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Topic:

**MOTIVATION FOR THE DEVELOPMENT OF THE SPEAKING SKILLS IN A2
LEVEL LEARNERS**

**Research project prior to obtaining the title of Magister on English Pedagogy
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES IN THE ENGLISH LANGUAGE TEACHING

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February 2025

DEDICATION

To my beloved parents, children, and family for all the unconditional support, for trusting me, and for making me strong to continue improving every day in my life to be better. Because even during my successes and mistakes you have never left me alone and have given everything for me, I love and admire you a lot. All of you are always my motivation and strength.

Paola Chicaiza S.

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First, I want to thank God, for his love, blessings, and infinite thanks, since he has been my guiding light and has always shown me that faith and strength are the most important basis for achieving our goals. My parents who are in heaven, are my example of perseverance, responsibility, and hard work. To my beloved children who are my greatest motivation to continue improving day after day, those who have taught me despite the difficulties to always trust me, thank you for being my strength. To my family who, in one way or another, motivated me to continue when my strength seemed to decline, infinite thanks to all of you, I always carry you in my heart.

SUMMARY

El propósito de este trabajo de investigación es analizar los factores motivacionales que incide en los estudiantes de séptimo año de Educación Básica de la U.E. "JUAN PABLO II" para desarrollar su habilidad para hablar inglés. La metodología que se aplicara es cuantitativa correlacional en el que se involucra un grupo de 35 estudiantes para analizar este estudio. Los participantes tomarán una prueba previa en la que el investigador podrá darse cuenta del resultado del factor motivador, lo que influye en ellos para que se sientan en confianza a fin de adquirir un nuevo idioma, en este caso, el idioma inglés.

Esta investigación tiene como objetivo identificar la disposición de los estudiantes para aprender la destreza hablada. El investigador utiliza un método complementario de pretest y postest de Enseñanza Comunicativa del Idioma, para mejorar la gramática, la pronunciación y la comunicación interactiva de los estudiantes en el aprendizaje del habla del idioma de destino. El practicante únicamente tendrá una breve explicación sobre las declaraciones y luego guía a los estudiantes, para realizar el resto de las actividades. Al final de este estudio, la motivación tiene un impacto positivo sobre la habilidad de hablar de los estudiantes de nivel A2.

Palabras clave: comunicación interactiva, enseñanza comunicativa del idioma, habilidad hablada, motivación.

ABSTRACT

The purpose of this research work is to analyze the motivational factors that affect students in the seventh year of Basic Education at U.E. "JUAN PABLO II" to develop their ability to speak English. The methodology to be used is quantitative correlational in which a group of 35 students is involved to analyze this study. Participants will take a pre-test in which the researcher will be able to realize the motivating factor outcome, which influences them so that they feel confident to acquire a new language as English.

This research aims to identify the willingness of students to learning speaking skill. The researcher uses a complement method which is called Communicative Language Teaching pretest and posttest, to enhance students' grammar, pronunciation, and interactive communication in learning to speak the target language. The practitioner only gives a short explanation about the statements and then guides the students to do the rest of the activities. At the end of this study, motivation has a positive impact on the Speaking Skills of A2-level learners.

Keywords: *communication language teaching, interactive communication, motivation, speaking skill.*

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INTRODUCTION

Motivation has long been recognized as a primary factor influencing the acquisition of a second language (Gardner, 1985), and it remains a focal point for numerous studies in the field of language learning. This research delves into the role of motivation in the speaking performance of a group of 35 students from seventh grade at an elementary school.

At a general level, the development of English-speaking skills has been a significant challenge due to ineffective teaching methods and techniques. Monotonous teaching approaches have been consistently applied to students, resulting in poor language production outcomes in Latin American countries, despite years of English language study. This issue is particularly relevant in Ecuador, where student demotivation has hindered enthusiasm for learning and has contributed to maintaining a low proficiency level in English compared to international standards.

Therefore, this study aims to investigate the significance of specific motivational factors and their impact on students' personal growth, as well as how these factors contribute to the development of communicative competence in the second language through various activities.

This situation is evident at the U.E. "Juan Pablo II," where difficulties in language production are apparent. The lack of awareness about new methodologies and, most importantly, the absence of effective language teaching techniques have impeded the educational institution from achieving its objectives. Based on these observations, the following research question arises: What factors influence the development of speaking skills in English? Are role-playing games, expositions and dialogues good for improving the oral expression? And what is the impact of the methodology and tools used in the motivation field?

While previous studies have explored this topic, the significance of our research lies in its focus on an elementary school. This context is crucial for understanding how various activities can impact students' motivation in English classes and subsequently influence their performance in this subject area. In the following sections, we present an overview of the literature review and methodology, followed

by the presentation and discussion of the findings. The final section will encompass the main conclusions drawn, limitations of the study, suggestions for enhancements, and avenues for future research.

Moreover, the results of this study could function as a significant asset for educators, students, researchers, and other involved parties. It urges them to prioritize motivation as a fundamental aspect of their teaching approach in order to improve speaking abilities

JUSTIFICATION

Considering that students have problems speaking English because their fluency is not good or because they feel uncomfortable while speaking, motivation to teach English as a Second Language is a very important point to the U.E. "JUAN PABLO II", thus the development of speech capacities in A2 level learners is the principal goal to achieve. Considering that the students need to feel motivated to speak English, it is important to apply new strategies that they consider funny to produce the target language and feel comfortable when speaking, considering the fact that the feelings and behavior of students play an important role in their language production because they must lose the fear of judgments for making them feel secure.

Relaxing in a meaningful environment and focusing on class is very important, this feature could be awesome by giving the students the opportunity to speak to each other and providing them with some alternatives to motivate them to speak to each other such as dialogues about their hobbies or some topics that are important for them. The practitioner can motivate both social and emotional needs of the students. This research pretends to apply some strategies to make the A2 level learners produce the target language at U.E. "JUAN PABLO II" in a vivid way.

CHAPTER I. STATE OF ART AND PRACTICE

Based on self-determination theory (SDT), Dincer (2017) said that students who remain intrinsically motivated are more likely to participate in learning activities and persist in the challenges. Therefore, it is important to create a learning environment that supports the development of intrinsic motivation. Additionally, Griskell (2018) mentioned that the expectancy-value theory of achievement motivation suggests that students are more likely to participate in an activity if they perceive it as valuable and expect to succeed. In the English learning environment as a second language, teachers can help students set achievable goals and recognize their progress (Hiver, 2020). By doing so, students are more likely to feel motivated and confident in their ability to communicate effectively in English.

In addition, according to the self-determination theory, students who are intrinsically motivated are more likely to participate in learning activities and persist in the face of challenges. In addition, the theory of the price of expectation, motivation and achievement suggests that students are more likely to participate in an activity if they perceive it as funny and hope to win. When doing it, it is more viable for students to feel motivated and safe in their ability to communicate positively in English.

1.1. Motivation

Motivation is the reason or intention that arises from a need or an impulse that is required to develop behavior or to carry out an action oriented to an end, for this reason, it can be mentioned that motivation is a very important factor in the acquisition of a second language since it is necessary to have confidence and feel sure of our learning abilities when learning and speaking another language. As the English teacher in the classroom, there will be some problems or conditions that need to be accomplished. The teacher will see some of the students are very motivated, or even feeling ignored in studying English” (Ihsan, 2016).

This means that many internal and external factors must be considered so that they may influence the development of student motivation since not feeling so, motivated, or sure about their abilities could negatively inspire them learning a second

language. In addition, motivation is one of the most relevant points when teaching English as a second language, we must find out its importance when developing speech capabilities. According to Kumar (2021), motivation is the driving force for learning another language, and integration of that language into the person's identity.

Motivation is the practical reason for learning a second language. It assumes that motivation is an important aspect that stimulates the learning process of a purchase of a second language and even more, so it carries out capabilities to dialogue, such implementing procedures or techniques that make students feel that it is essential to develop the production of languages for positive communication. It will be the important basis in this communication of the inquiry work; therefore, it will be the important basis in this investigation work.

It should be considered that learning a foreign language with which an individual has no daily relationship, or any given time, can be complicated, however, it should be considered that, when learning a second language, there are students who may consider it very difficult, depending on the circumstances and the environment in which they are involved. On the other hand, other students may think that it is very easy, and this will not become a difficult goal to achieve.

In addition, Ihsan (2016) mentioned that the learners who have contacted with English will find that some features are quite easy and extremely difficult. Therefore, it must be understood that each student is from a different world and that not all learn at the same time. For this reason, motivation plays a very important role when learning English and there are some factors that can influence student motivation.

Some students do not feel confident in speaking English because they think it is too difficult. From this perspective, teachers must start to know what factors are influencing this learning process. This is an idea given by Ihsan (2016) who described as that there is a complicated problem of second or foreign languages learning, and teaching has been to define and apply the construct of motivation in the classroom.

Motivation is a concept without physical reality, we cannot see motivation; we see effort, interest, attitude, and desire". Bearing in mind that one problem of learning a second language is creating an environment of confidentiality in the classroom, we must consider that motivation is not something we can see, but we can measure performance, effort, and dedication that students put into learning.

There are some aspects in the classroom which influence the effective development of students when speaking, for example, the fear of making mistakes, and the fact that classmates make fun of their mistakes in general. For this reason, teachers must provide students with information that allows the language to flow naturally. To give an example, by asking short, everyday questions to create a more trustworthy environment with the students. At the same time, making learners to respond to those questions, will also allow the teacher to make corrections in a general way, so that, students acquire their second language as a form of communication and not just as another subject during their learning process.

Student's motivation is a determining element of their learning process, and teachers have the possibility of contributing to the motivation of students to grow and perform to obtain the superior results in the classroom. Teachers have the possibility of encouraging students to discover emotion and satisfaction in their learning by promoting a supporting climate, interesting learning occupations. Examining how students might become self-motivated learners who value learning for the purpose of learning is crucial in pedagogy processes. Motivation is, though, the principal key to examine a factor of students' attitudes.

To sum up, motivation plays a pivotal role in the realm of language acquisition, being recognized as a crucial determinant of success in mastering a second language. Scholars such as Gardner and Dörnyei have highlighted its significant influence on language learning outcomes. Motivation, in essence, dictates the level of personal engagement individuals invest in acquiring a second language. Conversely, students lacking motivation are often disengaged from the learning process, thereby hindering the development of their linguistic abilities. Consequently, it is imperative not only to examine the impact of motivation on learning outcomes but also to

explore methods of cultivating positive motivation among students to enhance learning effectiveness.

Given the absence of a singular, overarching definition of motivation, this overview will commence with an exploration of its conceptualization, presenting various definitions that encompass the breadth of this construct.

Motivation in second language acquisition: Despite the significance of motivation in the context of second language acquisition, consensus on its precise definition remains elusive. Dörnyei (1998) comments that “Although “motivation” is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept” (pg.117). Dörnyei underscores the complexity of motivation, highlighting its varied role contingent upon different factors. This complexity underscores how motivation can influence outcomes differently, depending on both external and internal factors affecting the learner.

Initially, the concept of motivation was explored as a reward system aimed at incentivizing individuals to exhibit desired behaviors (Williams & Burden, 1997). However, this interpretation of motivation proved to be irrelevant in the educational context, despite persisting until the 1960s. In my view, employing a reward system to elicit desired behavior from individuals necessitates positive reinforcement and a conducive environment to such behavior for it to be deemed acceptable.

On the other hand, Hall suggests that motivation plays a crucial role in achieving a specific task, stating that it's challenging for anyone to learn a language without some level of motivation (Hall, 2011: 134). Loewen and Reinders (2011: 119) define motivation as a psychological concept representing an individual's desire and incentive to participate in a particular activity.

