction people give to their actions. To learn foreign languages people need to have a high level of motivation.

According to Harmer (1998) that clearly supports the idea of some people that are involved in language teaching, who say “students who really want to learn will succeed whatever the circumstances in which they study” (p. 64). When a person has a clear idea of the goals that want to achieve she/he doesn’t take into account the problems that can occur and tries to make a good environment to study. Many factors can influence students’ English learning.

One of those factors is motivation; it is one of the most important, it helps teachers to maintain the learners' interest in the language. Students get motivated when they receive the new information in different ways. Motivation influences a big part of how they are learning the new language. It has become a fundamental factor that teachers and students need for an appropriate teaching-learning process.

When students are learning a new language, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; (Dörnyei 1998, p. 117). Students' motivation is really important to maintain their attentions and impetus to learn.

Language motivation and aptitude are significant steps in the development of a student's skills. Williams and Burden (1997, p. 132) cited by Estupiñan (2014) proposed that motivation may be constructed as "a state of cognitive and emotional arousal, which leads to a conscious decision, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal". It says that people have the motivation in their own to achieve their goals and people can apply it to do things by themselves.

Motivation is the key factor that learners of a language must have on their own; if they want to increase their skills and knowledge, they should be highly motivated. When learners are motivated, they are willing to; they can prove themselves that they are able to achieve their goals, and be part of a new language community. Students can be motivated by themselves or from external aspects.

Motivation is important since students are in their first level of education until they finish their different levels of education; motivation makes students become thrilled to continue learning and developing their skills. Motivation causes wonderful effects on students; it is an inner condition that makes them behave or act in a certain way. These inner conditions, for example wishes, desires and goals, activate students to move to a particular direction in behavior. (Dörnyei, 2006, p. 22).

As Harmer (1998) points out "Motivation is some kind of *internal drive* that encourages somebody to pursue a course of action" (p. 78). If the goal is something

students really want to achieve and if that goal is enough attractive, students will be increasingly motivated to do whatever is necessary to reach that goal they have in mind.

Gardner and Lambert (1972 cited by Dörnyei, 1998) emphasize “although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect”. Many factors in motivation can change people’s aptitude toward the learning process.

Aptitude plays an important role in the way students learn a language. Learners of a new language are able to develop abilities that help them in this process. Without the development of attitude, learners will not be well prepared to acquire the new knowledge and skills necessary for a successful learning. In other words, aptitude to learn a new language is how well an individual can learn a foreign language amount other people in given conditions. However, it measures if a person is partially mature to share with other people and accept their kind of motivation to learn the language.

Also, learners’ differences are significant during the teaching learning process, some students feel more motivated than others, and also their aptitude is involved in their teaching learning process.

On the other hand, the lack of knowledge, or experience students previously had in schools sometimes make them reject the English language, it can be for different factors: as the inappropriate way they received classes, or it can be closely related to the methodology for teaching lessons used in classes. Also, teaching-learning strategies could be wrong and students lost the interest for learning English.

Therefore, Harmer (1998) supports that “All teachers can think of situations in which certain 'motivated' students do significantly better than their peers; students frequently succeed in what appears to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory” (p. 93). Motivated students will be better in different aspects from those students who are not motivated: they will not be interested in learning a language; but when students are

motivated from other external or internal factors, they have a different kind of motivation even if they are not motivated in their classes.

There are many types of motivations; however two important kinds of motivation that can help learners in their language acquisition process are called intrinsic and extrinsic motivation.

### **1.3.2 Intrinsic and Extrinsic Motivation**

Ryan and Deci (2000) indicate that: “A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or active toward an end is considered motivated” (p. 54). That is why these two type of motivations are different in each learner, some of them are intrinsically motivated students and others are extrinsically motivated students.

According to Bainbridge (1995) “Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades” (p. 56). A person gets intrinsically motivated when he or she is satisfied with the work or task done, if it is enough and covers their expectations. Rewards are not sufficient for them to feel comfortable with the work they have done.

In addition, Vatankhah & Tanbakooei (1998) as cited in Ryan and Deci (2000) stated that; “intrinsic motivation is engaging in an activity due to the fact that it is enjoyable and satisfying to do, it is based on instinctive needs for competence and self-determination” (p. 63). An intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution will provide a sense of pleasure.

Furthermore, Carreira (2005) suggests: “IM-knowledge is the motivation associated with doing an activity for the pleasure of developing knowledge and new ideas” (p.

82). It is clear that an intrinsically motivated person will get or achieve his or her goals without expecting a reward for the success obtained.

Besides, Bainbridge (1995) stated that “Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, and so they can be motivated with rewards. These rewards provide the satisfaction and pleasure that the task itself may not provide” (p.78). Some learners need to be extrinsically motivated because they do their work waiting for rewards that make them feel comfortable with them and with the task done.

Moreover, Ryan and Deci (2000) stated that: “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 65). Extrinsic motivation refers to doing any kind of activity simply because the pleasure of getting compensation is a big success that the task itself may not contain. Students that are extrinsically motivated will work hard doing the activity even if they do not like it; they do it due to the satisfaction they get for completing it.

An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task (Lemos & Veríssimo, 2013, p. 935).

These two type of motivations, intrinsic and extrinsic, are important aspects in the success of students at all stages of their education, and teachers play a vital role in providing it to them, and encouraging that motivation in their students. These two kinds of motivations are related to each other, because a person needs both motivations to accomplish in a better way the success they expect from the task they are doing.

As all students may be motivated differently, it takes time and much effort for some of them to learn and for the teacher to get a classroom full of enthusiastic learners. To motivate students, teachers need to apply many strategies to keep them motivated.

Change your scenery: it is great sometimes for students to change the environment in which they are get used to having classes because they can feel comfortable and it is a good way of motivating them to work or learn the language.

Use positive competition: Engaging students to participate in class competitions or other types of activities that may help them to improve their skills could be successful for them.

Offer rewards: when students make an effort, working hard and demonstrating that they are willing to learn, it is the time to give them a reward to keep up the same optimism for learning. (Dörnyei, 2011, p. 107)

### 1.3.3 Motivational Differences

Failure or success is an important point in the motivational drive of students; both can make motivated or de-motivated students during the teaching –learning process. To have a clear idea of how or why students are motivated or not, we have to know how students feel at the beginning of the course they are going to take.

As we said before, motivation is a combination of many factors; for example age and levels are important factors and these factors are related to children, adolescents and adults. Due to it is possible to make some general statements about motivational factors of these three groups.

**Children:** for young students it is easier to learn and acquire new languages due to the fact that they do not pay too much attention to the grammar and structure, they are curious and need active activities; they need to be involved in an excited class environment which can accelerate their curiosity. Children hate sitting in the same place and listening to a material without a purpose, for that reason they need a teacher with a good attitude and that can appreciate everything children do in classes, so a lot more encouraged teacher is necessary.

**Adolescents:** this an important age group, that could be the most difficult for teaching, because they are in a stage of changes in their lives. Probably they are not curious and the teacher's opinion is not the most important aspect in class. They care more about peers' opinion, and that is why laughing at them when they make mistakes is so painful, so the teacher should pay attention the peer's comments. This age group need to be involved in an interesting context due to the fact that it depends on student's high or low level of motivation in class.

