



**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES-ENGLISH**

**TITLE OF PAPER**

The Motivational Factor for the Development of Speaking Skills in  
the EFL Ninth Graders at Luis Fernando Vivero School - Posorja

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR  
OBTAINING THE BACHELOR'S DEGREE IN EFL PEDAGOGY**

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**GUAYAQUIL, ECUADOR**

**2024**



**CATHOLIC UNIVERSITY  
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We certify that this research project was presented by **Rodriguez Suarez, Mayte Henryette** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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VI

## **ACKNOWLEDGMENTS**

I would like to express my deepest gratitude to all those who have supported me throughout this journey.

First, I am deeply grateful to my advisor, Msc. Ximena Jarrin, for her invaluable guidance, patience, and encouragement. Her expertise and insight have been instrumental in the completion of this thesis.

I would also like to thank my family for their unwavering support and understanding; their love and encouragement have been a constant source of strength.

Finally, I thank Luis Fernando Vivero School for providing me with the necessary resources and environment for my research.

I am deeply grateful to my teachers for their guidance and wisdom. However, this achievement would not have been possible without the encouragement and love of my loved ones.

I am grateful for the opportunities and experiences that have shaped my path.

Thank you to everyone who believed in me and helped me reach this milestone, your support has been the cornerstone of my success.

I owe my accomplishments to the amazing people who have been a part of my journey.

Thank you for the invaluable lessons and unforgettable memories. I am honored to share this moment with all of you, who have been my pillars of strength.

## **DEDICATION**

I want to dedicate this project to my parents, who have always been my greatest supporters and have provided me with endless love and encouragement. Your unwavering belief in me has been my driving force.

To my professors and mentors, whose guidance and wisdom have been invaluable throughout this journey.

And finally, to all those who believed in me and inspired me to reach for my dreams. This work testifies your faith in me.





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## **ABSTRACT**

This research work is a descriptive study regarding motivational factors affecting speaking development in ninth graders at Luis Fernando Vivero School. This project studied 45 students and 3 English teachers. This project used a mixed methods focus since it used a survey and an interview to obtain quantitative and qualitative results to gather the opinions of the students and teachers. Once the analysis concluded, some difficulties came out like the lack of motivation, lack of interest in learning a foreign language, and lack of pedagogical strategies designed by the teachers. Finally, as a proposal, the researcher created a repository webpage where teachers would find exercises for using and developing speaking skills in ninth-grade students.

***Keywords:*** *Speaking, Motivation, Skill, Strategies, Factors, Development*

## INTRODUCTION

Motivation plays an important role in the learning of a foreign language such as English and can act as a predictor of students' success. Therefore, the teacher must look for and apply strategies for students to develop all language skills in the classroom, especially speaking, as it is one of the main tools that help us communicate with other people around the world.

Learning a second language sometimes becomes difficult if there is no motivation due to some factors as low interest from the students as they do not see it as a necessity for their future. Gardner (1995) cited in Sak (2020) said that motivation is a position where it functions as a mental power center that operates in a corporation with endeavor, enthusiasm (cognition), and satisfactory emotions arising from task engagement (affect).

The first part of this work presents the problem statement, justification, research questions, and general and specific objectives that will be developed during the research. The second part contains the literature review that includes different authors' theories and points of view. In the third part, we will find the methodology used in the research as well as the results and its corresponding analysis. Then we find the conclusions and recommendations based on the information found during the data collection. Finally, a proposal to motivate students to learn speaking skills is presented.

## **PROBLEM STATEMENT**

Speaking is one of the most important elements of communication and it is one of the most difficult to manage and develop when we do not practice this skill. In addition, special instruction is required to communicate effectively in English as we may encounter problems preventing them from developing their ability to communicate in this language.

Ninth-grade students at Luis Fernando Vivero School have some difficulties in the process of learning English, such as poor oral expression skills, reluctance to participate in conversations for fear of making mistakes, lack of self-confidence, and lack of English-speaking peers or social circles to help them improve their oral expression. In addition, students do not take the initiative to participate in activities such as conducting dialogues or speeches in this language to improve their oral proficiency.

Another aspect of the problem is that students are less motivated to learn English because the teaching approach is traditional, adding to this the very few hours of classes that only prepare students to memorize contents so that they can take a term exam. For this reason, it is important to change or improve the teaching method to encourage students to enhance their ability to speak in English.

This project will help students and teachers get ideas on improving motivation and developing speaking skills.

## JUSTIFICATION

English is the second most spoken language in the world. Therefore, it is important to learn to communicate in this language According to Cita (2022) Learning a new language is a golden opportunity to travel and observe different people, points of view, lifestyles, places, and cultures". Speaking skills are also one of the hardest abilities to manage when learning a language because they involve factors such as clarity and pronunciation, fluency, and vocabulary limitations. On the other hand, this skill is necessary because it allows speakers to form connections with people from different countries. It also helps you develop your critical thinking to determine how well people are receiving your speech. In addition, students could speak about any topic at any school event. In addition, it helps you to expand your vocabulary and become a better listener.

Speaking is a productive skill in the oral modality. Many language learners consider speaking ability to be the measure of language proficiency fluency as the ability to communicate with others or to deliver speeches on a given topic, which is why they evaluate their progress based on their oral communication achievements. Some activities help the development of this skill, for example, creating a video talking about a specific topic, telling a perfect plan to travel to enjoy your vacation and at the same time the student is losing the shyness of speaking in another language, acquiring vocabulary and becoming familiar with it.

This graduation work will help students at Luis Fernando Vivero improve their oral expression in the English language by using technological resources.



## **RESEARCH QUESTIONS**

- Which motivational factors affect speaking skills in ninth graders at Luis Fernando Vivero?
- What speaking strategies could help ninth graders to improve their speaking performance?

## **GENERAL OBJECTIVE**

- To determine the motivational factors that affect the development of oral performance for improving speaking skills of ninth-grade students at Luis Fernando Vivero School.

## **SPECIFIC OBJECTIVES**

- To ask students about their motivation in EFL classes when doing speaking activities at Luis Fernando Vivero School.
- To request teachers' experiences when teaching speaking to ninth graders at Luis Fernando Vivero School.

## **LITERATURE REVIEW**

### **What is motivation?**

Motivation is crucial to achieving goals and maintaining productivity as it provides the incentive and energy to pursue tasks and overcome obstacles. Understanding what motivates people is important in various contexts, such as education, the work environment, personal development, and behavior change. In addition, Guay, (2010) take from Jacob et al (2020) state that motivation refers to “the reasons underlying behavior.” Motivation is the reason underlying behavior because it encompasses the various factors internal and external, which drive individuals to act in a certain way or to pursue specific goals. (p.712).

According to Ramona Henter taken from Cita, (2022), “motivation and aptitude are the best predictors of success in learning a foreign language after training”. That is why a motivated learner is persistent and attentive to the tasks done and is willing to invest efforts in learning activities to progress in their development.

Motivational states that the interaction of several factors, such as human needs, beliefs, opinions, values, interests, and efforts that drive you to act and determine your goals. Cita (2022)

### **Types of motivation**

Student motivation is dominant in cultivating learning in the classroom because it pushes students to initiate activities interactively and makes the learning process more enjoyable and effective. According to Ashgar (2018) taken from Mohamad et al (2023) factors that can change attitudes which are project-based learning and learning using technology.

Instrumental or extrinsic motivation focuses on childhood because it refers to doing something freely and always applying it to an activity to obtain some separable results. This behavior can vary in terms of its degree of autonomy.