However, Dörnyei views motivation in the context of language learning as a process that serves as the primary drive to start second language acquisition and continues as the driving force throughout the often lengthy and arduous learning journey (Dörnyei, 1998: 117). I concur with Hall, Loewen, Reinders, and Dörnyei's interpretations of motivation since lacking adequate motivation can hinder even

individuals with potential skills from achieving their learning goals or personal success.

Finally, Williams and Burden assert that motivation is a state involving both cognitive and emotional arousal, prompting a conscious decision to take action, leading to a sustained period of intellectual and/or physical effort aimed at reaching previously established goals (Williams and Burden, 1997: 120). It is crucial to highlight the connection between motivation and cognitive as well as emotional aspects, as these factors are pivotal in achieving specific objectives.

Ways to Develop Motivation in Students: It can be difficult to inspire pupils during class. The most crucial thing is to be able to identify their preferred methods of learning so that they can use them to their advantage when applying techniques and approaches to language acquisition. As (Kong, 2009) mentioned that, with other disciplines, learning a language, in this case, English, has unique requirements that place more demands on students' memory, practice, and communicative skills. In order to study English, students must be motivated. Educators that specialize in English teaching are leaders or organizers. They must encourage their students to volunteer and actively pursue their English studies.

The significance of autonomy, competence, and relatedness as fundamental psychological motivators within the framework of self-determination theory (SDT). These strategies are designed to enhance the classroom's relational dynamics, clarify instructional methods, and ultimately foster heightened enthusiasm and engagement in both teaching and learning endeavors (Muñoz, Ramirez & Gaviria, 2020).

Autonomy: Studies on learning motivation suggest that when students perceive a lesson as personally valuable or relevant, they tend to exhibit increased engagement, put forth more effort, and achieve better outcomes (Miller & Brickman, 2004; Vansteenkiste, Simons, Lens, Soenens, & Matos, 2005; Wigfield & Eccles, 2000).

Explaining the Purpose and Benefit of Tasks: Jang (2008) proposes that students can be guided to appreciate an activity through various dimensions such as high

task value, utility value, interest value, attainment value, instrumental value, future goals, future consequences, future time perspective, and intrinsic goals (p. 798). Assisting students in finding value in teachers' requests, including rules, activities, and procedures, is often referred to as providing explanatory rationales. A rationale entails a verbal explanation of why investing effort during a learning activity could be beneficial (Reeve, Jang, Hardre, & Omura, 2002, p. 185). Rationales prove particularly beneficial for tasks that students initially find uninteresting or unpleasant.

According to Reeve and Su (2014), when the rationale is honest, valid, and satisfying, students have the opportunity to internalize the significance of what others perceive as important and useful. Conversely, when students fail to comprehend why the teacher makes certain requests, they often perceive the request as arbitrary, imposed, or merely meaningless busywork (Reeve & Su, 2014, p. 355).

In line with this, Dörnyei (2001, pp. 79-80) proposes the following strategies for task presentation:

- Emphasize that the task is an opportunity for learning to be embraced rather than a demand to be resisted.
- Explain where the activity fits in the sequence or larger context of the class, illustrating its relevance to overall class goals.
- Describe the intended purpose of the activity and clarify how students should approach it (e.g., what aspects to focus on or be cautious about).
- Establish a connection between the task and students' everyday lives, highlighting how the skills acquired will be beneficial in achieving real-world objectives.

Moreover, teachers can encourage students to brainstorm different ways to apply the language in future situations. When students can recognize links between what they learn in class and its potential applications in real-world contexts, their motivation for language learning is likely to increase.

Providing choices: Black and Deci (2000) and Reeve (2009), effective teachers foster motivation by offering students choices and opportunities for decision-making,

thereby instilling a sense of autonomy in their learning process. These teachers communicate the message: "I am on your side; I will assist you; I am here to support your efforts" (Reeve, 2016, p. 130). Moreover, teachers who provide choices and decision-making opportunities cultivate a sense of achievement in students. This sense of accomplishment can subsequently boost motivation and foster a greater desire to excel in the classroom.

When offering choices, it's crucial to avoid overwhelming students with numerous or overly complex options. According to Iyengar and Kamenica (2010), an excess of choices can lead to frustration among students, impacting their ability to make decisions and commit to a particular option. The authors suggest that when students feel overwhelmed by too many choices or fear making the wrong decision, they may opt not to choose at all or seek assistance from peers or teachers. Furthermore, research indicates that providing choices of moderate difficulty level supports feelings of competence and, consequently, enhances motivation.

Different researchers (Alfi, Assor, & Katz, 2004; Assor et al., 2002; Reeve, Jang, Carrell, Jeon, & Barch, 2004; Stefanou, Perencevich, DiCinto, & Turner, 2004) propose various approaches to support choice and decision-making:

- Allowing students to select the format for presenting ideas.
- Inviting students to suggest approaches for developing specific tasks.
- Encouraging students to brainstorm solutions to problems.
- Permitting students to set goals and propose tasks.
- Giving students autonomy in selecting work methods and preferred assessment methods.
- Seeking input from students in designing lesson plans.
- Allowing students to decide on how they want to approach learning tasks (method, pace) or with whom they want to collaborate (individually, in pairs, or small groups).

These types of choices are motivating because they align with students' interests and preferences.

Competence: When acquiring a new language, students often find themselves more driven when they receive adequate guidance for engaging in various activities. Offering detailed instructions and consistent support throughout the various phases of instruction boosts students' motivation by helping them stay focused, manage their behavior, and prevent confusion during lessons (Larkin, 2001; Skinner & Belmont, 1993; Tucker et al., 2002).

Scaffolding: In the realm of language acquisition, students often find increased motivation when they receive essential guidance for task performance. Offering step-by-step instructions and sufficient support across various instructional phases serves to bolster students' motivation by keeping them focused, managing their behavior, and preventing confusion during lessons (Larkin, 2001; Skinner & Belmont, 1993; Tucker et al., 2002).

The provision of support during instruction is commonly referred to as scaffolding, a concept closely associated with Vygotsky's (1978) Zone of Proximal Development (ZPD). Scaffolding entails the temporary assistance instructors offer students to enable them to complete tasks they wouldn't be able to accomplish independently. It involves adjusting the level and extent of support to match students' cognitive abilities. For example, when a student encounters difficulties with a task, the teacher provides more support initially, gradually reducing it as the student gains mastery over the task.

Van de Pol, Volman, and Beishuizen (2010) identified various scaffolding techniques aimed at supporting learning activities. According to the authors, a teaching approach qualifies as scaffolding when it is implemented spontaneously, gradually shifting responsibility to the student. Some of these techniques for assisting instruction include:

- **Modeling:** Utilizing visual demonstrations is particularly effective in facilitating learning since sight is our most prominent sense. Another form of modeling involves "talk-aloud," where teachers vocalize their thought processes or problem-solving strategies while demonstrating a task. In language learning, this can occur during explicit grammar explanations or when presenting solutions to activities such as scavenger hunts or web-quests (Hogan & Pressley, 1997).

- **Offering Explanations:** Tailoring instruction to learners of different age groups is crucial in scaffolding activities. For instance, kindergarteners may struggle with following simple directions or storylines, naming common objects, and expressing themselves clearly. Elementary students may face challenges with temporal and spatial concepts (e.g., before-after, some, few), blending sounds, and word retrieval. Meanwhile, secondary students may find it difficult to comprehend information from lectures and textbooks, articulate their thoughts in writing, and engage in classroom discussions.

Providing descriptive feedback: High-quality feedback is characterized by being "highly specific, directly revealing or highly descriptive of what actually resulted, clear to the performer, and available or offered in terms of specific targets and standards" (Wiggins, 1998, p. 46). Descriptive feedback plays a crucial role in helping students improve their performance to meet learning objectives.

Muñoz-Restrepo (2017) emphasizes that feedback should be aligned with learning objectives and focus on the actions students need to take to enhance their performance, rather than solely on grades or judgments about progress. Instead of generic comments like "good work" or "excellent!", which lack specificity, Muñoz-Restrepo suggests using descriptive feedback. This type of feedback offers specific insights into the student's performance, facilitating targeted improvement.

Relatedness: In a survey conducted by Dörnyei and Csizér (1998), teachers' behavior emerged as the most significant factor for motivating students. However, the survey also highlighted that this influential "tool" was among the least utilized and considered in actual classroom practices. In the following section, we propose several strategies aimed at assisting teachers in cultivating or strengthening feelings of connectedness within the classroom.

Demonstrating appropriate teacher behavior: Teachers aim to create an environment where everyone feels encouraged to participate, ask questions, and explore their curiosity. Whether it's through discussions, activities, or hands-on experiences, the goal is to make the learning process enjoyable and memorable.

Teachers have to consider the following points during the classes:

- It is important for teachers to genuinely demonstrate that they care about the students' progress and development in the classes.
- Teachers let learners know that if they need assistance with academic matters, teachers will be there to solve questions, need clarification, or simply want to discuss learning goals.
- Teachers must believe in students' capacity to succeed, and they offer guidance and support.

Maintaining a good relationship with students: According to Dörnyei (2001), teachers who foster warm, personal connections with their students, respond empathetically to their concerns, and establish mutual trust and respect are more likely to inspire them academically than those who lack personal rapport with their learners (p. 36).

To establish this sense of relatedness with students, here are some effective strategies:

- **Develop Personal Connections:** Make an effort to remember your students' names and learn about their lives outside of school.
- **Open Communication:** Engage with your students in open, honest, and caring conversations, fostering an atmosphere of trust.
- **Positive Attitude:** Maintain a positive, non-judgmental attitude towards your students, encouraging them to feel comfortable and valued in the learning environment.
- **Accountability with Support:** Hold students accountable for their actions without resorting to criticism or comparison, providing constructive guidance instead.

- Interest in Students' Interests: Show genuine interest in your students' hobbies, talents, and passions, demonstrating that you value their individuality.
- Understanding Strengths and Weaknesses: Take the time to understand each student's strengths and weaknesses, offering tailored support and encouragement.
- Incorporate Personal Topics: Integrate personal topics into class activities, allowing students to connect their interests and experiences with the curriculum.

By implementing these strategies, teachers can cultivate a sense of relatedness that enhances student engagement, motivation, and academic achievement.

Using a Range of Fascinating Activities: It is useful and practical to use a variety of engaging activities that are somewhat challenging to engage students in and to stimulate their interest in learning English as well as other language-learning characteristics. Learning a foreign language differs slightly from these other disciplines because it calls for learners to increase roundly in the four skills of listening, reading, speaking, and writing by memorizing a lot of vocabulary, phrases, grammatical, drilling, and talking further in classes.

The students have the possibility to benefit from the game time. The games offer a relaxed and fun atmosphere where they have the possibility of exercising the use of innovative words and are free to express themselves. Participating in recreational occupations is a positive way to develop language and communication capabilities. It also helps their children to have more social confidence and could be a way of forging friendships. (British Council Malaysia, 2022)

A certain example of games and occupations of game time that unite learning languages with fun are shown immediately:

Table 1. Skills activities' importance

| SKILLS | IMPORTANCE |
|-----------|--|
| Listening | Promote listening and understanding skills that are reproduced with words that sound in the same way that they have a different meaning. Pass your children think of words that sound the same and allow them to try to define each one. Hearing fun songs of any matter is effective in improving listening capabilities. |
| Reading | The story of stories, meanwhile that stories books give extensive entertainment, share stories, whether real or fictitious, could be quite effective in developing their communication abilities. |
| Speaking | Language Twisters are a surprising and fun way of teaching boys the ideal pronunciation and the enunciation of words. It is a fun way to realize your language to pronounce words. Start with basic concepts and development. |
| Writing | The huge writers are huge readers. As the students read more, more will be exposed to an endless plurality of linguistic techniques that, in parallel, will expand their own range and repertoire. First, we learn by imitating and then experimenting bravely to generate interesting new compositions. Tell students to write well, first must have a love to read and read everything, from blogs and friendly books for boys to newspapers, poetry, and giant works of literature. |

Source: Author

Intrinsic Motivation Intrinsic motivation is nothing more than the independent and enthusiastic development that a person has in order to do a job (Elton, 1988 as cited in Serin, 2018). Any task that the person performs will do so inherently and interestingly. The most interesting fact about working on intrinsic motivation in the classroom is seeing a growth in self-confidence (Serin, 2018).