**Adults:** they can be the easiest group to teach. They go to the classroom with a high level of motivation; their behavior is good; they are interested in everything about the class and are eager to accomplish all the activities. A problem that this group can present could be that in some stages of the class or course they will be overwhelmed with learning, because of the complexity of the new information. In that case, the teacher has to be able to help them to recover the confidence in learning.

### **1.3.4 The Role of the teacher**

Maor (2003) said that: "New technologies provide the opportunity for teachers to make learning interactive and collaborative by using a social constructivist approach to teaching and learning. This involves creating a student-centred approach where the teacher takes the role of the facilitator and the students engage in peer learning" (p. 63).

Nowadays, teachers have in their hands the possibilities to make an interactive class using technology, but not only is technology important. "Teacher's attitude is necessary to have an enjoyable and interesting class; also, teachers need to be well prepared and to be teachers in which students could have confidence" in Harmer (1998, p. 235).

Teachers need to know what they are talking about, in other words they need to know their subject, have quick answers to clear student's doubts, because there are always some students that think they know or want to know everything and all the time are asking about every single topic, that is why teachers have to be well prepared to this kind of students.

On the other hand, teachers have to be very wise when selecting the topic he or she is going to teach in the class: it should be according to their age and related to their environment to catch student's attention. They will be engaged into the class explanation, giving their opinion and thoughts.

### **1.3.5 Language Skills**

As people grow up, they develop a number of abilities which are used in different situations of their lives; for example, Harmer (1998) expressed that "Literate people who use language have a number of different abilities, they will be able to speak on the telephone, write letters, listen to the radio or read books" (p. 243). People who have the ability to learn languages easily have the capacity to develop their brain and take advantage of it.

As the language is one of the main factors that provide communication among people, it is necessary that people develop the language skills. (Bilican, Kutlu & Yildirim, 2012). The development of English Language skills is an important step in the student's teaching-learning process as foreign language students. When learning a language, there are four skills that students need for completing communication. The macro skills students have to be able to produce are: listening, reading, writing and speaking.

These four skills will help learners of schools or high schools to be able to learn English in a faster and an easier way. Teachers need to be prepared with all the material needed to use it in their classroom with the students. The materials and

strategies that teachers apply are significant for them, because they will improve the students' skills and students will feel confident learning the new language.

Sever, (1998 cited in Bilican et al, 2012) states that: "When the language is discussed from the perspective of comprehension and expression which include the four skills, activities related to comprehension are reading and listening; and activities related to expression are speaking and writing". Each language skill depends on each other, so the production of each of them is the result of a harder study of all of the language skills.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Learners often use the four skills in the combination they were mentioned above.

### **1.3.6 The nature of Communication**

As Harmer (1998) said "Communication between humans is an extremely complex and ever-changing phenomenon" (p. 255). It changes through the pass of time because new words, expressions and other ways to express ideas or feelings appear. Communication among different people of different cultures increase their vocabulary and fluency.

There are good reasons to develop oral language, in this part teachers need to use different strategies to engage students in the learning process. Harmer (1998, p. 257) suggests some reasons why people want to develop oral communication. Those reasons are in the following list:

**They want to say something:** the word "want" represents that they need to express something, even if speaking results hard for them; otherwise they will keep silent.

**They have some communicative purpose:** speakers want to provoke a reaction about what they are saying, they express a message in tone and they want listeners to receive it.

**They select from their language store:** for native speakers is easier to create a thousand of new sentences, but to a non-native speaker is a little bit difficult, they seek in their language store to find the appropriate word or sentence according to the situation.

**They want to listen to 'something':** once again the word “want” is used for a general need, they want, as the listener, to understand everything said.

**They are interested in the communicative purpose of what is being said:** people try to catch the message of the speaker, understanding the ideas being expressed.

**They process a variety of language:** the listener needs to have an idea of what the speaker will say next, they have to understand every word of the vocabulary being used.

### **1.3.7 Promoting oral language development in the classroom**

According to Kirkland & Patterson (2005) “The development of oral language, which ultimately impacts all aspects of the curriculum, has been relegated to a more incidental by-product of many classrooms, in order to allow time to drill children on test items.” (p. 417). It happens because teachers have to follow a curriculum in which they are said to work based on that, and they don’t allow students to create or improve oral language.

Also, the same authors support that “The diversity of cultures in our schools presents additional challenges for teachers as they become understandably perplexed related to meeting the need for appropriate oral language activities for English Language Learners (ELL)” Kirkland & Patterson (2005, p. 425). Every day

in class teachers have different challenges which they have to accomplish to cover the needs of all students.

“The classroom is a natural environment for a large variety of oral language learning opportunities” Nudan (2003, p. 186). Teachers in class can organize their students in ways that encourage elements that are important for oral language development. There are some alternatives teachers could use to improve oral language in students in which learners will get familiar practicing oral English during the lessons.

### **Environment**

The development of oral language is facilitated through a carefully planned environment that promotes thoughtful, authentic opportunities to engage in conversations.

Teachers can help sustain natural language development by providing environments full of language development opportunities. Here are some general guidelines that Harmer (1998, p. 94) suggests for teachers, parents, and other caregivers:

Understand that every child's language or dialect is worthy of respect as a valid system for communication. It reflects the identities, values, and experiences of the child's family and community.

Treat children as if they are conversationalists, even if they are not yet talking. Children learn very early about how conversations work (taking turns, looking attentively, using facial expressions with conversing adults).

Encourage interaction among children. Peer learning is an important part of language development, especially in mixed-age groups. Activities involving a wide range of materials should promote talk. There should be a balance between individual activities and those that nurture collaboration and discussion, such as dramatic play, block-building, book-sharing, or carpentry.

Remember that parents, caregivers, teachers, and guardians are the main resources in language development. Children learn much from each other, but adults are the

main conversationalists, questioners, listeners, responders, and sustainers of language development and growth in the child-care center or classroom.

Continue to encourage interaction as children come to understand written language. Children in the primary grades can keep developing oral abilities and skills by consulting with each other, raising questions, and providing information in varied situations. Every area of the curriculum is enhanced through language, so that classrooms full of active learners are hardly ever silent.

### **1.3.8 Oral Communication and activities**

As language is one of the main factors that provide communication among people, it is necessary that people develop the language skills. (Bilican, Kutlu & Yildirim, 2012, p. 5220). The development of English language skills is an important step in the student's teaching-learning process as foreign language students. When learning a language, there are four skills that students need for complete communication.

The macro skills students have to be able to produce are: listening, reading, writing and speaking. These four skills will help learners of schools or high schools to be able to learn English in a faster and an easier way. Teachers need to be prepared with all the material needed for use it in their classroom with the students. The materials and strategies that teachers apply for students are significant for them, due to that it will improve students' skills and students will feel confidence learning the new language.

Bilican et al, (2012) states that: "When the language is discussed from the perspective of comprehension and expression which include the four skills, activities related to comprehension are reading and listening; and activities related to expression are speaking and writing" (p.5221 ). Each language skills depends on

each other, it is due to the production of each of them is the result of a harder study of all of the language skills.

Oral communication is the process of expressing information or ideas by word of mouth, transmitting information from one individual or group to another. There are many situations in which it makes sense to choose oral over written communication. Oral communication is more personal and less formal than written communication. If time is limited and a business matter requires quick resolution, it may be best to have a face-to-face or telephone conversation. Harmer (1998, p.118).