For example, a boy does his homework alone because he fears his parents will punish him if he does not. On the other hand, if a girl does her homework alone because she likes the subject and does it for its instrumental value. In these examples, she likes the subject and does it for its instrumental value. Both examples are instrumental, but in the second case, it is a personal endorsement and a feeling of choice, whereas in the first case, it is merely compliance with external control. In both cases, it is an intentional behavior, but the two types of extrinsic motivation vary in their intensity.

However, integrative or intrinsic motivation refers to performing an activity for its inherent satisfaction and not for separable consequences. This means that people are driven to act out of self-interest in learning anything about the culture or customs of the language they are learning, and not because someone else tells them to do so. Lai & Aksornjarung (2018) taken from Mohamad (2023) state “refers to a person's desire to learn a language or perform a particular behavior out of genuine interest in the culture, people, or other aspects related to that language or behavior”.

### **Motivation in EFL classroom**

Scientists and teachers believe that learning a second language in a motivated way helps learners succeed in their learning process because they learn interactively and not by compulsion. According to the meaning in the Longman dictionary applied linguistics taken from Ortega (s.f)) indicates “Motivation refers to a combination of the learner's attitude, desires, and willingness to learn the second language

Motivation is related to academic factors, among them so-called 21st-century skills such as making decisions, solving problems, critical thinking, and so on that are considered important to prepare students for life, the world, work, and lifelong learning. Willingham's (2007) take from theory (s.f) mentions “motivation and knowledge are crucial to developing some skills”. On the other hand, Gardner (2004) in Bahous (2011) stated that "knowledge, fluency, and familiarity with language" (p. 3) help shape attitudes toward language learning and future language use. For this reason, teachers must motivate their students in the classroom through interactive activities to

capture their attention so that they change their perspective that learning a foreign language is unnecessary and show them that this language can be useful to them in the future.

Nevertheless, learning a second language makes students question themselves lose confidence in their abilities, and question all the achievements they are acquiring in their learning process. For this reason, teachers must motivate their students through interactive activities so that they give the best of themselves, achieve their goals, and have confidence in developing their skills. Dornyei (1994) in Gardner (2004) argues that self-confidence also plays an important role in second language learning in a context in which direct interaction with other language communities

### **What is speaking?**

In second language acquisition, one of the language skills that need mastering by any EFL learner is the ability to speak the target language. In addition, it helps learners to express ideas, experiences, thoughts, feelings, and emotions through oral communication or language, therefore this ability has to be an interactive process where learners can produce and receive information. According to Hybel (2001) taken from Yuza (2019), speaking is any process in which people share information, ideas, and feelings. It involves all of body language mannerisms and style- anything that adds meaning to the message.

Speaking is the ability to communicate through a specific language, which helps to interact i.e. to send and receive information. Lazarson (2001) taken from Tram (2020) states that spoken English is difficult because it is almost always achieved through interaction with at least one interlocutor.

Sometimes teachers give students complicated topics to talk about in class, so they are afraid of making mistakes and prefer not to talk, which makes them feel frustrated and unmotivated. Riasati (2012) taken from Wulandari (2015) says that students' familiarity with the topic of discussion is an important factor that affects the degree of EFL students' willingness to talk in the classroom.

## Speaking skills

Effective speaking skills are not just about delivering information but also about engaging your audience and conveying your message clearly and persuasively. However, sometimes the student can hardly understand anything unless the speaker is talking about things he is observing or the language he is learning closely relates to a topic. In addition, students could improve their language acquisition through comprehension activities; they can internalize some of the vocabulary and some grammatical structures, which will help them to understand and will allow them when they feel they have sufficient vocabulary to start speaking in simple and short sentences on a specific topic.

According to Anuradha et al (2014) and Hussain (2017), teachers play a significant role in stimulating interaction and developing speaking skills. The roles are as follows: - The teacher must be fluent and accurate in spoken elements of language to be a role model for the learners. - The teacher asks questions to stimulate learners to practice the target language. Throwing questions and compelling them to answer something is one of the types of oral drills.

In addition, Kuning (2019) explained the advantages students have to developing speaking skills:

- Produce English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns, and the rhythm of the second language
- Select appropriate words and sentences according to the proper social setting audience, situation, and subject matter
- Organize their thoughts in meaningful and logical sequences
- Use language as a means of expressing values and judgments
- Use the language quickly and confidently with few unnatural pauses.

On the other hand, Kuning (2019) said the reason for teaching speaking:

- Speaking is a crucial part of second language learning and teaching
- The mastery of speaking skills in English is a priority for many second-language or foreign-language learners

- Our learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency
- Oral skills do not receive enough attention in today's EFL/ ESL courses.

## **Teaching speaking skills**

Speaking is a crucial part of learning and teaching a foreign language. It also becomes a priority for students who are acquiring a new language, and it has become an international language in the world. For that reason, teachers should create a dynamic set of activities to capture the attention of students, and to arouse their interest in learning the English language, thus helping students to develop and improve this skill. According to Kumari (2014) taken from Hussain (2017), a variety of function-based activities and tasks develop speaking skills. On the other hand, teachers need to instill in their students a sense of confidence and competence that will help them on their way to developing fluency, so it is necessary to use favorite strategies and exercises to get them started. Anuradha (2014) proposes these activities for teaching speaking skills:

Encourage students to speak from the first day. If not, as soon as possible and do not wait to teach them a set of words, phrases, or sentences, moreover, the student can answer according to the English knowledge they have. These can be a single word to any question. For example, if the teacher is teaching a grammar class, he can ask the students to formulate five sentences and expose them to all their classmates. On the other hand, the planning of lessons, activities, and tasks is very important as you can organize role-plays and pair work, then supervise the students to correct the active ones and activate the passive ones. Finally, allow students to make mistakes and errors in the primary phase. Interruption and correction hinder fluency and discourage the learner. Hussain (2017)

## **Activities to boost speaking skills**

Austin Perez (2018) cited in Cita (2022) mentioned that learning happens through many methods, tools, and strategies. For that reason, teachers need to know the interests and needs of students, so they can adapt the materials when developing speaking skills exercises in the classroom. Therefore, Adams et al (1995) cited in Belaid (2015) define An unique and distinguishing feature of authentic materials as that they produced for real communication purposes In addition, these materials could be trailers, songs, podcasts, online videos, short conversations, speeches, recipes, and role-play. In addition, role-play is an excellent activity for learners. Now, they want to learn a second language because it helps them to stimulate a particular situation in the real world. Simkins & Steinkueler (2012) cited in Hammer et al (2018) “found four main themes for ethical engagement with single- player, role play: effecting changes, mirroring, social context and significant decision. Therefore, storytelling fosters critical thinking because they can express their ideas in the format of beginning, development, and ending.

Authentic materials based on everyday activities help their performance in language production and improve their confidence when speaking in class. For example, describing their daily routine or expressing how they feel. According to Harmer (1994) take from Kizi (2024), authentic materials benefit language learners by helping them produce the language better, assisting them in learning the target language, and increasing their confidence in their ability to interact with the language in everyday situations. However, according to Finocchiaro & Brumfit (1983) taken from Kurum (s.f.) regarding this, the speaking skills are taught through meaning-based dialogue, group works and language activities as authentic as possible. Fluency is more important than grammatical accuracy. For this reason, it is necessary that students can listen to some conversations on the same topic but with different accents. For example, a real-life dialogue versus textbook audio so that they can then practice in the classroom using different accents and improve speaking skills.