Each of the developed activities developed should contribute positively to the learning process. With the creation of new learning environments, students will be able to get more immersed with the rest of their classmates. Which means that, being more implicated, will take more time to develop tasks with the motivation of wanting to learn more. Intrinsic motivation also refers to the active participation of students. This involves challenging themselves by showing interest and developing their natural curiosity.

According to (Valerio, 2012) there are some factors and engaging activities where students can develop their own intrinsic motivation. Those are described below:

- Being familiar with student's individual learning interests by means of structured tasks and include their interests and curiosities whenever possible. Create a project where students can use cartoons if, for instance, they are animal lovers. Vocabulary will be learned through this activity.

- Offering incentives promote intrinsic motivation. A book of the child's choice, such as a collection of short stories, could be the prize in a reading competition.
- Students are more likely to be motivated when they have some control over their assignments. Try out blended learning, a technique that combines independent study and lecture-style instruction.
- Include some coursework that is pertinent to the lives and needs of your pupils to increase motivation. It will be simple to create learning environments with real-world issues.
- Give your students encouraging feedback on their assignments to build their confidence and show them that they can complete the task well.
- Curiosity typically leads to increased motivation. Inquire about their areas of interest and assist your students in finding an interest in a task.
- Sharing your passion for a subject or idea with your students. It's more likely that the students will catch your enthusiasm if you can demonstrate why learning a certain topic is fascinating.

Extrinsic motivation Extrinsic motivation, which is a type of reinforcement, can improve students' performance while working hard to learn. Students with low levels of motivation have the possibility of inspired by extrinsic motivation. For (M. Ryan, 2020) Extrinsic motivation is beneficial for the development of appropriate learning habits. Exemplifying, instead of becoming disruptive, they participate in student occupations. Extrinsic motivation originates from different sources to the subject, such as granting rewards such as stickers or views systems to successfully finish a task.

While there is a space for this kind of incentives in the classroom, they only have to be used once they remain connected to the optimization of students' skills or intrinsic motivation (Valerio, 2012). Additionally, extrinsic motivation belongs to the most relevant components in the development of the purchase of the second language, using a plurality of attractive occupations that are difficult to involve students and arouse their interest in learning English is our challenge.

Since learning a language is a bit different from learning other disciplines, it involves that students develop their listening, speech, reading and writing capabilities in an integral way by studying a huge proportion of vocabulary, phrases, and grammar, as well as executing and dialogue More language in the classroom (Kong, 2009). Students remain willing to participate in English learning once it is combined with interactive occupations because they understand that learning English could be interesting and friendly, which is important to preserve motivation throughout the entire process.

1.2 Feedback and rewards

Giving feedback: According to Kerr (2020) feedback is the reasoning that students obtain on the process of purchasing languages, and mainly is related to data on his language production (speaking and writing), although the students can also integrate reading and listening, analysis capabilities, reactions , effort and other things. The goal of error correction (corrective feedback), which is perhaps the most frequently used type of feedback in language classes, is typically to help students improve their accuracy.

Types of feedback

The premise of the relationship indicates that the negotiated relationship can facilitate the SLA and that a reason for this may be that, to the extensive of the relationship, students have the possibility of receiving comments on their expressions. An interesting issue, which has challenged interactive investigation, has interaction with how students perceive feedback and if their perceptions are affecting their next L2 development (Mackey & Gass, 2011).

The premise of the interaction suggests that negotiated interaction can facilitate the SLA and this is a reason for this, it could be that, during the relationship, students can receive comments about their expressions. An interesting issue, which has challenged interactive investigation, is a reference with the way students perceive feedback and if their perceptions affect their L2 development. Types of feedback that we can use are mentioned below:

- **Constructive Feedback:** Offers specific and constructive feedback to students after their speaking tasks or presentations. It focuses on both strengths and areas for improvement. It specifies on what they did well and provides suggestions for how they can enhance their speaking skills.
- **Peer Feedback:** Encourages students to give each other feedback on their speaking performances. This can promote a supportive and collaborative learning environment. It provides guidelines or a rubric to help students give constructive feedback to their peers.
- **Error Correction:** When providing feedback, it is relevant to pay attention to common errors or mistakes that students make and helps them correct those errors. It offers explanations and examples to reinforce the correct usage or pronunciation.

According to (Sakiroglu, 2020) the purpose of the education of a foreign language is to achieve a high degree of language competence by providing maximum exposure of language and minimum learning errors. Many tactics have been developed. One of the strategies is the provision of comments during formal discourse courses. However, the oral corrective feedback format as a foreign language class has been controversial related to correction methods, the moment of correction and the errors end. In addition, students' attitudes to correction are primary resources.

1.3. Speaking skills

People learn to dialogue naturally in our mother tongue; however, linguists have contrasting theories about the process by which we learn to be communicated in our mother tongue. However, once experts talk about learning a second or a foreign language, most linguists remain in consensus in which it is a difficult job and that you cannot get effortlessly. Therefore, learn to dialogue in English so that this language occupies a lot of effort and practice.

Dialogue is the ability that causes living beings to be different and better to the species of living organisms. Dialogue is a complex cognitive and linguistic capacity (Learngrammar.net, 2023). A baby learns to dialogue through interaction with

people around him in his native language. Each common mature can dialogue in their native language effortlessly and this capacity is natural. However, dialogue in a foreign language is not natural and requires conscious effort throughout the entire process.

According to what is mentioned above, speaking is the ability to use a language or to adopt a language to communicate; It is also the art of oral communication that implies words and sounds. Speaking is a fundamental component of human communication. It allows us to convey our thoughts, feelings, and ideas to others. Through speaking, students express themselves, connect with others, and build relationships. Speaking is an essential skill that can help individuals in various aspects of life, such as career advancement, personal growth, and leadership. Effective communication skills are important in various aspects of daily life.

A good communicator knows how to listen actively, empathize with others, and express himself clearly and effectively. Effective communication can help individuals build better relationships, resolve conflicts, and achieve their goals. In conclusion, speaking is a vital aspect of human communication.

Functions of speaking:

- **Speaking as a socialization:** Dialogue as a relationship is primarily a social dialogue. It reflects the speaker's interactions in a social field.
- **Speaking as transaction:** Dialogue as a transaction means that someone understands the message we want to give. The focus of speech is to give and receive information.
- **Speaking as performance:** Understanding the basics of dialogue in a foreign language is considered one of the most difficult skills that people can master, but you can master it if you follow various techniques and practice them daily.

Accuracy

Coherence: It is an important aspect of effective communication and is essential in second language acquisition. English students as a second language constantly

face challenges to be able to make coherence in their speech, which can harm their ability to communicate positively. While teachers tend to refer to coherence in abstract terms without systematically explaining and teaching it (Lee, 2002), research suggests that activities promoting coherence can help learners become autonomous in their learning. One theory that can aid in developing English speaking skills with accuracy and fluency is self-determination theory (SDT).

Additionally, sustained, and purposeful language use, such as that provided by coherent science instruction, can provide comprehensible input, and facilitate language learning for multilingual learners. Analyzing literature about teaching and learning English speaking can provide guidelines for motivating individuals to speak English with confidence and benefit from career advancement, social connections, and leadership development.

Cohesion: Cohesion is related to the way in which texts use grammar and vocabulary to "paste" words. This is done through articles, family words, summarized nouns, and synonyms. In addition to these previous key surfaces, relative clauses, ellipsis, and connectors are also relevant. (AEUK, 2018)

It is a crucial aspect of second language acquisition that refers to ways which different elements of language are connected and organized to create meaning. It involves the use of various linguistic devices such as conjunctions, pronouns, lexical repetition, and referencing to establish relationships between different parts of a text or discourse.

In the context of SLA, cohesion is very important to facilitate students' understanding and production of speech. It helps students understand the structure and organization of different types of texts, such as narratives, expository texts, and argumentative essays.

One of the key theoretical frameworks that underpin the study of cohesion in SLA is Systemic Functional Linguistics (SFL). SFL posits that language is a social semiotic system that is used to create meaning in different contexts. It emphasizes the importance of context and situational meaning in the analysis of language use.

Another theoretical framework that is relevant to the study of cohesion in SLA is coherence and cohesion. This framework proposes that coherence is the overall sense of unity and purpose that a text conveys, while cohesion refers to the ways in which linguistic elements are used to create connections and relationships between different parts of a text.

In terms of literature reviews related to cohesion in SLA, there are several key texts that are worth considering. One of these is "Developing a Theory of Coherence and Cohesion for the Teaching of Writing" by Halliday and Hasan (1976) (McCulley, 2005). This book offers insights into developing theoretical models of linguistic phenomena and provides a comprehensive account of the ways in which cohesion and coherence are realized in texts.

Another important text is "Cohesion in English" by Halliday and Hasan, which proposes a theory of coherence and cohesion and provides a detailed analysis of the different types of cohesive devices that are used in English.

Finally, "An Introduction to Second Language Acquisition Research" by Long provides a solid foundation in SLA and covers key topics such as the nature of language, the processes involved in SLA, and the role of context in language learning. (McCulley, 2005)

In conclusion, the analysis of SLA cohesion is a complex and multifaceted field that needs an intense understanding of linguistic constructions and their role in the construction of meaning. Theoretical frameworks such as SFL, coherence, and cohesion grant precious ideas on the ways in which language is used to produce meaning in different environments, in which the revisions of literature such as those of Halliday and Hasan offer comprehensive accounts of the key concepts and theories in the field.

Pronunciation: Pronunciation is another important aspect of second language learning and teaching, and it has been widely researched. Research suggests that learning about articulatory phonetics and practicing manipulating consonants and vowels can be useful for students, and that visual aids such as functional MRI and ultrasound technology can be helpful in teaching (Levis, 2014). In addition, teaching

functional language in the early stages of language learning is important to facilitate communication.

Word stress should also be considered a core feature in teaching English pronunciation for intelligibility in English as a Lingua Franca (ELF). There are several academic conferences and related papers about pronunciation in second language learning. Pronunciation is a crucial aspect of second language acquisition (SLA) that has often been neglected in language teaching curriculums. However, research has shown that effective pronunciation instruction can significantly improve learners' language proficiency (Junkyu Lee, 2014).

In addition to contributing to reciprocal intelligibility, pronunciation can also have social repercussions and influence the general competence of students' language. Consequently, it is essential that experts establish learning purposes and identify effective pedagogical approaches by teaching pronunciation.

Word Stress: Research has shown that effective pronunciation instruction, particularly in word stress, can significantly improve second-language learners' language proficiency (Saito & Kazuya, 2017). However, there is a lack of investigation on the purchase of L2 phonology, especially the stress of the words. Inadequate word stress assignment by students is constantly attributed to insensitivity to syllabic composition and the lack of understanding of word stress standards in English.

The purchase of supra-segmental, such as the stress of the words, is important for exact pronunciation and communication. Task repetition and auditory priming tasks have been found to aid in learning word-stress patterns. Additionally, research suggests that learning about articulatory phonetics and practicing manipulating consonants and vowels can be useful for students. The role of prosodic categories in English word stress has also been studied.