There is also more flexibility in oral communication; you can discuss different aspects of an issue and make decisions more quickly than you can in writing. Oral communication can be especially effective in addressing conflicts or problems. Talking things over is often the best way to settle disagreements or misunderstandings. Finally, oral communication is a great way to promote employee morale and maintain energy and enthusiasm within a team.

Communicative activities involve students to work in groups, pairs, individually, as a whole class, etc. In addition Harmer (1998) supports that “activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy” (p. 122). Oral activities make students do not be afraid having conversations or practicing in class with classmates. Besides the same author says that when students are working in pairs or groups and share the same native language, there is a tendency for them to revert to that language when they find a task hard, Harmer (1998, p. 122). Classroom conversations allow students to help each other when they are completing a task, students take as personal the comments their peers give to them because they do not want to feel less than the rest.

### 1.3.9 Principle problems in teaching oral language

As the majority of people consider, speaking is the most difficult skill when learning a language in this case English, learners do not feel competent to express orally. Ur (1996 as cited in Al, H. 2013), argue that there are some factors that can influence in the development of oral language on students, those factors are the following:

**Inhibition:** Students are worried about making mistakes, fearful of criticism, or simply shy.

**Nothing to say:** Students have no motive to express themselves.

**Low or uneven participation:** Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

**Mother-tongue use:** Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

However, Rababa'h (2005 as cited in Al, H. 2013) pointed out that “there are many factors that cause difficulties in speaking English among EFL learners, some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment” (p. 24). Some learners don't have the knowledge or vocabulary necessary to communicate the idea or meaning they have and it has the consequence that they cannot get interaction with the rest of their partners.

On the other hand, Littlewood (1984) supports that lack of motivation influences on student's oral language development, this author said that “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (p. 53). The progress of oral language on students depends if they have the opportunity to express their ability.

### **1.3.10 Principles difficulties teachers face in teaching oral language because of lack of materials**

When there is a lack of good equipment to teach oral language teachers have many difficulties, they cannot develop exercises to engage students to practice oral English. The use of good material can make the difference when teaching oral language, getting students interested to participate in classes and it allows them to lose shyness.

Teachers build a student's learning in order to help them achieve their goals. For an English language learner this will include building to support a student's curriculum learning goals and their use of the English language. But there are always factors that prevent the teacher's job, Al, H. (2013) "the lack of a target language environment can be considered a problem, which of course results in a lack of involvement in real-life situations" (p. 24). Teachers have the responsibility to change always their strategies to have good lessons and get involve students in real situations because it helps them to express their thoughts according to what they have experience.

Also, it is very difficult that teachers create a good environment to teach oral language to students if they do not have enough material to work with them. Nowadays, technology is a necessary tool for teachers to give students better lessons, the institutions need to have good equipment (laboratory, projector, access to internet, etc.) to allow learners search on internet information to develop the activities or tasks.

Disinterest of students is another big problem teachers can face, it happens most of the time with some students that are not interest about English, they don't pay attention, they don't want to practice and everything about the subject is not important for them. Teachers have to work hard to try to make these students change their thoughts and sometimes it is impossible.

### **1.3.11 Legal Basis**

The Ecuadorian Ministry of Education have a section called Ecuadorian in-service English Teacher Standards that is classified into five domains that are used in different countries around the world and also related with those stated for the general curriculum of the English language teaching and learning.

The domain number 3 called Curriculum Development is based on: planning for standards-based English, implementing and managing standards, and using resources and technology effectively. According to what this investigation describes *Planning for Standards-Based English* is a standard that has the closely relation to this research. However, this general standard is divided into different specific standards, the 3.a.3. claims that teachers should differentiate students' experiences, proficiency and styles to give them the appropriate information.

### **1.3.12 Research Antecedents**

All the content of this research is a description about motivation in the development of oral language on students from tenth basic year at Unidad Educativa Fiscomisional Salesiana "María Auxiliadora" in Esmeraldas. There are some authors that consider motivation a big influence in the teaching learning process. Also, other authors state different strategies to develop oral language.

The following authors has written about motivation Dörnyei, Z. (1998), Dörnyei, Z., Csizér, K., & Németh, N. (2006) and Gardner, R. C. (2010), Dörnyei & Ushioda (2011), Estupiñan (2014) . They consider motivation an important aspect for students learning, the higher motivated the students are, the better attention and understanding they will have during the lessons.

Taking into consideration that there are two important types of motivation, Bainbridge (1995), Vatankhah & Tanbakooei (1998), and Carreira (2005). Lemos & Veríssimo (2014) and Ryan & Deci (2000) supports that intrinsic and extrinsic motivation have been widely used to identify how students get motivated the most extrinsically or intrinsically.

To the development of teaching learning classroom strategies and management, Ames & Archer (1988), Bandura (1986), Williams & Burden (1997), Harmer (1998) Castellanos & Llivina (2002), Mirbagheri (2013) did studies to contribute to teachers giving key points to know how engage students to topics being taught , strategies they can use and ways to teach lessons.

For the development of oral language, Ur (1996), Kirkland & Patterson (2005), Raba'ah (2005) and Al H. (2013) has made investigations about how to improve oral language, possible problem students and teachers face when teaching and learning oral English and oral difficulties.

## **2. METHODOLOGY**

### **RESEARCH LINE:**

The research line to which this investigation belongs is **METHODOLOGY**.

### **Conceptual Framework**

The importance of motivation in students when learning a new language is essential for the development of the course or class they are going to receive. According to Ames and Archer (1988) “Students who perceived an emphasis on mastery goals in the classroom reported using more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort”. Those students have taken the decision to achieve their goals and they are not scared to learn new things.

#### **2.1 Design of Research Methods**

There are many different ways to collect data like questionnaires, surveys, interviews, etc. this research is based on the descriptive method. It refers to the collection of data to give a description of it.

This research was carried out to know which would be the possible factors that make students feel motivated or not, in students of tenth level at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”

A total of 75 students were chosen to be part in this study. They were from two different courses, A and B. The learners were asked to answer a survey based on 7 questions and the teachers of the institution were asked to answer a survey based on questions. The questions were basically about motivation in the development of oral language.

The survey had two options “Yes” or “No”. This kind of surveys are used to show in which conditions and situations our sample is.

## **Sampling and Questionnaire**

This study used a total sample of 75 students from the tenth level students at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”, in Esmeraldas - Ecuador. The 75 students were from two courses, “A” and “B”. The first course was of 39 students and the second one of 36 students. They were asked to answer a survey of 7 questions and the answers has the choices “Yes” and “No”. Most of the participants were around 14 to 15 years old. Besides, another survey was applied to the English teachers of the institution, a total of 4 teachers. They answered a survey of 5 questions, based on the same format as the students’.

### **2.2 Variables**

**Dependent:** Students’ development of oral language.

**Independent:** Student’s motivation in learning oral English.

### **2.3 Procedures and data analysis**

The survey was given in July 2015, at the third month of the start of classes. The first step was the researcher going to the Institution Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”, to ask if she could apply the survey to the students and teachers; the Director of the institution answered immediately in a positive way and everything was done thoroughly; in the next step, the researcher talked to the students and explained what she was doing in their classroom, the objective of the survey and what they had to do.