According to Mazouzi (2013) taken from Ahmadi (2017), learners' activities should be designed based on the equivalence between fluency and accuracy, Classroom practice is based on the learner developing the communicative approach which has two important elements such as fluency and accuracy, and this approach helps learners develop their communicative competence.

Mazouzi (2013) mentions that some experienced teachers think students improving their English-speaking skills can be both fun and effective with the right strategies. Here are some proven methods:

1. **Think in English:** Instead of translating from the native language, try to think directly in English. It helps you form sentences more naturally and quickly
2. **Practice Self-Talk:** Speak to yourself in English about your day, your plans, or anything that comes to mind. It builds confidence and fluency
3. **Use a Mirror:** Practice speaking in front of a mirror to observe your facial expressions and body language. This can also help you feel more comfortable speaking.
4. **Focus on Fluency over Grammar:** Initially, prioritize speaking fluently rather than worrying about making grammatical mistakes. You can refine your grammar as you progress.
5. **Listen and Repeat:** Listen to English conversations, songs, or shows, and repeat what you hear. It improves your pronunciation and intonation
6. **Language Exchange:** Engage in language exchange with native speakers or fellow learners. It provides real-life practice and feedback.
7. **Sign in English:** Singing along to English songs can be a fun way to improve your pronunciation and learn new vocabulary.
8. **Tongue Twisters:** Practice tongue twisters to enhance your pronunciation and verbal agility.



9. **Use Apps and Online Resources:** Utilize language-learning apps like Duolingo, Babbel, or FluentU to practice speaking and listening.
10. **Tell Stories:** Practice narrating stories or describing events in English. This helps you structure sentences and use vocabulary effectively

### **How to motivate ninth graders to speak**

Nasution (2010) taken from Grezela1 (2022) indicated that the most important objective of learning is that what the student learns should be valuable for his or her future. That is why learning, understanding, and speaking English is very necessary since students may need it in the future for their professional, personal, or other interests.

Arsyad (2014) taken from Grezela1 (2022) suggests that learning is a complex process that occurs in everyone throughout his life. That is why learning occurs from the interaction between an individual and his environment and can take place at any time; also, the teacher must prepare a harmonious and dynamic environment to have the attention of their students so that they feel comfortable when learning a second language. Moreover, doing dynamic activities on some topics during the class makes the students interested in learning.

Reid, (2019) says there are 5 strategies to help students talk more:

1. Who speaks first? When students turn and talk, the teacher decides who speaks first: The person on the right? The person with the earliest birthday? The person with the longest hair? Without this prompt, some students dominate the paired talk time.
2. Write, pair up, and share: Many teachers use this model to improve the quality of the conversation as the number of students contributing.
3. Musical give one, get one: When teachers want students to hear a lot of ideas, they have them write down their thoughts and then stand up, walk around to as many people as they can, and write down one idea of each person they talk to. They usually do this with music—students need to get to as many people as they can before the song ends.

4. Talking pieces: For some small group discussions, we use a ball as a topic of conversation in which the pupils pass from hand to hand and only the person holding the ball can speak, so everyone can share their experiences.
5. Non-verbal agreement or disagreement: ask students to use the “yes” and “no” signs of American language in whole class discussions to show their agreement or disagreement with the speaker. In this way, students participate, the speaker receives an immediate response to their ideas, and all students have a non-verbal voice.

### **Factors that motivate students to speak in the classroom**

Successful foreign language proficiency counts on three important factors: learner enthusiasm, commitment, and persistence, which determine whether the learning process ends up being a success or a failure for them. According to McDonough (1983) cited in Natalia (s.f), "motivation of the students is one of the most important factors influencing their success or failure in learning language ".

The first important factor to motivate children is that they have a good cordial relationship with their teachers in the classroom, and that helps to create a pleasant learning environment that facilitates the application of activities such as role-playing, discussion of a specific topic, or solving a problem. Another relevant factor is that within the classroom collaborative work helps increase the confidence of students when speaking in English.

According to Mahripah (2014) cited in Ahmadi (2017), some linguistic components of language: such as phonology, syntax, vocabulary, and semantics, affect EFL learners' speaking ability, including psychological factors such as motivation and personality. However, linguistic components such as phonology are a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, the pronunciation of English words is not similar to their spelling. Sometimes, words with similar spellings have different pronunciations because of the context surrounding them, such as verb tenses and phonemes that come

after them. This can cause many problems for non-native English speakers, who sometimes get confused when pronouncing English words

### **Motivational strategies for EFL students**

Dornyei (2001) taken from Thanasoulas (s.f) “Teacher skills in motivating learners should be seen as central to teaching effectiveness” Motivation is considered a crucial and effective factor in the teaching process. That is why teachers must motivate their students when teaching and must always be looking for strategies and techniques so that their students participate, persist, and try in what they are learning and successfully achieve their objectives in their studies. On the other hand, Donrey (2001) proposes the following strategies.

1. Encourage the active participation of the students, through rounds of questions or discussions on an interesting topic that catches their attention, since this strategy allows the student to develop a deeper critical understanding and practice speaking skills.
2. Increase effort and persistence since a motivated student can face any obstacle with a positive attitude and perseverance.
3. Find the strategy of personalization of learning which is that the teacher adjusts his teaching strategies to the interests and needs of the students, which makes the learning process more relevant and attractive to them.

Moreover, the motivational strategies (Thanasoulas, S.F) proposes are the following: The teacher must have a good relationship of respect with his students. In addition, creating a pleasant and supportive environment in the classroom, is an important tool, since this way, the learning process will be more dynamic, pleasant, friendly, etc. Additionally, another method of motivating students is to let them explore and not subject them to a rigid curriculum that they find uninteresting.

### **Types of speaking methods**

According to Penny Ur (2015), four characteristics determine the success of speaking activities: talking during class, speaking ability, motivation, and

language level. First, learners talk a lot during class. This implies that teachers should provide activities in which students have more time to talk. Second, students have equal opportunities to speak. Third, motivation is high. It means that the activities make the learners talk because they are interested in the topic in general and the language level is acceptable. It means that students can express themselves in a relevant, acceptable, and understandable way.

According to Weir (1990): "The criterion of effective learning is that, after a long interval, the subject matter learned can be applied with the necessary effectiveness to new tasks. Simple memorization is of very limited value since it does not help to apply the knowledge to new tasks. The only worthwhile learning is learning by understanding." About Webster's statement above, we understand that in teaching language skills the main thing is to make learners recognize and understand the content of the taught text. Therefore, a test needs the learners to be able to understand it. In this case, traditional teaching of speaking focuses mainly on this aspect. The teacher must know that there is a strategy applied to teach speaking, and the activity has to be done before starting classes, for example, a tongue twister.

### **Technology in teaching speaking**

Nowadays, technology has become an important tool in our lives, it has even changed the methodology in education and can provide an innovative and interactive education, which helps students awaken their interest in learning a foreign language. The experts Hennessy Ruthven and Brindley (2005) argued that the notion of technology as a way of doing something to do something to satisfy human needs with the help of reason, to reason, to expand, strengthen or strengthen or make more powerful the members of the body, the senses, and the human brain. In short, the notion of technology is a tool, a rule, and a procedure to apply scientific knowledge to certain work under conditions that allow repetition.

On the Internet, we find different platforms where students can find many activities to improve their oral development, such as dialogues, speeches, blogs, interviews, as well as interactive games that allow them to interact with

other peers. According to O'Reilly (2005), the Web allows users to interact with each other and collaborate with other users in social media dialogue.