Sentence Stress: Sentence stress is a fundamental aspect of the purchase of the second language that is constantly neglected in the Language Education Analysis plans. Students commonly struggle to dedicate stress to words thanks to insensitivity to the syllabic composition and the lack of understanding of word stress

standards in English. Effective pronunciation instruction, particularly in word stress, can significantly improve learners' language proficiency (Saito & Kazuya, 2017).

Task repetition and auditory priming tasks have been found to aid in learning word-stress patterns. Learning about articulatory phonetics and practicing manipulating consonants and vowels can also be useful for students. The role of prosodic categories in English word stress has been studied, and the use of auditory priming may be a useful technique in teaching L2 phonology, specifically word stress placement.

1.4 Interactive communication

Interactive communication plays a crucial role in second language acquisition (SLA). To improve language proficiency, learners must have opportunities to communicate with others in the target language. In addition to vocabulary and grammar, pronunciation is an important aspect of interactive communication. Effective pronunciation instruction can significantly improve learners' language proficiency, including their ability to produce intelligible, comprehensible, and fluent speech. Word stress and sentence stress are particularly important in SLA, and learners should be trained to recognize and produce these features.

Learning about articulatory phonetics and practicing manipulating consonants and vowels can be useful for students (Mary, 2021). Task repetition and auditory priming tasks are also effective techniques for learning word-stress patterns. Prosodic categories, such as stress and intonation, play a crucial role in English word stress, and the use of auditory priming may be a useful technique in teaching L2 phonology, specifically word stress placement. While the goal of native-like pronunciation may be desirable, it is more realistic to prioritize comprehensibility in L2 pronunciation teaching.

Social context, language pairing, and motivation can also affect L2 pronunciation (Mary, 2021). Overall, interactive communication is essential for successful SLA and pronunciation instruction should be a key component of language learning programs.

Fluency: It is one of the three components of language proficiency, alongside complexity and accuracy. It refers to the ability to produce language quickly and effortlessly, without undue hesitation or pauses. Fluency involves a range of subskills, including lexical retrieval, grammatical processing, and discourse organization, as well as the ability to use appropriate intonation, stress, and pronunciation. Effective strategies for improving fluency include focusing on meaning, introducing time pressure, and using language learners already understand. Prioritizing fluency over accuracy can also be beneficial for language learning (Housen & Kuiken, 2019).

Fluency is an important factor in learning a second language that can significantly improve learners' language proficiency and their ability to produce intelligible, comprehensible, and fluent speech. Fluency refers to the ability to speak a language smoothly, without hesitations or pauses, and with appropriate intonation and stress. It is often considered a key component of communicative competence, which involves using language effectively to achieve one's communicative goals.

Fluent speakers can express their thoughts and ideas clearly and accurately, using appropriate grammar and vocabulary. They are also able to respond quickly and appropriately to communication partners, adjusting their language use to adapt to the situation and the needs of their interlocutors. Fluent speakers can use language creatively, to tell stories, make jokes, and engage in conversations on many topics.

Fluidity is commonly seen as a key indicator of language mastery, because it reflects the student's ability to use language in real -life situations. It is also a fundamental element to be able to do communicative competence because it enables students to participate in significant collaborations with others. In addition, fluidity is closely associated with auditory understanding, because students who have the possibility of creating dynamic speech also have more likely to understand the spoken language.

Several factors can affect fluency in second language learning. These include the learner's level of motivation and interest in the language, their exposure to the language, and the quality of their language instruction (Derwing, Munro, & Thomson, 2008). Learners who have a strong motivation to learn the language and who are

exposed to it frequently through immersion programs or other forms of language use are likely to develop greater fluency than those who do not have these advantages.

Effective language instruction can also play a key role in developing fluency. Teachers can use a variety of techniques to help learners develop their speaking skills, including practice in dialogues, role-plays, and other interactive activities. They can also provide feedback on pronunciation, intonation, and stress, and encourage learners to practice these features of the language in their own speaking.

One effective approach to developing fluency is through task repetition and auditory priming tasks. These techniques involve repeated exposure to the same language tasks or materials, which can help learners internalize the language features and patterns involved. For example, learners might be asked to practice producing stress patterns in words or sentences or to listen to and repeat common conversational phrases.

Another important factor in developing fluency is the learner's willingness to take risks and experiment with the language (Derwing, Munro, & Thomson, 2008). Learners who are not afraid to make mistakes and who are willing to try out new language forms and structures are more likely to develop greater fluency over time. Teachers can help encourage this willingness to take risks by creating a supportive and non-judgmental classroom environment that encourages experimentation and exploration.

Overall, fluency is a critical component of successful second language acquisition. It enables learners to communicate effectively in real-life situations and to engage in meaningful interactions with others. Effective language instruction, combined with a supportive learning environment and a willingness to take risks and experiment with the language, can help learners develop greater fluency over time.

CHAPTER II. METHODOLOGY DESIGN

2.1. Research approach

The research design is quantitative because it is based on numbers and graphs through a test and confirms theories and assumptions and data is collected and analyzed statistically. This is formal research to find patterns or averages, makes predictions, and tests causal relationships through data expressed as numbers. In addition, as Suphat Sukamolson (2007) states, examples include reactions and beliefs, which may lead to a desire to collect data about students' perceptions of their school and teachers. These reactions of course are not naturally quantitatively.

In summary, quantitative inquiry mainly meets in measuring social truth. Quantitative inquiry focuses on identifying measurable aspects of a subject and analyzing them numerically to address the research questions. Quantitative scholars see the planet as a reality that can be determined objectively, so rigid guides in the data collection and study are very relevant.

The research modality was conducted in the socio-educational field instrument. This modality supported the information on making research, which is correlated to the social context where it occurs.

Research depth level

The depth level is descriptive and correlational. It is descriptive because it helps to know the information about the environment and the specific situation that happened in the development of the research. Also, it is correlational because it interacts directly with the people that were observed.

Type of research

This research is bibliographic because the information is obtained from different articles and books to develop this field and documentary because the researcher interacts with the people and observe the participants in a direct way and the investigator see changes every day.

Moreover, the present investigation is identified as an action-focused research venture utilizing both qualitative and quantitative methodologies. It prioritizes the

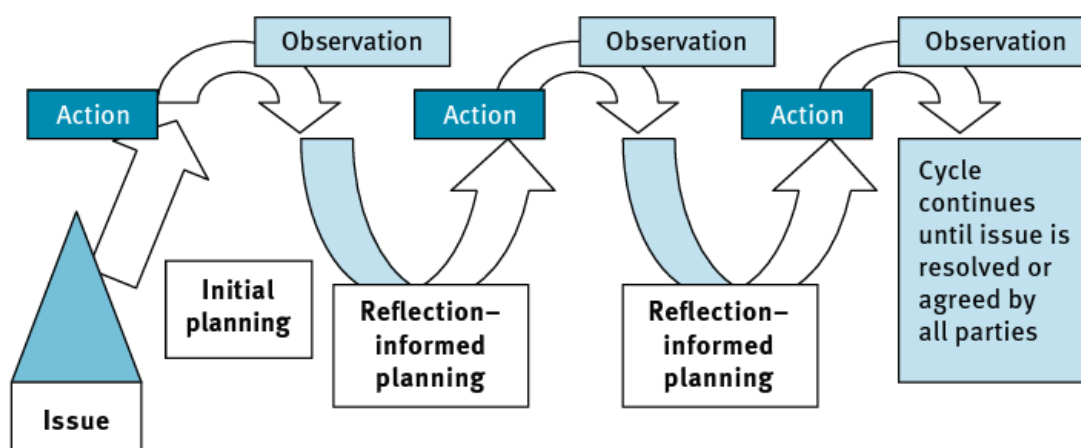
active engagement of participants in the study. Known as Participatory Action Research (PAR), this research method is grounded in the following principles:

Action: The ongoing study is characterized by its focus on generating positive change, implying that it includes components aimed at fostering improvements or advancements.

Participation: involves maintaining a balance among cooperative inquiry, action science, and action learning. Its purpose is to enhance conditions and practices across various environments, as noted by Koshy and Waterman (2010).

In essence, Participatory Action Research (PAR) involves a systematic approach to data analysis, emphasizing collaboration and active participation. Its primary objective is to yield tangible real-world impacts within a targeted community. PAR operates through iterative cycles, encompassing stages like planning, implementing, observing, and reflecting, as outlined by Walker (1993). The accompanying diagram illustrates the operational framework of PAR. Please refer to the figure for further clarification.

Figure 1. The iterative cycle of participatory action research



Source: Walker (1993). The iterative cycle of participatory action research.

The cycle unfolds through the following steps:

1. Initially, the community identifies a problem, issue, or aspiration.
2. Subsequently, the research community and the researcher collaborate to develop a plan to tackle the identified issue.

3. The formulated research plan is then put into action.
4. Throughout the process, the researcher remains actively engaged and invested in the outcomes of the investigation.

This research incorporates both qualitative and quantitative methodologies, combining data interpretation and comprehension. The qualitative component aims to understand meanings, opinions, and experiences, facilitated by an extensive literature review to explore and clarify definitions. Conversely, the quantitative aspect deals with numerical variables and utilizes graphs, employing the SPSS program to test and validate theories, establishing the research's primary focus. The quantitative method identifies objective information and research subjects, while also interconnecting perspectives and capturing the uniqueness of the "educational fact."

Furthermore, the combination of these methodologies is centered on daily occurrences within unique circumstances, where experiences follow practices involving inductive and interpretive procedures, diverging to the extent that reality becomes a phenomenon constructed during the research process. The quali-quantitative method possesses the capability to achieve a comprehensive understanding of the investigation problem through diverse procedures. Please refer to the table for further details. See table 2.

Table 2. Quali-quantitative approach in educational research

| QUALITATIVE INTERPRETIVE | QUANTITATIVE MEASUREMENT |
|--|---------------------------------|
| APPROACHES | |
| Ecological (phenomenological, ethnographic, etc) | Experimental, empirical |
| Narrative | Statistical |
| KEYWORDS | |
| Complexity | Simplification and specificity |
| Experiential; situatedness | Recurrence phenomena |
| Processuality | Temporality defined a priori |
| Subjective interpretation of the data | Objectivity data |
| THEORIES | |
| Symbolic interactionism | Functionalism |
| Phenomenological theory | Logical empiricism |
| Ethnomethodological theory | Realism |
| Social constructivism | Positivism, etc. |
| Grounded Theory, etc. | |
| AIMS | |
| Descriptions of multiple realities | Definition of limited facts |
| Beware of experiential data | Descriptions statistics |

| | |
|--|---|
| Inductive analysis and creative synthesis | Generalizations of data |
| Development of interpretation in the making, and so on. | Formal procedures and predetermined, and so on. |
| RESEARCH DESIGN | |
| In fieri | Specifically determined |
| Flexible | Structured |
| RESEARCH TECHNIQUES | |
| Observation (observation grids) | Experimentation (methodologies comparison between experimental groups and control groups) |
| Free and semi-structured interviews (choice of questions) | Multiple-choice questions |
| Action research (planning and operational sequence of steps) | Cluster analysis |
| Self-report | Correlational research |
| Focus group | |
| Case studies | |
| Role-playing | |
| DATA ANALYSIS | |
| Inductive analysis | Deductive analysis |
| Subjective interpretations / groupal data | Control objective variables Collection of statistical data |
| Reliability of interpretations | Objective validity of the results |

Source: Quali-quantitative approach in educational research. (Marzano, Vegliante & De Angelis, 2015).