The students did the survey in 15 minutes in a regular hour of the scholar schedule and they asked some questions to clarify the doubts they had. There were only 7 questions, which were explained one by one by the researcher. The two courses answered the survey in a quiet way; the researcher had a teacher’s help and it was good to have satisfactory conditions to answer the survey very well. All this process was done in Spanish due to the unfamiliarity with the English language the students have. When they finished answering the survey, the students raised their hands and

the researcher went to his or her chair to collect the paper sheet. At the end, the researcher thank the two classes for their time and predisposition and also thanked the teacher that was not their English teacher but he helped all the same.

The researcher returned the second day to apply the survey for the teachers, who were kind with her and devoted time to do it. The researcher did not have to explain much because they are English teachers and they just read and answer the questions. Finally, the researcher thanked the English teachers and the director of the institution.

### **Ethical Issues**

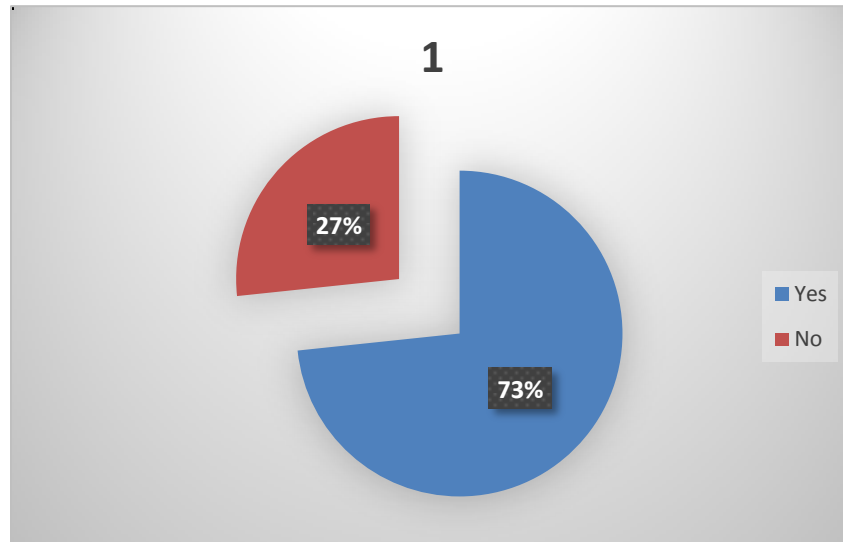
To carry out this thesis investigation, the researcher asked the institution for permission to explain what the objective of this research was. The researcher of this study guaranteed the participants' confidentiality; they were assured that all information acquired during this study process would not be available to anyone who was not directly involved in the study.

### **3. RESULTS**

In this study, the researcher asked the students from tenth level at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”, to respond to a survey of 7 questions, all based on Yes or No answers, in order to examine the students’ motivation to develop the oral language. This type of answer was used to know if they are motivated at the development of the oral language. Also the researcher asked the teachers to answer a survey of 5 questions based on Yes or No answers, in order to know the motivation teachers have during classes and how they improve the students’ oral language.

## Student's Survey

### 1. Students' interest to learn English

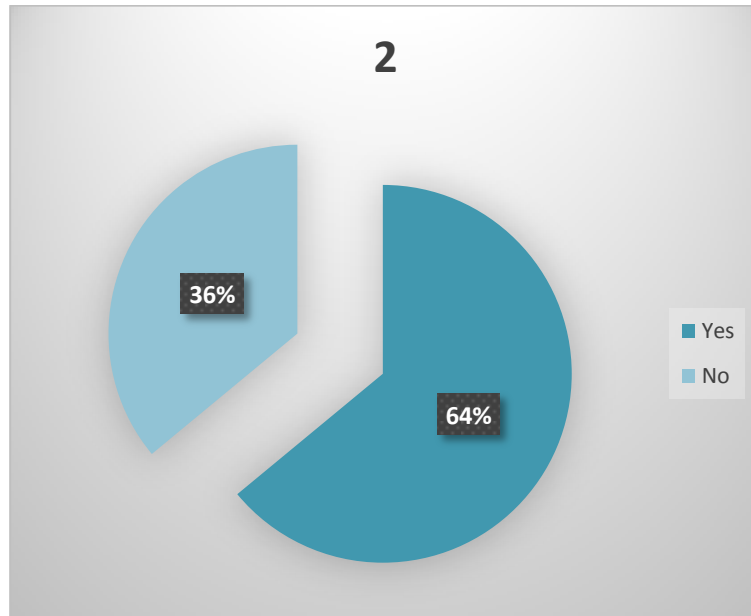


*Graph 1: Students' interest to learn English*

#### **Interpretation:**

As shown in graph #1, **73%** of the students agreed that they were interested in learning English; this percent of students agreed that English gives them opportunities in different fields. **27%** of the students stated that they are not interested in learning English. They said that they were not going to study it as a career.

## 2. Student's motivation during the lessons.

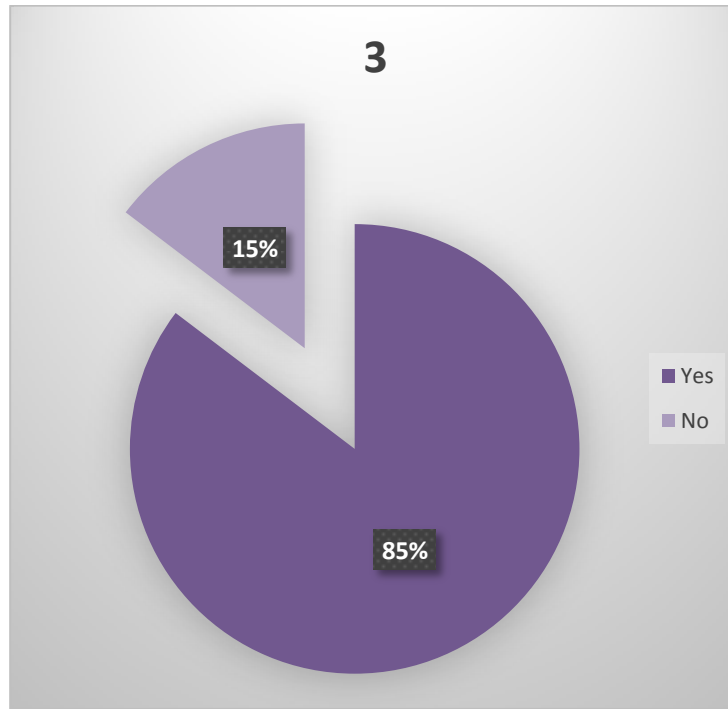


*Graph 2: Students' motivation during the lessons.*

### **Interpretation:**

Graph #2, shows that **64%** of the students answered “**Yes**”, supporting that they were motivated during each of the lessons. It means they felt comfortable learning English and also they liked the activities done. **36%** of the students pointed out they were not motivated in the lessons, they did not like English, and they did not pay attention to the teacher.