The activities found on the web bring you closer to real life as you learn things in a natural way that you can apply in everyday situations of real life, then you will be ready to face any situation successfully and you can develop the language in society, which is usually the purpose for which the vast majority study English. In addition, the online activities are interactive and varied. On the other hand, it breaks the monotony of the exercises and makes them more interesting.

O'Reilly (2005) another purpose of the web is that the student loses the fear of speaking with someone in another language and panics about making a mistake; the lack of practice makes us doubt. With Class Gap's online conversation classes, you will gain confidence as you will be alone with your teacher, and you will notice how you feel more and more comfortable interacting with him/her in English.

Kondo and Young (2004) suggest improving your pronunciation through a preparation strategy, so these classes are perfect for perfecting your pronunciation and intonation in English. If you do them with a native speaker, he/she will correct you more accurately, making it easier for you to develop a supernatural pronunciation.

Sari (2017) taken from Halimah /2020) indicated that teachers should have a class on vocabulary and fluency because these are two important aspects for developing speaking skills of the great side benefit of this type of class is that, without realizing it, you will increase your English vocabulary list. When you speak English, you will inevitably strain your brain looking for the perfect words and expressions. All this will make you gain fluency quickly, after several classes you will see how you can maintain an everyday conversation without problems, you will have lost the fear of making mistakes and you will have improved your comprehension.

## **METHODOLOGY**

The methodology used in this research is mixed methods with a descriptive design.

The mixed method combines quantitative and qualitative data, providing a depth and breadth that a single approach lacks. Creswell (2008) states that “mixing quantitative and qualitative data at some stage of the research process within the same study provides a better understanding of a research problem.” This method understands the research topic by collecting and analyzing both quantitative and qualitative data, the same study will provide a better understanding of the research situation, rather than collecting only one type of data or another.

Mixed methods research is based on three phases. Creswell & Plano (2007) state that it has 3 phases: time, weighting, and data mixing: (a) timing, the sequence or order of collecting and analyzing quantitative and qualitative data in a study; (b) weighting, i.e., the priority given to one type of data in the study; and (c) blending, i.e., how quantitative and qualitative data are combined with qualitative data. During the research process,

### **Descriptive Research**

According to Lans and van der Voordt (2002), descriptive research is a methodological way of collecting knowledge in the exact description of reality, so researchers use this methodology to know and collect information about the needs of their population and to be able to provide a solution to their problems. On the other hand, it focuses more on the "what" of the research topic than on the "why" of the research topic. However, the research aim is to identify the characteristics, frequency, trends, and categories.

According to Bhat (s.f.), a descriptive study, “describes the characteristics of the population or the phenomena that are studied. It focuses more on the “what” of the research subject rather than the “why” of the research subject”.(p.2)

McCombes (2015) defines descriptive research as a type of quantitative research, although qualitative research is for descriptive purposes. The research design must be carefully designed to ensure that the results are valid and reliable.

### **Data gathering tools**

The survey used to find out the motivational factors affecting students' development of speaking skills was adapted from the article "Factors Affecting Students' English-speaking Skills" and the questions for the teachers' interviews were taken from the article "Factors Affecting Students' English Oral Skills" by Bashier (2011)

Surveys allow the collection of large volumes of data analyzed for frequencies, averages, and patterns. For example, to describe the demographics of a country or region, to measure public opinion on political and social issues, and to evaluate satisfaction with a company's products or an organization's services. Brenner (2006) says the interview involves numerous decisions, starting with the type of questions, the range of topics, and the techniques for obtaining the depth of response that can be achieved. In addition, the interview process can range from informal conversations to highly structured interview protocols. Moreover, interviews often use open-ended questions, so interviewers can express their ideas or interest in a particular topic and encourage him or her to speak at length about a topic.

### **Participants**

This research took place at Luis Fernando Vivero School, which is in Posorja-Guayaquil. This is a public school with 2,000 students (boys and girls), and it runs in the morning, afternoon, and evening. Forty-five students from ninth grade, which means students between 13 and 14 years old, took the survey. An interview with three English teachers took place to learn about the techniques they use to motivate their students when teaching English and to find out if their techniques help them improve their English-speaking skills.

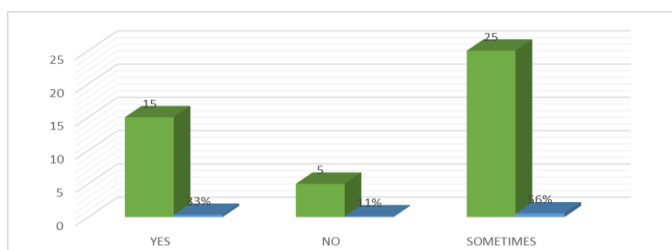
## Protocol

The author asked for permission to conduct the survey of the students and to interview three English teachers and the authorities of the institution, where the research of the graduation work took place, approved it. It took 3 weeks to collect the information, since the researcher placed the survey to the students, organized the information, tabulated the data, and analyzed it. Additionally, the interviews took 3 weeks, as it was necessary to transcribe the answers and analyze them.

## Data analysis

Question #1. According to the results of the survey applied to ninth graders, 15 students which represent 33,33% like English, 5 students which represent 11,11% of students who do not like English, and 25 students which represent 55,56% sometimes like English.

**Graph 1. Question 1. Do You like English?**

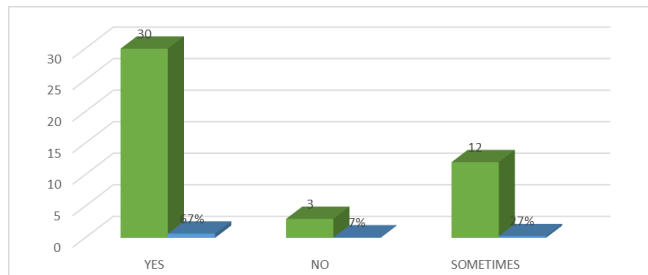


Question #2, 30 students which mean 67% of learners answered that their teacher motivates them to learn English, 7% of the students which means 3 learners indicated that their teacher does not stimulate them when learning, also 27 % of the students which means 12 learners indicated that only sometimes they feel motivated to learn the English language.

**Figure 1 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**



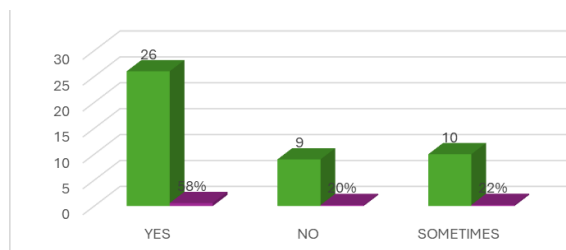
**Graph 2. Question 2. Does Your English Teacher**



**Figure 2 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #3, we found that 26 students representing 58% have difficulty understanding the classes when the teacher is explaining in English; however, 9 students representing 20% do not find it difficult to understand the explanation of the subject in English, but 10 students representing 22% sometimes find it difficult to understand the explanation of a subject in English.