This study aims to answer the following questions:

1. What factors affect the speaking performance of EFL learners?
2. What are EFL learner's levels of motivation towards speaking the English language?
3. In what ways can the EFL learner be motivated to improve English speaking proficiency?

2.2. Population

This test was applied to 35 students because the total universe of students at "Juan Pablo II" high school is 460 students, the average for each grade is 35 students, and that is the reason, the test is applied to one grade.

In this research, the participants were 35 students, 15 girls and 20 boys from seventh grade EGB at "Juan Pablo II" high school.

Table 3. Population

| 7th Grade | Number of students |
|------------------|---------------------------|
| Girls | 15 |
| Boys | 20 |
| Total | 35 |

Source: Author

2.3. Instruments

A survey has been validated and applied to detect students' motivation by learning English. This survey includes 10 issues about motivation and its effect once it is related to English speech, as well as its collaboration and relationship within the classroom.

Survey: According to Díaz, Swan, Ice and Kupczynski, L. (2010) mentioned that Community of Inquiry (COI) has a significant impact in the investigation process.

This is the reason this paper delved into the validity of the COI instrument, and consequently, the COI framework as a whole, by integrating student evaluations regarding the extent to which teaching, social, and cognitive presence were evident during the investigation. Additionally, it considered the importance of teaching, social, and cognitive presence as outlined in the COI survey's items.

The researcher explained the participants were going to take a survey about how they felt in learning English. See Annex 2.

KET speech test: It was an A2-level test that was administered. Both the initial test and a subsequent test were conducted to assess the speech capabilities of seventh-level EGB students at 'Juan Pablo II' Elementary School.

.KET speech rubric: it was adapted to qualify the previous and subsequent test of the students, and the rubric consists of 3 criteria such as grammar and vocabulary (more than 4 points), pronunciation (more than 4 points) and interactive communication (more than 2 aspects). The practitioner worked in 10 sessions of 40 min.

2.4. Proposal

This section was constructed by notes including class plans, transcription recording and written test. This research investigates the relationship between English learning motivation and speaking proficiency among 35 seventh-grade students enrolled in the English program at “Juan Pablo II” elementary school, Ecuador. Motivation plays a crucial role in determining learners' achievements and presents a significant challenge for language learners.

Therefore, motivation serves as a potent tool in assessing the success or failure of a learner. Dörnyei (1998) asserts that motivation stands as an essential factor in learning, particularly in English speaking. It embodies an inner drive, preference, desire, emotion, reason, need, impulse, or purpose that propels an individual toward a specific action. Motivation is widely recognized as one of the primary influences on the pace and level of success in acquiring a foreign language. Genc & Aydin (2017) underscore that motivation ranks among the most critical components affecting language acquisition, as it shapes learners' attitudes and should remain a focal point throughout the learning journey.

Procedure: The application was developed in 20 days. The teacher worked in 8 sessions of 40 minutes, each of the sessions were worked in class. The teaching cycle has the following steps:

- Every class, the teacher got five minutes to greet and give a warm welcome to the students.
- Subsequently, the teachers allocated five minutes for attendance verification, followed by an additional five minutes dedicated to providing an overview of the general content.
- Students were then allotted fifteen minutes to engage in their assigned tasks and present their findings.
- The remaining five minutes were utilized by the teacher to address any queries and offer clarifications on the subject matter.

At the beginning of each session, the teacher introduced various communicative language functions, such as greetings, apologies, and making excuses. Basic

expressions for conveying forgiveness, appreciation, joy, and similar sentiments were also taught. The instructional approach primarily employed implicit teaching methods (inductive), with occasional use of explicit techniques (deductive). As Tongue and Gibbons (1982) noted, the use of common phrases is considered an essential aspect of communicative competence. Essentially, learners acquired language structures through group interactions, with participation encouraged rather than enforced.

Furthermore, this research focused on integrating dialogues into the classes, using diverse and authentic speaking materials. Within the classroom setting, students worked in groups of four or five to practice conversations and dialogues. Consequently, the teacher played a crucial role in introducing and guiding communicative activities. In this context, the teacher observed and monitored while students engaged in the assigned tasks, as illustrated in Annex 5.

According to Taylor (1983), educators are required to provide forms for expressing greetings, explain structures, supply vocabulary, identify errors, and perform similar instructional functions.

Additionally, the lesson plans included providing comprehensible input, building background knowledge, and implementing strategies for the classroom. Finally, the proposal was conducted based on the roles of students, teachers, and communicative activities

Table 4 .Lesson plan

SUBSECRETARÍA DE FUNDAMENTOS EDUCATIVOS



DIRECCIÓN NACIONAL DE CURRÍCULO UNIDAD EDUCATIVA "JUAN PABLO II" Año Lectivo: 2022 - 2023



| 1. INFORMATION DATA: | | | | | | | |
|---|-------------------------------|-------------|-----------|---------|-----------------------|------------|------------|
| Area: | English as a Foreign Language | Asignatura: | English | Course | 7 th grade | Parallel | A |
| Teacher: | Lic. Paola Chicaiza | | | | | | |
| N ^a Unit: | 2 | Unit Title: | Vacations | Time | | Start | Finish |
| | | | | 2 weeks | 2 Periods | 08/02/2023 | 24/02/2023 |
| 2. PLANNING | | | | | | | |
| UNIT SPECIFIC OBJETIVES | | | | | | | |
| To talk about last holiday and put into practice the vocabulary and grammar structure learnt about the topic by the development of reading, listening, and speaking tasks, so students are able to improve language skills. | | | | | | | |
| EVALUATION CRITERIA AND INDICATORS | | | | | | | |
| Instrument: Written Techniques Reading: Recognize the vocabulary Listening: Practice simple words and the vocabulary about Go shopping Speaking: Identify the vocabulary and express examples of the class. Writing: Name the vocabulary Instruments for oral and written evaluation - Workshops - Group work - Individual classwork - Homework - Writing lesson - Oral lesson | | | | | | | |

| 3. TRANSVERSAL AXES: | |
|---|---|
| INSTITUTIONAL AXES | AXES OF GOOD LIVING |
| <ul style="list-style-type: none"> • JUSTICE • SOLIDARITY • FAITH • FRATERNITY | <p>It's important to be polite.</p> <p>It's nice to help your friends.</p> <p>It's good to hear your friends' suggestions.</p> |
| SKILLS AND PERFORMANCE CRITERIA | EVALUATION INDICATORS |
| <p><i>Communication and cultural awareness</i> EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Oral communication EFL 5.2.5. Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. <i>Writing</i> EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard</p> | <p><i>Communication and cultural awareness</i> I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Oral communication I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) <i>Writing</i> I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p> |

| OBJECTIVES | LANGUAGE AND FUNCTIONS | PROCEDURES | ATTITUDES AND VALUES | TIME | EVALUATION CRITERIA | MATERIALS |
|--|---|---|---|---------------------------|---------------------|-----------------|
| <p>Speaking objective Expressing opinion, comments and personal experience about Last holiday and past simple</p> <p>Writing objective Writing short answers about personal experience and role plays using Past simple.</p> <p>Oral communication and cultural awareness Sharing personal experience about Last holiday and students' favorite places to visit.</p> | <p>Language Past simple Regular and irregular verbs Auxiliary "did" Expressions for past simple</p> <p>Functions Asking for and giving information</p> | <p>WARM UP <i>Knock knock the table activity</i> Teacher asks some questions about their last holiday. Students have to answer those questions using past simple and real statistics in Ecuador about the last holiday.</p> <ol style="list-style-type: none"> 1. What was the main of transportation used during the holiday? 2. What was the most common place visited by people during the holiday? | <p>Respect toward other people</p> <p>Respect for other people's feelings and ideas</p> | <p>7 min</p> <p>8 min</p> | | <p>Computer</p> |

| | | | | | | |
|--|---|--|--|-----------------------------|--|---|
| | <p>about last holiday Using past simple</p> | <p>3. What were the most common activities during the holiday? If the students use in the correct way the past simple and real information, he or she wins a point.</p> <p>MECHANICAL Teacher plays a video in order to introduce the topic past simple. https://www.youtube.com/watch?v=q3JE4ElweDE</p> <p>Rules and Visual /Physical aids: Students have to share some activities that they did during the last holiday using the past simple.</p> <p>MEANINGFUL Role plays: Students have to work in groups of five and construct a poster about "Places to visit during the Holiday". It is important to include past simple, positive, negative sentences, expressions for past simple.</p> <p>COMMUNICATIVE PRACTICE Free discussion: the learners have to discuss the details and background.</p> | | <p>10 min</p> <p>10 min</p> | <p>Learners are able to share some examples from the video</p> <p>Students are able to complete some activities related to the topic using simple past.</p> <p>Students are able to participate actively through the presentation of the posters</p> <p>Students are able to express opinions and real experience.</p> | <p>Projector</p> <p>White board Notebooks</p> <p>Papers</p> |
|--|---|--|--|-----------------------------|--|---|

| 8. Bibliografía/ webgrafía | | | |
|---|--------------------|---------------------|---------------------|
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| MADE BY: | REVISED BY: | APPROVED BY: | APPROVED BY: |
| Lic. Paola Chicaiza | Lic | | |

Source: Author

Session 1: The researcher explained to the participants they were going to take a survey about how they felt about learning English. The students follow the specific instructions provided by the teacher, who reads each question carefully to ensure that the participants understand them. The survey consists of 10 questions and took approximately 20 minutes to complete. See Annex 2.

The statements raised in the 6-item questionnaire were influenced by Krashen (2003), who identified several affective variables, including motivation, anxiety, and self-confidence, as well as Knapp & Hall (2006). These variables encompass speaking difficulties related to linguistic, psychological, and learning environments, along with L1 assistance and linguistic accuracy, respectively.

To aid participants in assessing their speaking difficulties linguistically, the study formulated question items covering variables such as limited vocabulary and pronunciation, as well as poor knowledge of grammar rules and difficulties in constructing sentences. Regarding psychological factors, the question items were tailored to address variables such as anxiety, shyness, and lack of motivation, lack of confidence, timidity, and so forth. Additionally, another aspect of the question items focused on the influence of the respondent's native or mother tongue.

Session 2: The practitioner worked in two groups, the first group of 17 participants and the second group of 18 participants. It took two days of work to apply the pre-test.

A preliminary assessment, or pre-test, was conducted to determine the initial proficiency levels of the students in spoken English. Following this, the group received English instruction guided by the Communicative Approach. The assessment methodology employed adhered to the assessment principles outlined by Cambridge English (2016), which include validity, reliability, impact, and practicality.

The validity principle underscores the importance of producing scores or outcomes that accurately reflect the test taker's true level of linguistic proficiency. Reliability emphasizes the need for results to demonstrate stability, consistency, and freedom from measurement errors. The impact principle relates to the effects and

consequences of the tests on the test takers. Lastly, the practicality principle takes into account factors such as available resources, financial constraints, time limitations, and the ease of test administration, scoring, and interpretation. These principles collectively formed the framework guiding the assessment procedures in the study.

All of these assessment principles were meticulously considered during the test design phase. The primary objective of the pre-tests was to determine the initial speaking proficiency levels of the participants. The selection of test items was undertaken with consideration of the cognitive and linguistic difficulty levels relevant to the learners. This deliberate consideration of assessment principles aimed to ensure that the designed test not only accurately assessed speaking proficiency but also addressed the cognitive and linguistic challenges inherent to the student cohort.

Session 3: The second part included a poster with tourist information about different countries. The practitioner asked questions based on the poster, and the participants answered using the information provided. See Figure 2.