3. Teacher's motivation during the lessons.

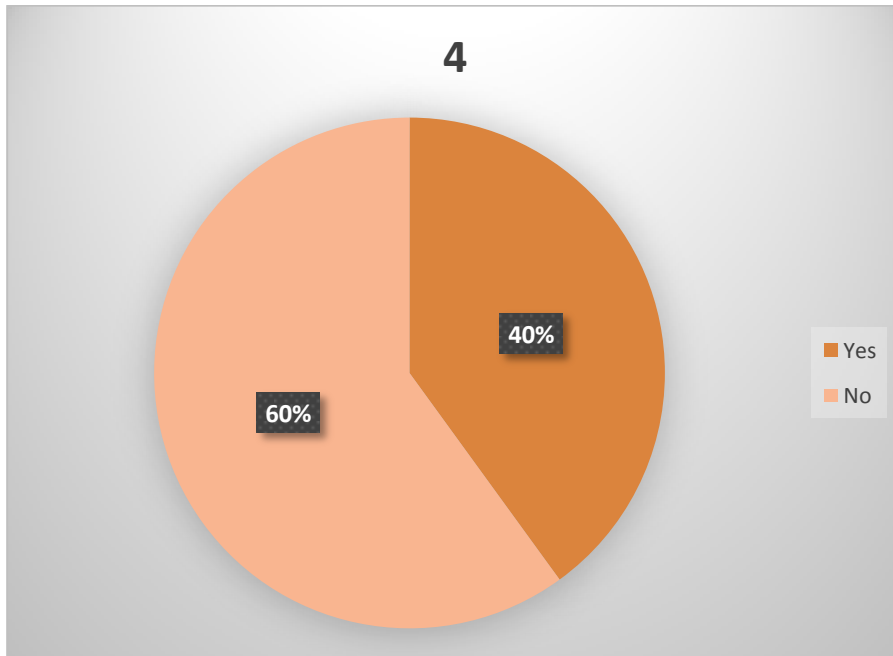


*Graph 3: Teachers' motivation during the lessons.*

**Interpretation:**

The results of graph #3, shows that **85%** of the students pointed to a “**Yes**” answer supporting that their teachers were motivated and it makes them felt motivated too. It is contrasted with the **15%** of the students who pointed out to a “**No**” answer, showing that their teachers were not motivated during the classes.

4. Extra materials apart from the student's book.

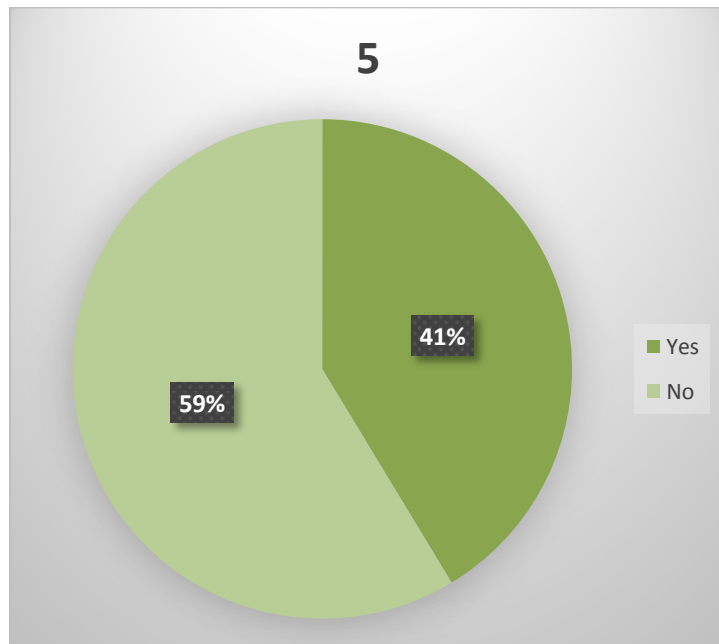


*Graph 4: Extra materials apart from the student's book.*

**Interpretation:**

As shown in graph #4, **40%** of the students answer **Yes**, supporting that their teachers used other sources to have a different way to teach the lesson. On the other hand, **60%** of students pointed out a **No** answer, saying that teachers did not use other materials to develop the lessons, that they did not have other tools that helped them in the teaching – learning process.

5. Students organizing their ideas.

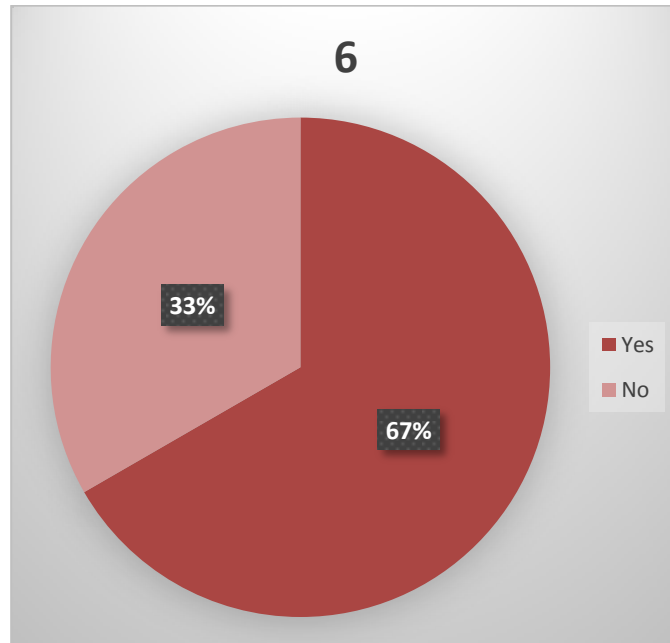


*Graph 5: Students organizing their ideas.*

**Interpretation:**

As shown in graph #5, **41%** of the students answered **Yes**, supporting that they had improved in oral English and now they use more expression to say something they want to express. On the other hand, the **59%** of the students answered **No**, saying that they did not have improved because speaking is the most difficult skill.

## 6. Practicing oral exercises

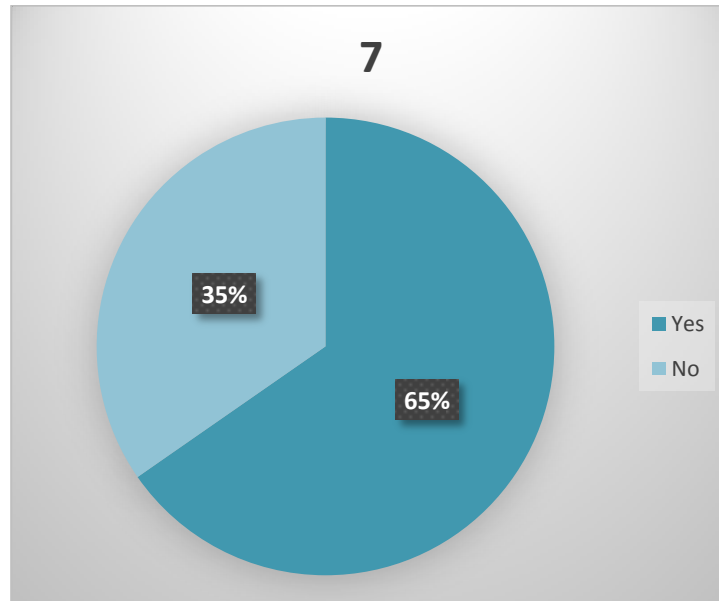


*Graph 6: Practicing oral exercises*

### **Interpretation:**

As shown in graph #6, 67% of students said that they were motivated doing the oral English exercises in classes. On the contrary, 33% of the students answered they were not motivated doing the excersices. They said that they were very difficult for them.