**Graph 3. Question 3. Do you find it difficult**

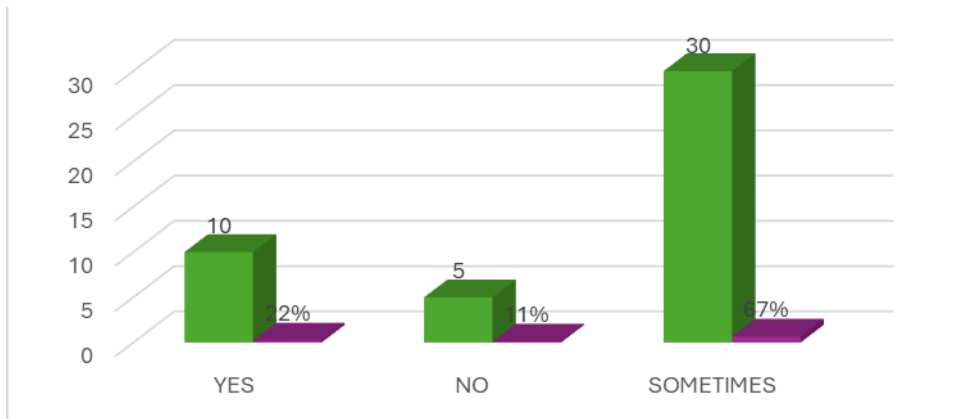


10 students (22%) do practice this skill.

**Figure 3 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

Question #4 indicates that 30 students (67%) sometimes speak English in the classroom, while 5 students (11%) do not speak English in class, but

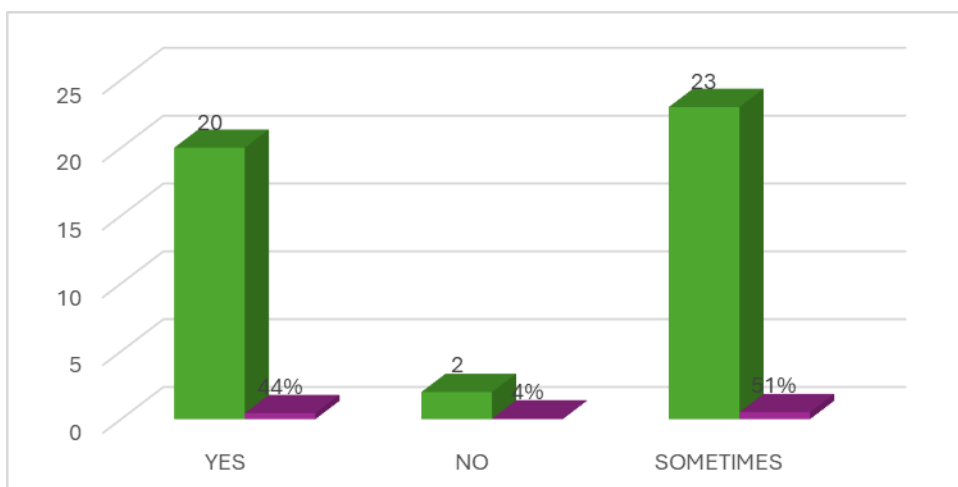
**Graph 4. Question 4. Do you speak English in class?**



**Figure 4 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #5, we can observe that 23 students, which is 51% of the students sometimes find it difficult to pronounce in English and that is why they do not like to speak in class, however, 20 of them, representing 44%, do find it difficult, only 2 students, which is 4%, do not find it difficult.

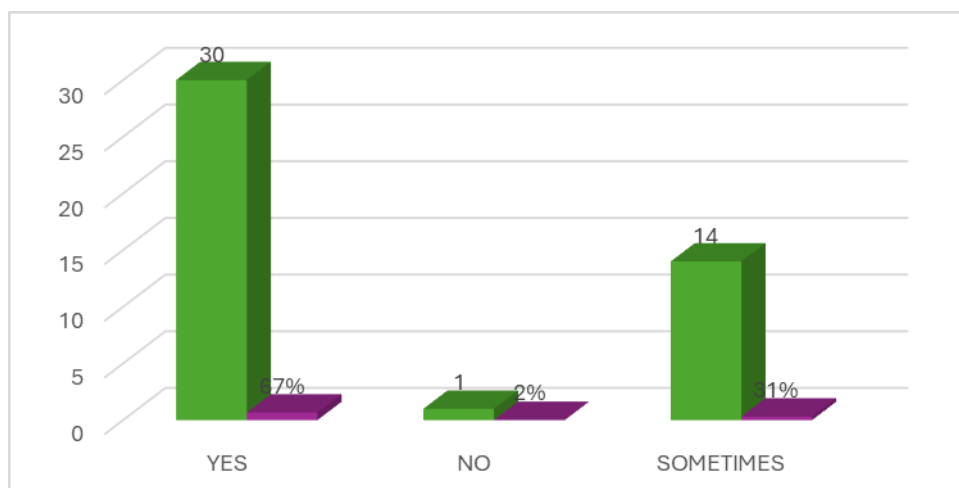
**Graph 5. Question 5. Is it difficult to pronounce words in English?**



**Figure 5 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #6, 30 students answered “Yes” representing 66.67%, they expressed a desire to improve their English-speaking skills. Only 1 student 2.22% indicated “No” that they do not wish to improve their speaking ability. 14 Students 31.11%) mentioned that they SOMETIMES would like to enhance their speaking skills.

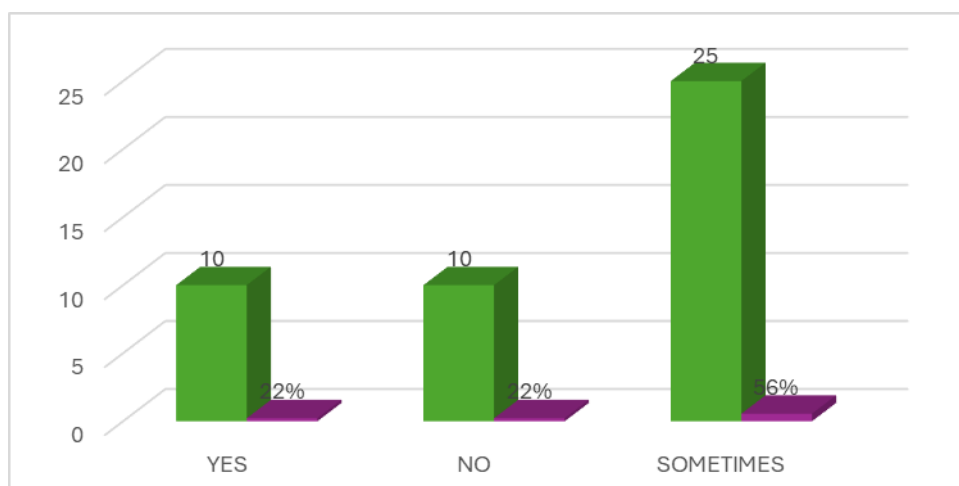
**Graph 6. Question 6. Would you like to improve your speaking?**



**Figure 6 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #7, 10 students answered “Yes” representing 22.22 %, they expressed that it is difficult to take an oral exam. 10 Students 22.22% indicated “No” that they never find it difficult. 25 students 55.56%) mentioned that they SOMETIMES find it difficult.