Figure 2. Describe the poster



Source: Author

The evaluation of the activities during this session focused on the psychological aspect. Throughout this period, most of the students demonstrated a negative shift in their speaking skills, whereas a few learners showed improvement in this initial task. The predominant error observed among students was conveying discomfort when speaking while being listened to during the initial communicative activities

The communicative classroom stands out from its non-communicative counterpart due to distinct characteristics. As outlined by Taylor (1983), a communicative classroom requires an environment where learners feel encouraged to communicate freely. This setting allows learners to express themselves fluently and comfortably in the target language, emphasizing the practical application of language skills in real-life situations. Tait (2001) further emphasizes that communicative activities foster meaningful interactions among students, enabling them to share opinions and exchange real information. These communicative activities typically exhibit the following features (Longman English Language Teaching, 2007):

1. Motivation to communicate.
2. Clear purpose for communication.
3. Emphasis on language content over language forms.
4. Integration of a wide variety of language expressions.
5. Limited intervention from the teacher.

During this session the students were divided into groups and they discussed their views on the statement: "What activities does Mexico offer to the tourist people? Look at the poster and share the answer with the class." In the subsequent session, students engaged in describing a photograph (refer to Figure 7). Evaluation of the activities during the first week primarily focused on the psychological aspect. Throughout this period, 26 students demonstrated a negative shift in their speaking skills, whereas 8 learners showed improvement in this initial task

Session 4: The teacher showed the participants a video about motivation and emotion management, followed by the movie *Inside Out* ('Intensamente'), to help them understand how to manage and understand their emotions.

According to Camilleri & Falzon (2021), when learners watch videos, they improve their mood and unwind during their free time. Clearly, they use videos to satisfy their needs for both information and entertainment. See Annex 5.

Dewaele (2017) suggested that anxiety frequently manifests among speakers, leading to feelings of nervousness and discomfort persisting throughout the

teaching-learning journey. This anxiety can be attributed to multiple factors such as linguistic proficiency, physiological responses, interpersonal dynamics, and the subject matter being discussed.

This is the reason in this session, the learners have the opportunity to relax and share their comments with the class about the movie. The teacher can identify some grammar mistakes during their speech, but they feel more comfortable to give their opinions. To give an example:

Student A: I like the movie. I see **many** feelings.

Student B: I like the movie. It **are interested**.

In meaningful practice, learners engage in controlled exercises that involve making meaningful choices within the language. This may include exercises where learners have to choose the right words or phrases to complete sentences, solve problems, or convey specific meanings. This practice helps learners apply their language knowledge in context.

The primary goal of this endeavor is to encourage the drawing of conclusions, the exchange of ideas about various events, or the exploration of potential solutions within group discussions or classroom settings. Before sharing their ideas, it is essential to define a clear purpose for the activity. This ensures that the viewpoints expressed align with the intended objective, preventing students from engaging in irrelevant or off-topic discussions.

Session 5: The practitioner presented a new video clip regarding how to develop a papers game. In addition, he gave guidelines to make his own papers game. Participants worked in pairs. They are free to participate and expose their work in 2 or 3 minutes. In the end, the teacher delivered comments about his presentations. See Annex 5.

During this session, teacher implements the use of communicative activities. The use of Communicative Language Approach (CLT) helps to structure exercises and emphasize utilizing language in genuine communicative settings. Learners are prompted to narrate actual experiences or participate in substantial conversations.

Communicative practice lies at the core of the Communicative Language Teaching (CLT) approach, aiming to enhance learners' proficiency in using the language for real communication purposes.

These categories delineate distinct stages of language acquisition and are frequently integrated into various teaching methodologies, including the CLT approach. Mechanical and meaningful practice establish the groundwork for language skills, whereas communicative practice empowers learners to utilize these skills in authentic contexts, fostering fluency and proficient communication. See figure 3.

Figure 3 Three phases Sequence

| Phases | Techniques | Class- Centring | Techniques Modules |
|--|---|--|--|
| 1. Presentation Phase (Mechanical Practice) | 1. Modeling 2. Imitation / Shadowing 3. Listening Activities 4. Reading Activities | Teacher- centered | Less production / More listening / Reading & Writing |
| 2. Practice Phase (Meaningful Practice) | 1. Telegrams Activity 2. Information-gathering activities 3. Dialogues and Role plays 4. Games | (Decline in Teacher -centered classroom) | More production /Less listening |
| 3. Production Phase (Communicative) | 1. Drama Techniques 2. Free Discussion | Learner-centered | Production |

Source: Saeed (2017). Techniques Employed for Classroom Activities in the Light of the Three phases Sequence.

Session 6: They were asked to discuss the province of Tungurahua and its tourist sites. The purpose of this activity was to encourage dialogue among classmates, promote cooperative and collaborative work, and provide students with guidelines on how to present their findings. In the next class, the students will present their work.

EFL learners should steer away from solitary activities and instead engage in cooperative negotiation with their peers. Consequently, students tend to experience a greater sense of ease when they listen to their classmates commit errors and subsequently correct one another to enhance their speaking proficiency (Richards & Rodgers, 2001).

Conversely, it falls upon the teachers to serve as facilitators of the learning journey, recognizing that mistakes are integral to growth rather than emphasizing the demand for flawless grammar structures. This kind of activity alleviates student apprehension, fostering a culture of learning where individuals feel empowered to commence their educational journey and acknowledge their own errors, subsequently rectifying them with the guidance of the teacher as a facilitator within the classroom setting.

On the other hand, Saeed (2017) devised the following activities following three phases proposed by Richards (2006). To fulfill the communicative cycle, students commence by reading and practicing sentences aloud in Exercise I, constituting mechanical practice. Exercise II can be deemed as meaningful practice since students respond to questions using their own language and information. Exercise III exemplifies communicative practice as it involves a free discussion on a specific topic, reflecting real-life scenarios. See figure 4.

Figure 4. Three- Stage Practice

I. Mechanical Practice

Sentence stress:

1. In any utterance content words take primary stress but function words do not.
 - My 'friend 'Bob is a 'funny 'person.
 - Their 'neighbour 'saved a 'child from a 'burning 'flat.
 - She is 'working at her com'puter.
 - Did you 'go to the 'movies?
2. Function words are pronounced in a reduced form.
 - They have hunted a big duck. **They / v/ hunted /ə/ big duck.**
 - She was looking for a flat to rent. **She /wəz/ looking /fər ə/ flat /tə/ rent.**
 - There is a bird on the fence. **There is /ə/ bird on /ðə/ fence.**
3. Contrastive stress is used with the new information.
 - Where is 'Jack? Jack is at 'home. ("Jack" in the 1st sentence takes primary stress but in the 2nd sentence it does not.)
 - The 'basket was 'full of 'things to 'eat. In the basket there is some 'bread, 'apples, 'bars of 'chocolate, 'bottles of 'juice. ("basket" is repeated in the 2nd sentence so it is not stressed.)

II. Meaningful Practice

Pair work: Suppose that your friend is fond of tourism. Ask him/her about his/her last journey. (Use the questions in the cue card):

- Where did you go last summer?
- Were you alone or with someone? Your family, friends, relatives?
- How many days did you spend there?
- Did you visit any interesting places there?
- What famous places did you visit?

(These and other questions that can be improvised by the learners themselves can be used to practice sentence stress in a situation that simulates what can happen in real life. The students can then exchange roles.)

III. Communicative Practice

Group Work: Discuss with your friends places where tourists like to go when they (or you) visit a country, e.g., theaters, zoo, museums, galleries, cafes and restaurants, etc.

Source: Saeed (2017). A Model Exercise for grammar lesson using the Three- Stage Practice based on Richards (2006:17).

Along this investigation, the weekly fluctuations in the psychological dimension are readily apparent. Nonetheless, educators should consider incorporating everyday conversations into their teaching practices, as these interactions often serve the purpose of nurturing social relationships. Small talk, or phatic communication, typically involves standardized exchanges between individuals who may be unfamiliar with each other. These exchanges possess established beginnings and endings, as well as relatively fixed conversational turns. Initiators of small talk often broach "safe" topics, such as discussing the weather. To give an example of this activity is in the following simple questions.

| |
|------------------------------------|
| Teacher: It's sunny day, isn't it? |
| Students: yes |
| Teacher: How are you today? |
| Student A: Happy |
| Student B: Sad |

Everyday conversations play a prominent role in spoken language, primarily serving to maintain social connections and sustain social channels. These conversations typically follow a standardized structure, commencing with greetings, followed by pleasantries (e.g., "I love your dress!") or discussions on benign topics such as the weather. As the conversation progresses, participants gradually prepare to conclude the interaction (e.g., "Oops, it's late, I'll start the class."), culminating in a farewell (e.g., "See you soon," "Talk to you soon," or "Bye").

On the other hand, students should be encouraged to collaborate with their peers and instructors in order to enhance their speaking skills. Finocchiaro and Brumfit (1983) suggest various activities aimed at developing speaking proficiency:

Session 7: Practitioner asked questions to the participants concerning with the previous class and gave guides for the presentations. Practitioner explained them the parameters for the development of the presentation. At the end, practitioner gave them feedback regarding their feelings to improve their next presentations.

Following the advice outlined by Kayi (2006), conducting an effective opinion-sharing activity is most successful in smaller groups, as larger groups might intimidate quieter students, inhibiting their participation. The composition of the groups can be either designated by the teacher or chosen by the students themselves. To promote a diverse learning environment, it is recommended to shuffle the groups for each activity, allowing students to collaborate with different peers and encouraging an openness to various perspectives. Moreover, students should be consistently prompted to ask questions, rephrase concepts, offer support, seek clarification, and engage in similar interactive behaviors to facilitate meaningful communication and a more robust exchange of ideas.

The physical factors observed in this session included common speech mistakes such as word swallowing, sentence repetition, responding to questions with repeated sentences, and a decrease in comprehensibility. For example:

| |
|--|
| Student A: You need a paper. Square |
| Teacher: It is square shape |
| Student A: fold a la mitad |
| Teacher: You fold the paper at half |

Ortega (2009) and Horwitz (1986) defined that learning a language comprises “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Likewise, MacIntyre (1999) characterizes language anxiety as a sentiment involving stress, nervousness, emotional reactions, and concern associated with the acquisition of a second language.

However, the pairs showed that they felt more relaxing when they participated with a partner. It means, the students were engaging to work together the paper game and they helped each other to explain the steps. According to Al-Hebaish (2012), self-confidence plays a pivotal role in determining a learner's readiness to engage in communicative tasks. However, there was a shift in the percentage of motivated students during this session because they displayed interest in participating in pair work tasks.

This interest stemmed from their involvement in various oral activities related to the chosen topic, enabling them to gain experience and develop confidence in public speaking. This demonstrated their diligence, performance, and academic advancement. At the same time, students lacking in self-confidence encountered difficulties with their oral communication skills, as noted by Dewaele (2017).

Session 8: The teacher gave instructions to take the post-test. The exam is the same as the pre-test.

The analysis of results entailed participants answering questions regarding their viewpoints on communicative activities. In this framework, responses such as "totally disagree" were assigned the numerical value 1, indicating the perspective that working in pairs is not beneficial. By contrast, selecting "totally agree," which was assigned a numerical value of 5, indicated the belief that working in pairs is highly advantageous for the participants.

Additionally, participants addressed inquiries regarding students' challenges in English speaking and their preferred activities for improving speaking skills. Subsequently, the data analysis involved calculating the mean for each item, excluding irrelevant results. See table 5.