## 7. Students' improvement in oral language



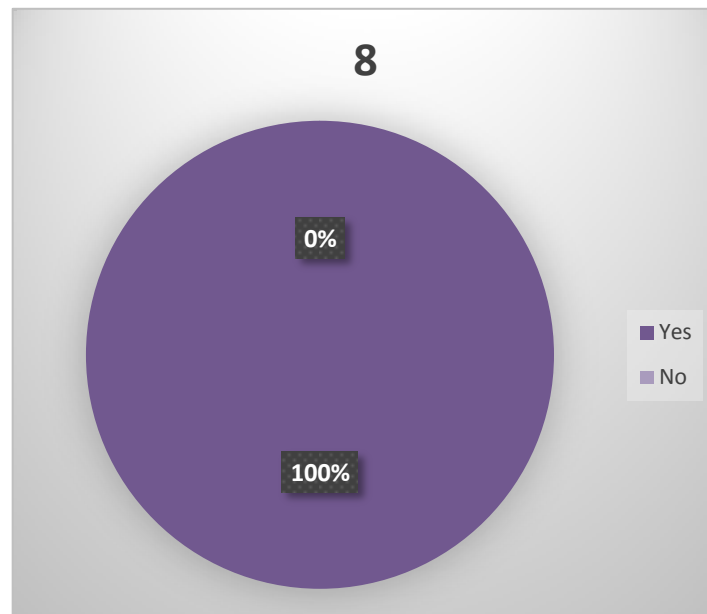
*Graph 7: Students' improvement in oral language*

### **Interpretation:**

As shown in graph #7, **65%** of the students answered they had learnt during the whole time they were receiving classes. On the contrary, **35%** of the students pointed out that they had not learnt during that time, they expressed English was a very difficult subject.

## Teacher's Survey

8. Teacher's motivation in the development of lessons.

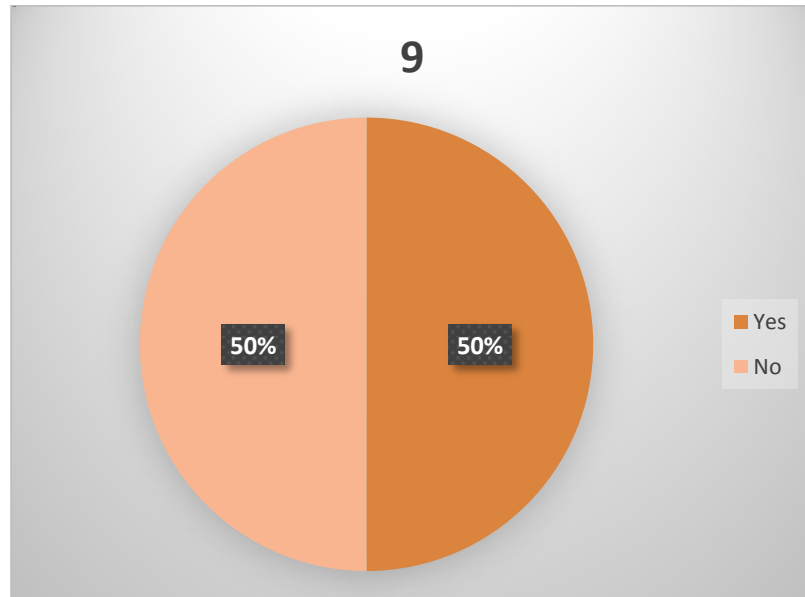


*Graph 8: Teachers' motivation in class.*

### **Interpretation:**

Graph #9 shows that the **100%** of the teachers answered they were really motivated in teaching the lessons. **None** of the teachers answered they were not motivated. It means that all teachers were highly motivated; they always tried their best to make students feel in a good environment during the lessons.

9. Student's motivation in class.

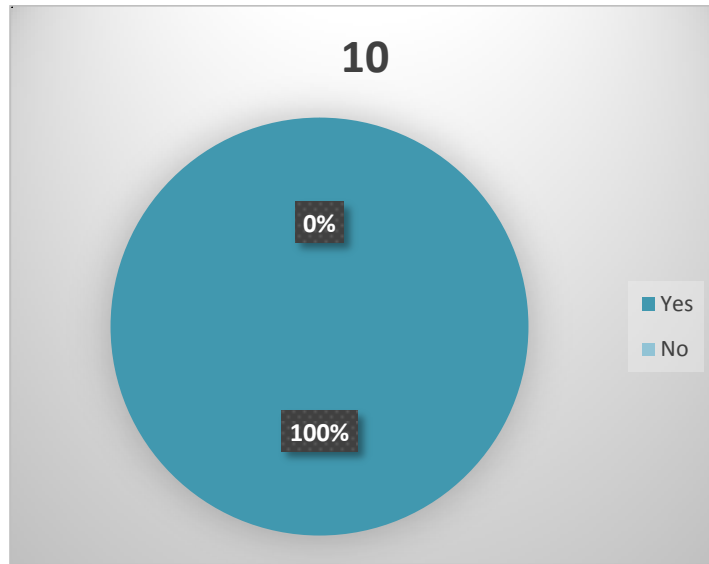


*Graph 9: Students' motivation in class.*

**Interpretation:**

Graph #10 shows that **50%** of the teachers answered positively. The rest of the teachers, the other **50%**, answered negatively. It means that half of the teachers think that their students are motivated and the other half that they are not. They said that some days students were more concentrated, paid more attention and participated more in lessons.

10. Teachers' use of other aids, apart from the student's book.

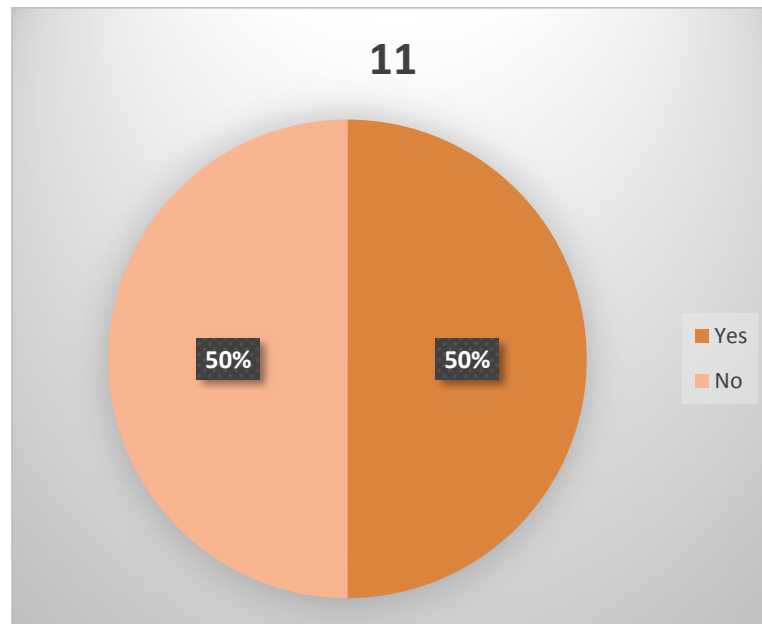


*Graph 10: Teachers' use of other aids, apart from the student's book.*

**Interpretation:**

The results of graph #11, shows that the **100%** of the teachers said “**Yes**”, saying that the use of other means apart from the students' book, is really important to develop oral language skills.