**Graph 7. Question 7. Do you it difficult to take oral exams?**

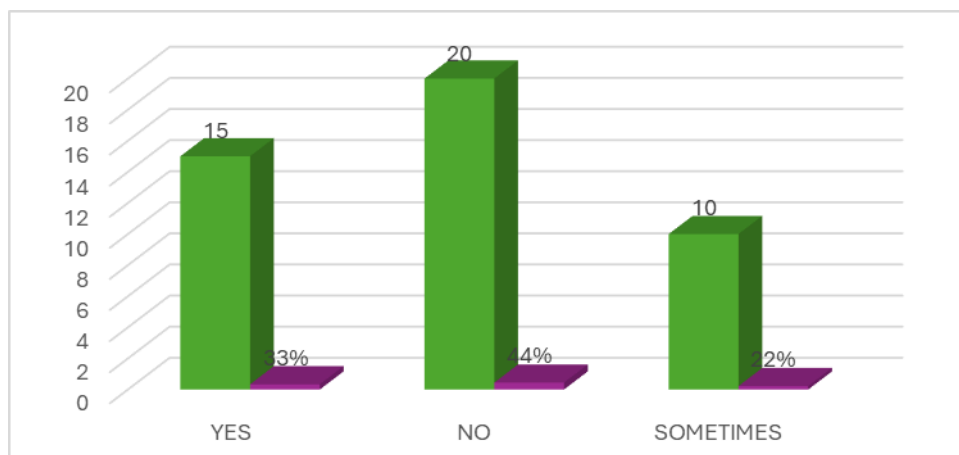


**Figure 7 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #8, 15 students answered “Yes” representing 33.33%, they expressed that enjoyed learning English because they liked listening to tons of songs in English. 20 Students 44.44% indicated “No” that they do not associate learning English with their preference for English songs yet.10

Students 22,22% have a mixed response, indicating that they **SOMETIMES** enjoy learning English through songs.

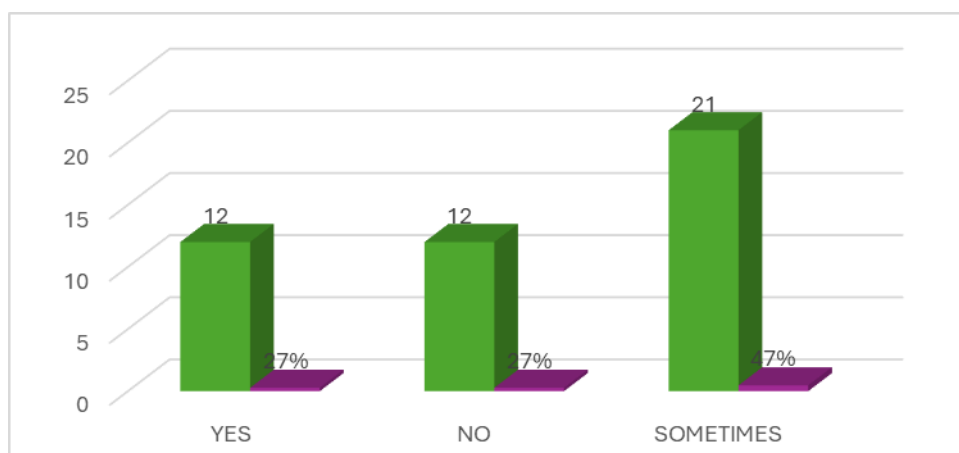
**Graph 8. Question 8. Do you like to Learn English because you like to listen to songs in English?**



**Figure 8 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #9, 12 students answered “Yes” representing 26.67%, and 12 students 26.67% responded “No”. 21 students 46.67% mentioned they **SOMETIMES** learn English because they enjoy watching films in that language. We can see that nearly half of the respondents have divided thoughts between those who definitively agree and those who definitively disagree with this motivation.

**Graph 9. Question 9. Do you like to learn English because you like to watch films in English?**



**Figure 9 “Factors Affecting Students' English Oral Skills” by Bashier (2011)**

In question #10, 31 Students responded “Yes”, which is 68.89% because they consider learning English an important goal. Only 2 students responded “No” 4.44%, they do not view learning English as important. 22 students answered SOMETIMES, the 48.89%, fall into this category because they see English as important at times.

These results highlight the significance of English learning, the majority of the students answered positively to the question about the importance of English in their lives. Some of them answered that it is something important and very few answered negatively.

**Graph 10. Question 10. Do you think learning English is an**

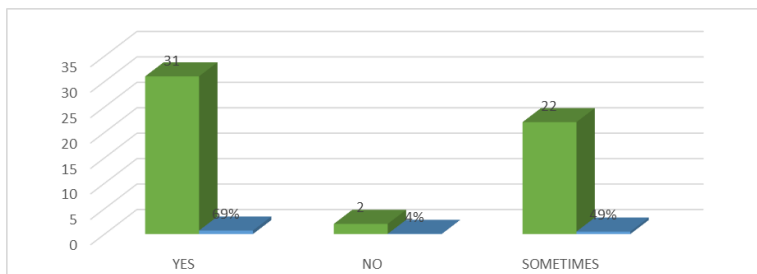


Figure 10 “Factors Affecting Students' English Oral Skills” by Bashier (2011)

## Discussion

The results of the survey of the 45 ninth-grade students show that they like the English language although during their school years, they have not had a teacher who has motivated them to learn this language. Regarding this point, Anuradha (2014), indicates that teachers play an important role in stimulating interaction and the development of speaking skills. Some of the students have not developed their ability to speak and it makes it difficult for them to understand the phrases or commands that the teacher gives them in English. In addition, they are afraid to practice this language because they think that they would be the object of mocking or that the teacher will call their attention

if they make mistakes. For this reason, it is difficult for them to give an oral exam or a presentation since they do not feel confident enough to express themselves using the English language. On the other hand, some students like listening to music or watching videos in this language, and they have it clear that it is an important goal in their lives since they realize that knowing how to speak and understand English is no longer a luxury but a necessity.

### Teacher Interview Questions

| Questions   |
|---|
| 1. Wwhat do you know about your students' attitudes toward learning English?                |
| 2. Hhow do you praise your student's work and achievements?                                 |
| 3. Do pay attention to student's preferences?   |
| 4. Do you change your teaching techniques from time to time? What do you do?                |
| 5. Would you consider including some speaking activities in your class? If yes, which ones? |

Figure 11 “Factors Affecting Students' English Oral Skills” by Bashier (2011)

### Interview findings

In the interview with the three teachers, the following conclusions emerged. Firstly, they indicated that motivation is an important factor in students' lives when learning a second language such as English, as they feel committed to developing their skills. In addition, they indicated that it is important to encourage and motivate students as this helps them to create a positive,

dynamic, interactive environment and they should be recognized for the effort they make to develop their ability to speak a second language, as sometimes it can be difficult for them to understand, order their ideas or speak fluently. On the other hand, they indicated that it is important to know the learning styles they have for learning a second language and that technological resources are useful and necessary to capture their attention and avoid being a traditionalist teacher.

Teachers indicated that it is important to use different techniques to improve children's learning, it is also necessary to incorporate technology in the classroom as it has improved new ways for students to learn in a new more interesting, and engaging way. Teachers also mentioned that it is important to use different techniques to improve children's learning, it is also necessary to incorporate technology in the classroom as it has improved new ways for students to learn in a new more interesting, and engaging way. Finally, they agreed that students learn to speak a new language by communicating with each other in a real-life situation or with meaningful activities and tasks that encourage oral language by interacting in pairs or working in groups to achieve a goal.

## CONCLUSIONS

After analyzing the students' survey and teachers' interviews, we can come to the following conclusions:

- Ninth graders at Luis Fernando Vivero School are not familiar with the English language; they have not developed fluency, good pronunciation, or enough vocabulary to express themselves, which makes them not feel confident to speak, practice, or perform any activity in this language.
- They mentioned that they do not feel motivated because they do not understand sentences or instructions that the teacher gives them in English.
- Some students feel that they do not have the ability to give oral exams, speeches, or dialogues in English, even though they like this language.
- The interviewed teachers indicated that it is important to encourage and motivate the students, as this helps them to create a positive, dynamic, and interactive environment when learning a second language.
- Students learn to speak a new language by communicating with each other in a real-life situation or with meaningful activities and tasks such as listening to songs or watching movies in English.