Table 5. Code for the scales of the survey

| Scale | Code | Scale | Code |
|-------------------------------------|------|------------------|------|
| I don't like this type of activity. | 1 | Totally disagree | 1 |
| I would like to do it. | 2 | Disagree | 2 |
| I haven't done it. | 3 | Neutral | 3 |
| I have done it. | 4 | Agree | 4 |
| | | Totally agree | 5 |

Source: Author

This research has the potential to serve as a foundational reference for identifying more effective communicative strategies in teaching second languages within the EFL context. During the second until seventh session, this investigation could identify some changes related to grammar and spelling issues. The second session has common occurrences during communicative activities. This is often attributed to learners' primary challenges, with grammar being the foremost concern, followed by pronunciation, vocabulary, fluency, and comprehension (Hadijah, 2014). Another

study by Kayum (2015) highlights errors in speaking activities, emphasizing the significant role of teachers in correcting students' mistakes during instructional interventions.

It is essential to afford learners the opportunity for self-correction. Moreover, addressing students' errors in speaking performance necessitates an analysis of pronunciation, structure, vocabulary, and fluency. The learners' firsthand experience is also crucial to their English language acquisition, particularly in speaking.

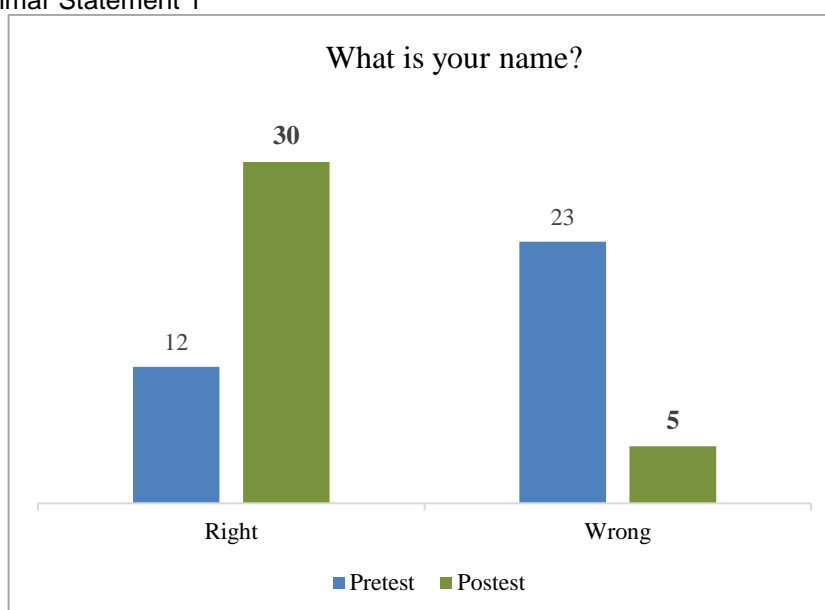
Finally, numerous ESL teachers have discovered that incorporating games, songs, jokes, and other enjoyable activities into the classroom can effectively motivate students to learn, provided they are employed strategically (Dornyei, 2009).

CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

The objective of this research based on the development of strategies that allow to analyze the use of motivation for the development of speaking skills in A2 level learners in the Unidad Educativa “Juan Pablo II” as a result is the information contained in this chapter.

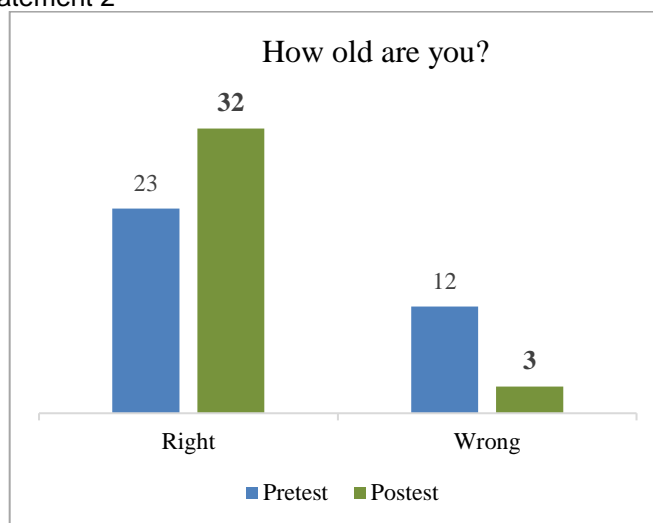
3.1. Participants Pre-test Post- test results

Figure 5. Grammar Statement 1



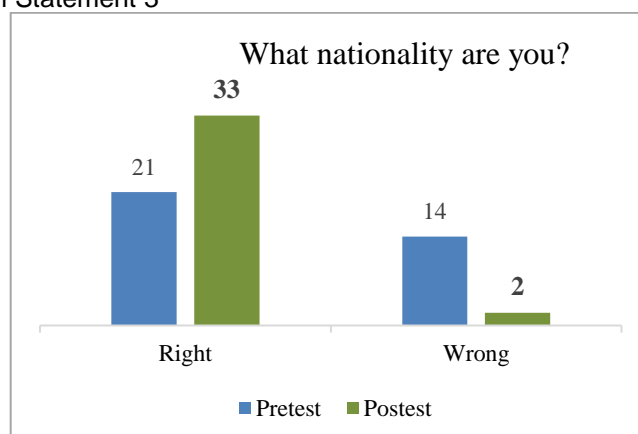
Source: Unidad Educativa “Juan Pablo II”

The pre-test shows with evidence that 66% of the students cannot answer the question, however, after applying the proposed methodology, 86% of the students answered correctly.

Figure 6. Grammar Statement 2

Source: Author

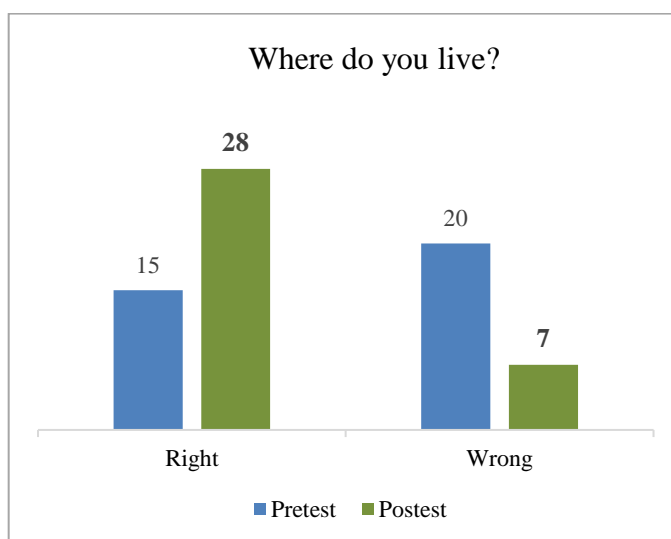
The answer is positive and the progress of the students in the result is notable because in the post test it is shown that only 0.09% answered incorrectly, more than 90% of the students did it correctly.

Figure 7. Pronunciation Statement 3

Source: Author

In the pre-test, 60% of the students got the answer right and teacher see advanced progress that after the post-test the percentage rose to 94%, a result that supports the effectiveness of the applied methodology.

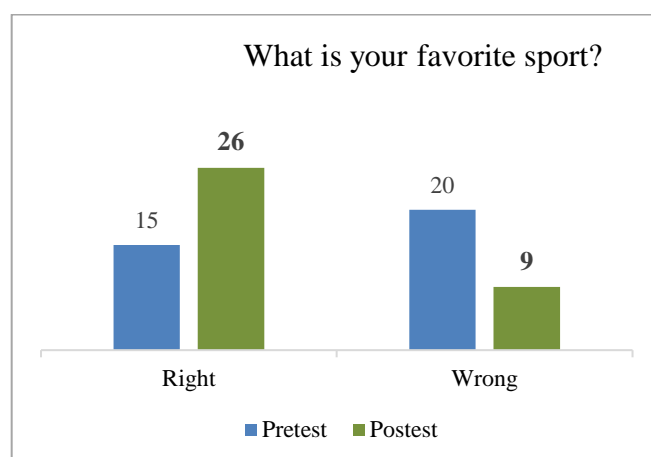
Figure 8. Pronunciation Statement 4



Source: Author

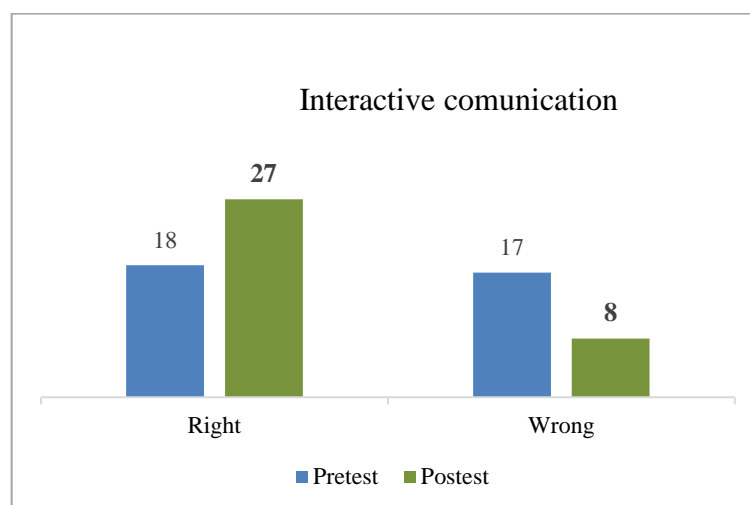
In the pre-test, 57% answered incorrectly by applying the teaching methods, there is a positive result, and the post-test shows us in this question that only 2% of the sample answered incorrectly.

Figure 9. Interactive Communication



Source: Author

The 43% of the sample answered the question correctly in the pre-test. After that, in the post-test correct answers rose to 74%. This question is complicated for the students because it requires more expression and linguistics.

Figure 10.Interactive Communication

Source: Author

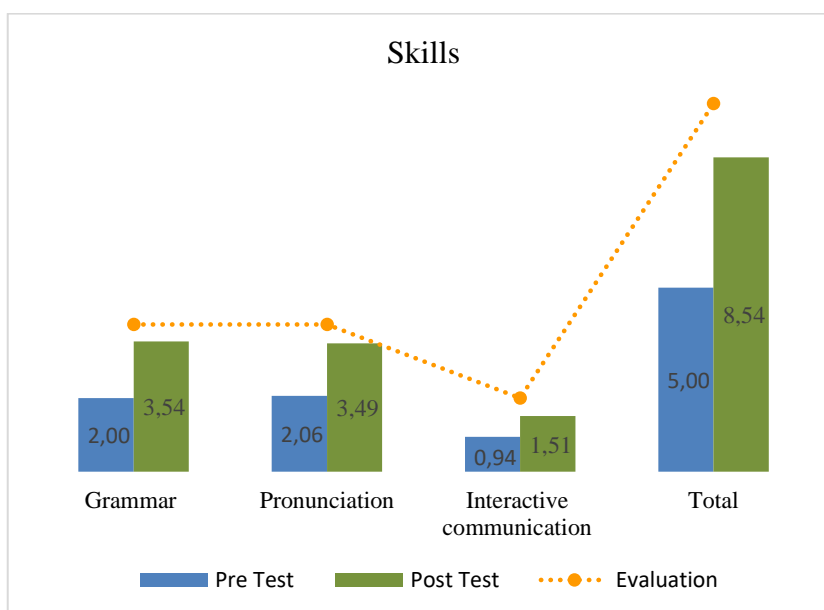
The results for this question have been significant, demonstrating the effectiveness observed in the post-test. Despite the question assessing skills beyond mere knowledge, only 2% of participants made an error in their responses, compared to a 49% error rate in the pre-test. The table below details the weighting of the test skills, and the graph details the results obtained from this weighting in the tests.