## 11. Teachers' use of advanced aids.



*Graph 11: Teachers' use of advanced aids.*

### **Interpretation:**

As shown in graph #12, **50%** of the teachers answered positively, stating that they used different means when they had the possibility to in the institution, or they brought them from their home. However, the **50%** of the teachers answered negatively; supporting that they did not have all the necessary advanced aids in the institution, for bettering the teaching – learning process. They did not have a laboratory where students could research on internet and found different ways to develop their homework.

## 4. DISCUSSION

The purpose of this research was to describe the principal aspects that affect motivation in the development of the oral language in tenth level students at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”, which the problems they had were, and the difficulties they found in the teaching – learning process. It is clearly related to the motivation in the development of oral language during lessons and also how motivated the teachers were during each period of lessons.

Those were specific aspects the investigator of this thesis found out in the cases where students were learning a new language. The studied group was formed by the tenth level, 14 to 15- years- old students, from two different courses, “A” and “B”. The first group was formed by 39 students and the second group by 36 students, what means a total of 75 of them. All of them with clear- cut answers and viewpoints about the questions and the reality they had in the everyday lessons. That is why the results about the survey showed several points of view as the following:

A big percentage of students were interested in learning English, because they considered it brings more opportunities in different fields, for example if they had an advanced level in English, they would always be in the first places with good opportunities; concerning adults, they would have more chances to get a better job because they learned the most spoken language around the world.

A small percentage of students answered that they were not interested in learning English because they were not going to study a career which was going to be related to that subject, but they did not know that English was used worldwide, and they will have to study it, even if they do not want to do so. There are many reasons to learn English, however motivation is a vital factor; that is why students from the tenth level are feeling comfortable in the English lessons now: they liked the topics and the way their teacher developed them.

Furthermore, teachers were also motivated and they showed having good empathy with their students. It is very important because if teachers are not motivated students will not be

motivated neither. The small group that did not like English were not motivated and did not feel comfortable with the subject and even with the teachers.

On the other hand, a big percentage of students agreed that the teachers used other interesting aids in their lessons. Teachers usually use the student's book, but the use of technology was necessary because there are a lot of activities in Internet which students can use in order to improve their oral language skills. The other percentage considered that the teachers did not use other aids because they did not have the possibility to do it.

A group of students felt good practicing oral exercises, because it helps improving different language areas, such as pronunciation, fluency, vocabulary, etc. Other students did not feel motivated practicing oral exercises: they thought oral activities were very difficult to fulfil. Through those exercises based on oral language, the students have improved their oral skills in English, and that means they can organize their ideas in a better way to express their thoughts. Other percentage of students are still having problems organizing ideas. However, a high percentage of them have improved their oral language with the different activities done by the teachers.

A survey was applied to teachers and the majority of them answered positively. There was a total of 4 teachers from Unidad Educativa Fiscomisional Salesiana "Maria Auxiliadora". They teach different levels. All the teachers answered they liked their profession and they had enough experience in teaching, felt comfortable in a classroom with a group of students, sharing the knowledge they had.

Half of them, however, thought that their students were not always motivated, and that that depended on their mood; the other half thought students were motivated. Teachers tried to use other materials according to the school environment, but that institution did not have much good equipment or laboratories in which students could practice the language and investigate as well.

## 5. CONCLUSIONS

- Motivation is the key to successfully learning English, and interest in learning English is one of the most important factors in how well students learn a foreign language, besides that, it is a complex set of variables including effort, desire to achieve goals, and attitudes toward the learning of the language.
- It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate effective oral skills in the teaching- learning process.
- Teachers can use different factors to inspire motivation in their students by familiarizing them with the FL communities, providing enjoyable lessons that are relevant to the students' needs, creating a positive ideal self in their minds, and encouraging language autonomy. These strategies can establish and develop motivation in a student.
- The classroom is a natural environment for a large variety of oral language learning opportunities, so teachers can organize classroom in ways that encourage the students to develop the oral language in an easier and a better way.

## 6. RECOMENDATIONS

- In order to make the practice of the oral language a motivating experience, the institution needs to provide the teachers with advanced aids and equipment which they could use in the classroom with their students. It will help the development of the lessons, having good programs in which students become fully attentive.
- Educators should also motivate the students during the first meeting, by encouraging them to learn English, frequently reminding them of the importance of mastering English; to attain their personal goals such as further studies, traveling abroad, preparing for work anywhere in the world and be able to access the world.
- Teachers may help by involving students in choosing some of the materials for the class, engaging them in setting their own goals for developing oral language as well as providing activities that allow using the language inside and outside the class for practical and relevant academic purposes.

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## 8. ANNEXES

### 8.1 Annex #1

Cristina Dayana Farías Bonilla, Escuela de Lingüística Aplicada

#### **SURVEY TO BE APPLIED TO TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA FISCOMISIONAL SALESIANA “MARIA AUXILIADORA” IN ESMERALDAS, ECUADOR.**

**Objective:** To establish a preliminary diagnosis about the motivation of tenth level students in learning the English language at Unidad Educativa Fiscomisional Salesiana Maria Auxiliadora.

**1. Are you interested in learning English?**

- a) Yes \_\_\_\_\_
- b) b) No \_\_\_\_\_

**2. Are you motivated during the English lessons?**

- a) Yes \_\_\_\_\_
- b) No \_\_\_\_\_

**3. Is your teacher motivated during the English lessons?**

- a) Yes \_\_\_\_\_
- b) No \_\_\_\_\_

**4. Does your teacher use other material to teach the lessons, apart from the book?**

- a) Yes \_\_\_\_\_
- b) No \_\_\_\_\_

**5. Do you feel motivated in practicing oral exercises in the English lessons?**

a) Yes\_\_\_\_\_

b) No\_\_\_\_\_

**6. Are you good at organizing your ideas in English?**

a) Yes\_\_\_\_\_

b) No\_\_\_\_\_

**7. Do you think you have improved your oral English skills during the lessons received?**

a) Yes\_\_\_\_\_

b) No\_\_\_\_\_

## 8.2 Annex #2

Cristina Dayana Farías Bonilla, Escuela de Lingüística Aplicada

### **SURVEY TO BE APPLIED TO ENGLISH LANGUAGE TEACHERS AT UNIDAD EDUCATIVA FISCOMISIONAL SALESIANA “MARIA AUXILIADORA” IN ESMERALDAS, ECUADOR.**

**Objective:** To establish a preliminary diagnosis about the motivation of teachers in teaching the English language at Unidad Educativa Fiscomisional Salesiana Maria Auxiliadora.

**1. - Are you interested in teaching English?**

a) Yes \_\_\_\_\_

b) No \_\_\_\_\_

**2. - Are you motivated in teaching your lessons?**

a) Yes \_\_\_\_\_

b) No \_\_\_\_\_

**3. – Do you think your students feel motivated during the lessons?**

a) Yes \_\_\_\_\_

b) No \_\_\_\_\_

**4. - Do you consider necessary to use other teaching aids in order to motivate students for the development of oral language?**

a) Yes \_\_\_\_\_

b) No \_\_\_\_\_

**5. – Do you use any auxiliary or advanced teaching aids in the lessons to develop oral language in students, apart from books?**

a) Yes \_\_\_\_\_

b) No \_\_\_\_\_

### 8.3 Annex #3

Cristina Dayana Farías Bonilla, Escuela de Lingüística Aplicada



## 8.4 Pamphlet on Oral Exercises

# See It and Say It

**Objective:** To describe different animals using the correct vocabulary, grammar, syntax (it can be used with almost any academic topic students are learning).