## RECOMMENDATIONS

- The use of a website will help teachers improve students' pronunciation, vocabulary, and fluency. Teachers can use the topics provided in the textbooks and create speaking exercises.
- Teachers can make posters with basic commands and phrases, and put them on the wall, so students can read and use them every English class.
- Teachers can use games, role-plays, tongue twisters, and other similar activities to motivate students to speak in class, this will help students feel confident, and be eager to participate in oral activities.
- Teachers can use audio, songs, and short extracts from movies for students to listen to and practice pronouncing words.
- Students can work in groups and use topics from the textbook for discussions or oral presentations. Teachers can praise their students when they do a good job in speaking exercises.

## PROPOSAL

One of the recommendations that were considered appropriate was the design of a proposal that could help teachers use motivational strategies and create a comfortable and meaningful environment.

| <b>General Data</b>  |  |          |        |          |
|--|--|----------|--------|----------|
| Project Title:   | Learn to speak in English  |          |        |          |
| Project Team:  | Mayte Rodriguez  |          |        |          |
| Main Objective:  | To construct a website with listening exercises for developing A1-level speaking skills in ninth graders.                        |          |        |          |
| Specific Objectives:   | <ul style="list-style-type: none"> <li>• To propose activities for developing speaking skills in ninth graders</li> </ul>        |          |        |          |
|  | <ul style="list-style-type: none"> <li>• Select topics from the textbook used in class to develop speaking exercises.</li> </ul> |          |        |          |
| Execution time:  | Starting   | 06/05/24 | Ending | 01/01/25 |
| Evaluation time:   | Starting   | 05/01/25 | Ending | 28/02/25 |
| <b>Project Description</b>   |  |          |        |          |
| <p>This project will help teachers improve students' speaking skills through exercises on the website during the scholastic year 2024.2025.</p> <p>This project is going to be carried out in 5 phases. In the first phase, the teacher will take a diagnostic oral test to know the level of the students. In the second phase, the teacher will establish specific objectives that help the students improve their oral communication: In the third phase, the teacher will create a website. In the fourth phase, the teacher will select the tasks to upload to the website for using with her students, then, the teacher is going to present the website to their colleagues and explain how to use it. Finally, The project is going to be monitored and assessed by the teacher in 6 weeks. In the last week of the project, the teacher will evaluate her students taking an oral test.</p> |  |          |        |          |

| Strategy   | Starts   | Ends     | 2024-2025 |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |
|--|----------|----------|-----------|-----------|---------|----------|----------|---------|----------|-------|-------|------|------|--------|--|--|--|--|
|  |          |          | August    | September | October | November | December | January | February | march | April | June | July | August |  |  |  |  |
| 1 Design and planning of the proposal                                      | 05/08/24 | 16/08/24 |           |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |
| 2 Diagnostic phase   | 02/09/24 | 13/09/24 |           |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |
| 3 Establish specific objectives to help students to develop speaking skill | 16/09/24 | 27/09/24 |           |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |
| 4 Create a website   | 04/10/24 | 18/10/24 |           |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |
| 5 Select materials to upload to the website                                | 21/10/24 | 15/11/24 |           |           |         |          |          |         |          |       |       |      |      |        |  |  |  |  |

|   |  |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|----------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 6 | Explain to teachers how to use the website | 18/11/24 | 13/12/24 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Project Assesstment                        | 06/01/25 | 27/02/25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| <b>Execution Matrix</b>   |                      |   |  |                               |                    |                       |
|---------------------------|----------------------|---|--|-------------------------------|--------------------|-----------------------|
| <b>Objective (number)</b> | <b>Activity</b>      | <b>What will be done</b>  | <b>What change is expected – Outcomes</b>                | <b>Resources</b>              | <b>Time</b>        | <b>Responsibility</b> |
| S.O.1                     | Descriptive Pictures | The Teacher Will Make Flashcards About Members Of The Family, Then Students Will Tell The Names Of Each Member Of The Family And Finally, They Can Describe Using An Adjective                            | Students Will Practice And Understand Oral Communication | Flashcards<br>Paper<br>Pencil | Three Times A Week | English Teachers      |
| S.O.2                     | Short Dialogue       | The teacher Give Students Short Dialogues Printed In A Piece Of Sheet about personal information, So They form a Group Of Two To Practice, Then They Go In Front Of The Class And Say The Dialogue Loudly | Students Will Practice Speaking Skill Using Wh Questions | Flashcards                    | Three Times A Week | English Teachers      |

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# About ME!

My name is:

I am  
  
years old



These are the people in my family:

This is me...

My favorite hobby is:



My favorite animal is:

My favorite book is:

When I grow up,  
I want to be:



# Speaking Practice :



Listen the dialogue and practice with your partner



A: Good morning Lady.



B: Good morning



A: May I help you?



B: Yes, please.



A: What do you need?



B: I need a golden pineapple,



B: I need some bananas and four oranges.



A: Something else?



B: No, that's all.



A: Here you are...



# My Favorites

a game for 2-4 players      Need: dice, counters

Place one counter on the start. Players take turns to roll the dice, move the counter that many spaces and tell their favorite for the space they are on. When the counter gets to the middle turn around and head back to the start. The game ends when the counter reaches the start again.

[englishwithkids.com](http://englishwithkids.com)

# At school

Look at the pictures and answer with whole sentences.



- Where are the children? .....
- What are you doing? .....
- How many students are there? .....
- Are there more boys or girls? .....
- Which animal is on the board? .....
- What is the teacher wearing? .....



- Where are the children? .....
- What are they doing? .....
- What are they eating? .....
- What is the teacher doing? .....
- What color is the wall? .....
- Which fruits are on the board? .....








- Where are the children? .....
- What are you doing? .....
- What's on the shelves? .....
- What time is it? .....
- What hair color does the girl have in the middle? .....
- Is there a teacher in the room? .....

**Activity**

Name: Miguel Guay, Miley Alejandra  
Course: 9<sup>no</sup> "B"

Topic: **Personal Informations**

1. What is your name?  
My name is Miley Guay 
2. How are you?  
I am happy. 
3. How old are you?  
I am thirteen years old. **13**
4. Where do you live?  
I live in Perseja 
5. What is your hobby?  
My hobby is listen music. 



## APPENDICES

| Student's statement  | YES | NO | SOMETIMES |
|--|-----|----|-----------|
| Do you like English?   |     |    |           |
| Does your English teacher motivate you to learn English?                             |     |    |           |
| Do you find it difficult when your teacher is explaining the class in English?       |     |    |           |
| Do you speak English in class?   |     |    |           |
| Is it difficult to pronounce words in English?                                       |     |    |           |
| Would you like to improve your speaking?   |     |    |           |
| Do you find it difficult to take oral exams?   |     |    |           |
| Do you like to learn English because you like to listen to tons of songs in English? |     |    |           |
| Do you like to learn English because you like to watch films in English?             |     |    |           |
| Do you think learning English is an important goal in your life?                     |     |    |           |

It was adapted by the researcher and taken from the document "Factors Affecting Students' English-speaking Skills" by Bashier (2011)

## **TRANSCRIPTIONS OF THE TEACHER´S INTERVIEWS**

**Q1: What do you know about student´s attitudes toward learning English?**

**Teacher A:** First of all, the attitude toward learning is a very important factor in the learner`s level of goal setting, problem-solving abilities, beliefs toward learning, and external motivation in the process of learning. Attitudes build the learner`s perception towards the teaching and learning in the class. Having a positive attitude towards the language and culture and the learning of a foreign language is an important contribution to the success of language learning.