Table 6. Weighting of results according to skills

| Skills | Evaluation | Pre-Test | Post-Test |
|---------------------------|------------|-------------|-------------|
| Grammar | 4 | 2,00 | 3,54 |
| Pronunciation | 4 | 2,06 | 3,49 |
| Interactive communication | 2 | 0,94 | 1,51 |
| Total | 10 | 5,00 | 8,54 |

Source: Author

Figure 11. Weighting of results according to skills



Source: Author

After the analysis of the results of the application of the pre-test and post-test, it is verified that the hypothesis is correct and effective, because the results are evident in each aspect for the improvement of the language. Referring to the skills evaluated in the pre-test and post-test, such as grammar, pronunciation and Interactive Communication, the progress and development of each aspect is shown with positive results greater than 50%.

CONCLUSIONS

- Understanding and studying the parameters that underscore the importance of motivation as a fundamental factor in speech is crucial. These parameters provide a framework for investigating and analyzing the role of motivation in speech, which can lead to a better understanding of how motivation affects communication.
- By identifying these parameters, teachers can develop a deeper understanding of how motivation influences speech, which can help us to improve our communication skills and develop strategies for motivating others to communicate effectively. Overall, the study of motivation in speech is an important and valuable area of research that can have far-reaching implications for both personal and professional communication.
- The use of tools such as paper games, exhibitions and dialogues can significantly improve oral expression. When examining these tools, we have the possibility of detecting the most effective techniques to improve oral expression. Therefore, it is important to advance exploring and analyzing these tools to ensure that students have entry to the most effective techniques to develop their oral expression capabilities.
- The methodology and tools used in the analysis play a crucial role in evaluating the impact of communication skills training. By utilizing effective tools such as role-playing games, expositions, and dialogues, learners can practice and improve their oral expression skills in a safe and supportive environment.
- Furthermore, a concrete evaluation of these tools can help determine their effectiveness in developing communication skills. Ultimately, understanding the impact of these methodologies and tools can lead to more effective communication training programs and better

communication skills in personal and professional settings.

- The results achieved in this investigation will help improve the teaching-learning process of English language, in addition to considering that the motivation in students plays a fairly fundamental role for the development of English as second language, for that reason it is for that reason It will be taken into account once it is taught at “Juan Pablo II” elementary school to encourage students to offer elementary value to this topic, as well as others.

RECOMMENDATIONS

- Teachers have to keep in mind that motivation is an important component that influences emotional and cognitive development, even more if learners talk about learning English as second language as it is understood that speech development has a lot to do with the type of motivation that is Create and the scope in which tactics are made and applied that allow the purchase of language that grants stability and applies amazing tactics to be able to make the purpose.
- Teachers must apply effective techniques such as role plays, exhibitions, dialogues, which help to significantly improve speaking skills, providing security, confidence in the development of communication and that this learning process is acquired naturally.
- Motivation is the stone of the teaching process and the use of interactive methodologies help to attract attention and cause interest in learning in order to achieve the development of communication skills in personal and academic environments.
- The implementation of effective strategies enables this elementary school to benefit from the optimization of students' responses and abilities, thereby fostering the fundamental goal of learning English as a second language.

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ANNEXES

Annex 1. Authorization Documents



Pontificia Universidad Católica del Ecuador Sede Ambato,
Master's Degree in Pedagogy of English as a Foreign Language

Dr.
Mario Roque Vargas C.
 Principal
 Unidad Educativa "Juan Pablo II"
 Ambato, May 10th, 2022

Dear Sir

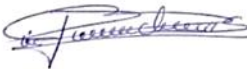
Re: Permission to conduct research at Unidad Educativa "Juan Pablo II"

My name is Paola del Carmen Chicaiza Salguero, with I.D.: 1803371796, student of the Master's Degree in Pedagogy of English as a Foreign Language at Pontificia Universidad Católica del Ecuador Sede Ambato. I request permission to carry out an investigation in the Educational Unit "Juan Pablo II", with the theme: "Motivation for the development of speaking skills in the seventh grade students of EGB of your prestigious Institution.

The participants will give their verbal or written consent before beginning the investigation, the answers and identities will be strictly confidential and the absolute privacy of all the data that they give as a result of this study will be maintained.


Hoping that my request is accepted in the best way, I look forward to your response.

Sincerely,



Lic. Paola del Carmen Chicaiza Salguero
 0998459280
pcchicaiza@pucesa.edu.ec - paomelyta38@gmail.com
 Supervisor: Mg. Elsie Ileana Vásquez
evasquez@pucesa.edu.ec

Recibido y autorizado
 12-05-2022



Ambato, mayo 10th. 2022

Pontificia Universidad Católica del Ecuador Sede Ambato,
Maestría en Pedagogía del Inglés como Lengua Extranjera

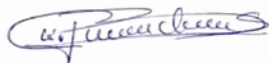
Dr.
Mario Roque Vargas C.
RECTOR
Unidad Educativa "Juan Pablo II"

Yo, Paola del Carmen Chicaiza Salguero, con C.I.: 1803371796, estudiante de la Maestría en Pedagogía del Inglés como Lengua Extranjera de la Universidad Católica del Ecuador Sede Ambato. Solicito de la manera más comedida permiso para realizar una investigación en la Unidad Educativa "Juan Pablo II", con el tema: "Motivación para el desarrollo de las destrezas del habla en los estudiantes de Séptimo grado de EGB de su prestigiosa Institución.

Los participantes darán su consentimiento verbal o escrito antes de comenzar la investigación, las respuestas e identidades serán estrictamente confidenciales y se mantendrá la privacidad absolutamente de todos los datos que den como resultado de este estudio.

Esperando que mi petición sea acogida de la mejor manera, quedo atenta a su respuesta.

Atentamente,



Lic. Paola del Carmen Chicaiza Salguero

0998459280

pcchicaiza@pucesa.edu.ec - paomelyta38@gmail.com

Supervisor: Mg. Elsie Ileana Vásquez

evasquez@pucesa.edu.ec

Recibido y Autorizado
12-05-2022





PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
Carrera de Comunicación, Lingüística y Literatura

EVIDENCE OF EXPERT JUDGEMENT

Lic. María de los Ángeles Sánchez Pérez with identity card number: 1803983277, certify that I make the expert judgment of this instrument designed by the Student: Paola del Carmen Chicaiza Salguero, with the identity number 1803371796 for undergraduate research Project titled **MOTIVATION FOR THE DEVELOPMENT OF THE SPEAKING SKILLS IN A2 LEVEL LEARNERS**, a fundamental requirement to qualify for the Master's degree in Pedagogía del Inglés como Lengua Extranjera at Pontificia Universidad Católica del Ecuador sede Ambato.

In Ecuador, on the 18th. of May of the year 2022.

Sincerely.

Lic. María de los Ángeles Sánchez P.

Annex 2: Survey



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR STUDENTS

**MOTIVATION FOR THE DEVELOPMENT OF THE SPEAKING SKILL IN A2 LEVEL
LEARNERS.**

Instrucciones:

Lea cada enunciado sobre la motivación para el desarrollo de la habilidad de hablar inglés. Encierre en un círculo el número que mejor corresponda a su respuesta.

No hay respuestas correctas o incorrectas. Me interesa tu opinión.

5=Totalmente de acuerdo 4=Parcialmente de acuerdo 3=Más o menos de acuerdo 2=Parcialmente en desacuerdo 1=Totalmente en desacuerdo

| TA | PA | + O - A | PD | | | TD | |
|--|----|---------|----|---|---|----|---|
| 1. Me gusta hablar en inglés. | | | 5 | 4 | 3 | 2 | 1 |
| 2. Soy bueno para hablar inglés. | | | 5 | 4 | 3 | 2 | 1 |
| 3. Hablar inglés me ayuda a sentirme mejor en clase. | | | 5 | 4 | 3 | 2 | 1 |
| 4. Pienso en español antes de hablar en inglés. | | | 5 | 4 | 3 | 2 | 1 |
| 5. Me preocupa si se rían de mi cuando hablo en inglés. | | | 5 | 4 | 3 | 2 | 1 |
| 6. Tengo problemas con la gramática cuando hablo inglés. | | | 5 | 4 | 3 | 2 | 1 |
| 7. Debo corregir mi pronunciación cuando hablo inglés. | | | 5 | 4 | 3 | 2 | 1 |

| | | | | | |
|--|---|---|---|---|---|
| 8. Conozco vocabulario suficiente para hablar en inglés. | 5 | 4 | 3 | 2 | 1 |
| 9. Comprendo todo lo que me dicen en inglés. | 5 | 4 | 3 | 2 | 1 |
| 10. Me gusta hablar en inglés cuando realizo actividades interactivas. | 5 | 4 | 3 | 2 | 1 |

¡¡Gracias por su participación!!

Annex 3: Ket Speaking Rubric

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|----|---|--|---|
| 5 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | <ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | |
| 3 | <ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. | <ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | |
| 1 | <ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | <ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. | <ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | <i>Performance below Band 1.</i> | | |

Source: Ket Speaking Rubric Pre-test and Post-test

Adapted by: Chicaiza Paola (2022)

Annex 4: Ket Speaking Evaluation



SUBJECT: English
COURSE: 7th EGB

KET SPEAKING EVALUATION



SCORE

KET SPEAKING PART 1:

Listen carefully and answer the questions

1. What is your name?
2. How old are you?
3. What nationality are you?
4. Where do you live?
5. What is your favorite sport?

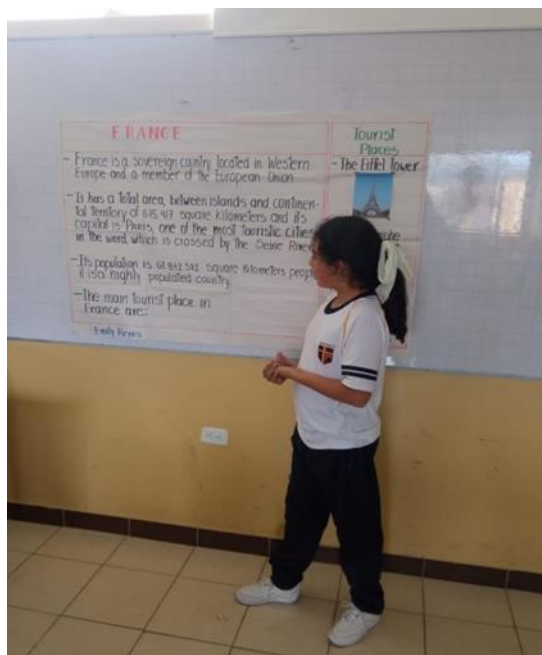
KET SPEAKING PART 2: Exercise A

Read the poster, listen carefully to the teacher, and answer the questions according to the information you have in the picture.



Annex 5: Activities

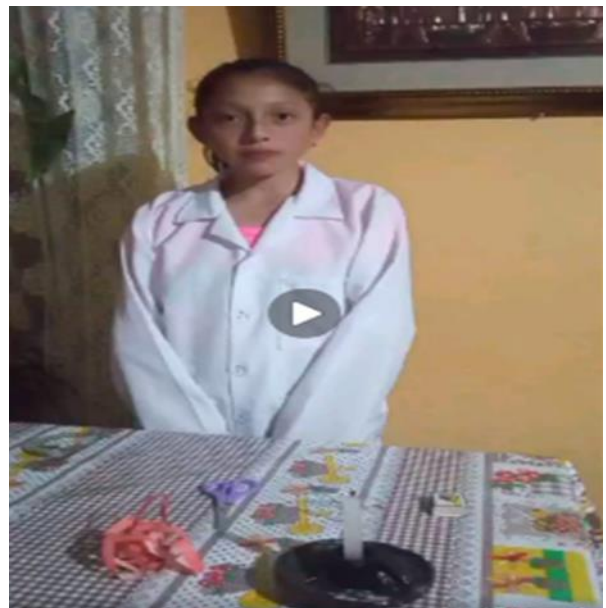
Expositions



Role plays



Videos



Open House



Dialogues



Final Day