**English Level:** Beginners

### Directions

- Identify a topic students are learning about (e.g., wild animals) and the target nouns for the topic (e.g., lion, zebra, and elephant). Find pictures or realia to demonstrate the target nouns.
- Show a picture of a lion and say: “I see a lion.”
- Write a sentence frame on the board of this oral statement: I see a lion.
- Read the statement and ask students to repeat after you. Use your finger to draw a line under each word. Tell students they can use this sentence to help them make new sentences.
- Show a picture of a different animal and call on a volunteer to make a statement using the sentence frame for support. Example: I see a camel. Continue in this way until all students have had a chance to make a statement.
- Then all the students will describe one animal, for example they will say: A lion is a big and wild animal. He lives in the forest and is the king among all animals



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# Choice and Extension

**Objective:** To describe what people are doing in the moment (and it can be used with pictures or with classroom situations the teacher creates)

**English Level:** Intermediate

## Directions

- Call a volunteer in the front of the class and whisper a command to the student. For example, tell the student to sit down and look at a book.
- Ask the other students to tell you what the volunteer is doing by offering them a choice for a response. For example: “Is the boy standing up or sitting down?” Use pantomime actions to ensure that students understand the question. If students respond with one or two word (sitting; sitting down), affirm good work and encourage elaboration. “Yes, the boy is sitting down.” Write the sentence on the board and have students repeat it after you.
- Expand the practice by giving students another choice. For example, “What else is the boy doing? Is the boy looking at a book or writing?” Again, use pantomime actions as needed. If students respond with one word (looking), affirm good work and encourage elaboration. “Yes, the boy is looking at a book.” Write the sentence on the board and have students repeat it after you.
- Read the two sentences aloud: “The boy is sitting down. The boy is looking at a book.” Write the sentences on the board and have students repeat them after you.
- As a follow up activity tell the students to work in pairs one student do actions and the other express it orally, in such a way that they can say more than two sentences and put them into a context. The teacher will provide some examples

# Sequence of Events

**Objective:** To give directions using markers in a sequence of events (it can be used with pictures, with classroom situations the teacher creates, or with classroom routines students need to learn.)

**English Level:** Intermediate

## Directions

- Identify a situation (e.g., going to a museum on a school bus) in which a series of actions logically occurs in a particular sequence. Write out the actions on the board. Point to and read the actions as you act out the six-line sequence. Going to a Museum on a School Bus Get on the bus. Look for a seat. Sit down. Ride to the museum. Get off of the bus. Pay your money at the museum entrance.
- Act out and read each action again. Call on volunteers to act out the action as you say it. Then call on other volunteers to give the commands to the other students.



# Follow the Pattern

**Objective:** To describe daily habits and routines

**English Level:** Beginners

## Directions

- Organize students into small groups. Give students a pattern to follow. For example, have each student say three sentences that include an adjective before a noun. Model this for students first: I have a black cat. I live in a small house. I like sweet foods.
- Have each student in the group practice the pattern by creating three original sentences. Then change the pattern. For example, have students say a sentence in the past tense and then a sentence in the future tense: Yesterday I walked to school. Tomorrow I am going to ride to school.
- Continue with other patterns. As an extension, have a student in the group create a pattern and have other group members try to figure out what the pattern is by following it. For example, the student creating the pattern may say: I have a pen. You have two pens. I have a book. You have two books. I have a watch. You have two watches. The student who figures out the pattern continues: I have a sister. You have two sisters... and so forth.
- Follow up activity. Have them work in pairs describing daily habits and routines. They will prepare questions and answer, for example what time do you get up? After that they will write a paragraph and read it aloud (use the frequency adverbs: always, sometimes, never, often etc.)



**Objective:** To express themselves orally in structured discourse. (It can be used with any academic topic or with classroom situations the teacher creates).

**English Level:** Intermediate

### **Directions**

- Write on the board three open-ended questions about a topic, following this pattern:  
Share three examples of habitats. Talk about two ways that an animal adapts to its habitat. Discuss one way that human beings adversely affect animals' habitats.
- Review the questions and ask students to listen carefully as you say: 3, 2, 1, GO!
- Organize students into small groups. Ask each group to take about five minutes to answer the questions.
- Call on groups to share one statement for each of the questions.

# What Is It?

**Objective:** To describe people, places, and things.

**English Level:** Intermediate

## Directions

- Have each student draw a picture of a person, place or thing. Alternatively, students can print clip art or cut a picture from a magazine.
- Organize students in pairs. Students should not let their partner see their picture. Have students take turns describing their picture to their partner. Example: There are four different types of fruit in a bowl. There are three bananas. There is one apple. And so forth. The partner should draw what he/she hears being described.
- When both students have finished describing their pictures, have them compare the original picture with the picture that was drawn and discuss any discrepancies.
- Follow up activity. Students form two groups and each of them will describe a different topic Describe a member of your family
- Describe a famous actor/actress
- It will be done in groups, check it then with a report of the narrator

# Categories

**Objective:** To narrate films (learn new vocabulary according to the topic the teacher decides to use.)

**English Level:** Intermediate



## Directions

- For this game, one person thinks of a category, such as MOVIES.
- In a circle, everyone must take a turn thinking of a Movie title (in English of course).
- If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins.
- If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game.
- For example, if the category is VEGETABLES

and someone says "banana" that person is out. The game continues until only one person is left!

Follow up activity: Have them in groups narrate the plot of the film

# Hot seat

**Objective:** To describe places.

**English Level:** Intermediate

## Directions

- In this game, the club is split up into two teams. One member from each team sits facing the group.
- The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats.
- The teams must try to get the person in the hot seat to guess the word or phrase.
- The first person to guess correctly gets to stand up and a new member from their team takes the hot seat.
- The person on the other team has to remain in the hot seat until she gets an answer first.
- You can keep score or just play for fun. This game can also be played in pairs.
- One pair member closes their eyes while the leader shows the word to the other pair members.
- The first pair to get the word right gets a point. Warning! This is a loud game because people tend to get excited and yell!



# Have you ever

**Objective:** To ask and get information. (Use some adjectives which express feelings and emotions, and present perfect, and WH questions)

**English Level:** Intermediate

## Directions

- Arrange group into a large circle with one person in the middle.
- The leader will prompt with the phrase Have you ever? The person in the middle will finish the phrase.
- Example: Have you ever had candy bars for breakfast? Each of the people in the circle that has done what the person in the middle has said (had candy bars for breakfast) will quickly exchange places with someone else that has also done it.
- Whoever is left in the middle will finish the phrase the next.
- Follow up activity: The students also will work in pairs and ask questions for information, so they can get and give information



**Reference:** [http://www.teacherwritingcenter.org/Oral\\_Language\\_Practice\\_Activities.pdf](http://www.teacherwritingcenter.org/Oral_Language_Practice_Activities.pdf)