**Q2: How do you praise your student's work and achievements?**

**Teacher A:** The power of praise in the classroom can be an important tool to encourage and motivate students. They are used to recognize students` efforts or behavior, moreover, they create a positive learning environment. Such as: You have improved your pronunciation a great deal, congratulations continue doing better, You have got an excellent score, I realized you did your best, Your writing task was excellent, you did well

**Q3: Do you pay attention to student´s preferences?**

**Teacher A:** Of course, the importance of knowing what students like to have or to do in the classroom brings students enjoyment, so the classroom environment will become more interactive, and students will be able to have positive attitudes towards appealing activities with major participation during the class where they can enjoy the learning experience.

**Q4: Do you change your teaching techniques from time to time?**

**Teacher A:** Yes, I do. Because it is important to keep students engaged in the learning of the new language, using different techniques educators pay more attention to provide learning and a good quality teaching, also improve education for students as well.

The use of technology in the classroom has improved new ways for students to learn in a new more interesting way.

**Q5: Would you consider including some speaking activities in your class? If yes, which ones?**

**Teacher A:** Yes, I do. Indeed students learn to speak a new language by communicating with each other in a real situation of a real life by using the target language with activities and meaningful tasks that promote oral language by interacting. in pairs or group work to achieve a goal for example: Brainstorming, **Storytelling, Picture description.**

**Q1: What do you know about student's attitudes towards learning English?**

**Teacher B:** I think so student's attitudes towards learning English can vary widely, but research generally shows that positive attitudes are linked to better learning outcomes. Factors influencing these attitudes include motivation, confidence, and the perceived importance of English. For example, students who believe that learning English will benefit their future career prospects tend to be more motivated and engaged. Additionally, creating a supportive and enjoyable learning environment can significantly enhance students' attitudes towards learning English.

**Q2: How do you praise your student's work and achievements?**

**Teacher B:** Praising students effectively can boost their confidence and motivation. in my experience, you can praise your student's work and achievement.

**Q3: Do you pay attention to student's preferences?**

**Teacher B:** Yes, I do. Paying attention to students' preferences is crucial for effective teaching. Understanding their preferred learning styles, interests, and feedback can help tailor lessons to be more engaging and effective. This might involve using a mix of teaching methods, incorporating multimedia resources, or allowing students some choice in their assignments.



**Q4: Do you change your teaching techniques from time to time? What do you do?**

**Teacher B:** Adapting teaching techniques is essential to meet the diverse needs of students and keep the learning process dynamic. I think that a teacher can include some ways to do this: Incorporate Technology: Use digital tools and resources to make lessons interactive and engaging. Vary Instructional Methods: Alternate between lectures, group work, hands-on activities, and discussions to cater to different learning styles.

**Q5: Would you consider including some speaking activities in your class? If yes, which ones?**

**Teacher B:** Incorporating speaking activities can greatly enhance language learning. you can use such as Role-Playing, Debates, Interview Exercises, an Speed Chats.

**Q1: What do you know about student's attitudes toward learning English?**

**Teacher C:** Well, I think students' attitudes toward learning English can vary widely, but several key factors often influence their perspectives such as Motivation, Confidence, emotional Attitudes, and Behavioral Attitudes.

**Q2.- How do you praise your student's work and achievements?**

**Teacher C:** In my experiences as a teacher, I consider praising students' work and achievements to be crucial for building their confidence and motivation.

**Q3: Do you pay attention to student's preferences?**

**Teacher C:** Of course, a teacher must pay attention to students' preferences is essential for creating an engaging and effective learning environment. So, some students might prefer visual aids, while others might benefit more from auditory or kinesthetic activities. Tailoring lessons to include a variety of learning styles can help meet diverse needs.

**Q4: Do you change your teaching techniques from time to time? What do you do?**

**Teacher C:** Yes, I do change my teaching techniques from time to time to keep my classes engaging and effective.

**Q5: Would you consider including some speaking activities in your class? If yes, which ones?**

**Teacher C:** In my opinion including speaking activities in your English classes can greatly enhance students' language skills and confidence.

FAH-PINE-008-2024

Lunes, 22 de julio del 2024

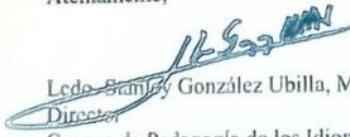
Mgst.  
Roberto Zapata Burgos.  
Director  
Unidad Educativa Luis Fernando Vivero  
Posorja  
En su despacho.

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a la Srta. Mayte Henriette Rodríguez Suarez con C.I. #0923298582 estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar observaciones áulicas que le permita recolectar información para elaborar su Trabajo de Integración Curricular (Proyecto de titulación).

Las Srta. Rodríguez estaría realizando dicha actividad durante la clase de inglés que reciben los estudiantes, durante los meses de julio y agosto del presente.

De antemano agradezco la atención brindada.

Atentamente,

  
Lcdo. Stanley González Ubilla, M.Ed.

Director  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés  
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## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Rodriguez Suarez, Mayte Henryette** con C.C: # **0923298582** autor/a del trabajo de titulación: **The Motivational Factor for the Development of Speaking Skills in the EFL Ninth Graders at Luis Fernando Vivero School - Posorja** previo a la obtención del título de **Licenciada en Pedagogía de los Idiomas Nacionales y Extranjero – ingles** en la Universidad Católica de Santiago de Guayaquil.

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Rodriguez Suarez, Mayte Henryette

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## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

|   |  |  |    |
|---|--|--|----|
| <b>TÍTULO Y SUBTÍTULO:</b>  | The Motivational Factor for the Development of Speaking Skills in the EFL Ninth Graders at Luis Fernando Vivero School - Posorja                         |  |    |
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| <b>FACULTAD:</b>  | Facultad de Artes y Humanidades  |  |    |
| <b>CARRERA:</b>   | Pedagogía de los idiomas Nacionales y Extranjero Extranjero – Ingles   |  |    |
| <b>TITULO OBTENIDO:</b>   | Licenciada en Pedagogía de los Idiomas Nacionales y Extranjero – Ingles  |  |    |
| <b>FECHA DE PUBLICACIÓN:</b>  | 3 de septiembre de 2024  | <b>No. DE PÁGINAS:</b>   | 47 |
| <b>ÁREAS TEMÁTICAS:</b>   | language, oral skill, students   |  |    |
| <b>PALABRAS CLAVES/ KEYWORDS:</b>   | Speaking, Motivation, Skill, Strategies, factors, development  |  |    |
| <p>This research work is a descriptive study regarding motivational factors affecting speaking development in ninth graders at Luis Fernando Vivero School. This project studied 45 students and 3 English teachers. This project used a mixed methods focus since it used a survey and an interview to obtain quantitative and qualitative results to gather the opinions of the students and teachers. Once the analysis concluded, some difficulties came out like the lack of motivation, lack of interest in learning a foreign language, and lack of pedagogical strategies designed by the teachers. Finally, as a proposal, the researcher created a repository webpage where teachers would find exercises for using and developing speaking skills in ninth-grade students.</p> |  |  |    |
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