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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

ESCUELA DE IDIOMAS

PROJECT THEME

**“THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE
SPEAKING SKILL OF ENGLISH LANGUAGE IN THE LEARNERS OF 1, 2
AND 3 OF GENERAL BACHELOR UNIFIED IN THE “UNIDAD
EDUCATIVA INTERCULTURAL BILINGÜE “LOS TIPINES”, IN PALMIRA,
GUAMOTE CANTON AND CHIMBORAZO PROVINCE, DURING THE
SCHOOL YEAR 2014-2015”**

**The present work as a requirement to get the undergraduate degree as English
teacher.**

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Riobamba 25 de septiembre de 2015

CERTIFICACIÓN

En mi calidad de tutora de tesis titulada **THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL OF ENGLISH LANGUAGE IN THE LEARNERS OF 1, 2 AND 3 OF GENERAL BACHELOR UNIFIED IN THE “UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE “LOS TIPINES”, IN PALMIRA, GUAMOTE CANTON AND CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015**, cuya autora es la Señorita **Elsa María Caín Yuquilema**, tengo a bien certificar que la autora en mención ha cumplido con cabalidad con las fases establecidas en el anteproyecto de tesis y ha terminado con la investigación propuesta como trabajo de graduación.

Es todo cuanto puedo certificar en honor a la verdad.

Ms. Magdalena Ullauri M.

TUTORA DE TRABAJO DE GRADUCACIÓN



Riobamba 30 de septiembre de 2015

CERTIFICACIÓN

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Luego de haber revisado y aprobado la tesis de grado en su totalidad, certifican que la autora antes mencionada ha cumplido con todas las exigencias académicas y así ha finalizado la investigación propuesta como trabajo de fin de grado.

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DEDICATION

I dedicate this research to God, to my family, to my teachers and friends since thanks to their support, I was able to complete this work successfully to then to achieve one of the most important objectives of my life. To all of you, with much love.

Elsa Caín

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SUMMARY

English, being a mandatory subject nowadays in schools, sometimes it conveys to a chaotic teaching and learning process although learning English is significant and has great importance. But, nevertheless, it was evident in Unidad Educativa Los Tipines that the English language teaching process seemed not to be taught in a meaningful way and this same uninterest in students in learning a foreign language. For this reason, a research for an alternative solution to the problem was proposed: the use of motivational strategies to encourage the speaking skill of English language in the learners of 1st, 2nd and 3rd of General Bachelor Unified, during the school year 2014-2015". The present research is analyzed in detail step by step on how motivational strategies influence in the development of the speaking skill of the English language. Unfortunately, in the institution there are not teachers who are proficient in the foreign language that stimulate learning. Furthermore, teaching is a hard task; especially for educators who are stuck in old paradigms; therefore, it is manageable to use innovative resources, motivational activities and to create a good atmosphere for learners. Motivational strategies establish those positive aspects for teaching a new language and it generates for obtaining effective results such as reaching teaching outcomes and motivating students to increase their interest in learning. As an alternative, a certain number of motivational activities based on speaking are proposed in order to improve and so spark interest and willingness to learn English language. On the other hand, the main aim in learning a language is communication, so communicative activities are really helpful for students by providing them the opportunity to practice speaking as much as possible; for example, oral games are efficient activities and they encourage cooperation and active participation in class. All in all, through motivational strategies the educator and learners can overcome teaching-learning obstacles as the lack of motivation and uninterest because motivation is an important feature for a successful education.



INTRODUCTION

Being English as a mandatory subject in nowadays schools curriculum, its teaching is sometimes chaotic. The problem is evident in “Unidad Educativa “Los Tipines”, therefore it is proposed the present research. The main aim of this work is to encourage students’ speaking skill by providing them different kind of motivational activities that can incentive learning a foreign language in the learners of 1st, 2nd and 3rd of General Bachelor Unified of previous mentioned institution.

Chapter I: The context of the problem is analysed in detail, the negative factors that affect the teaching-learning process. Then the problem formulation and justification of the research about how can contribute to the problem of lack of motivational strategies to develop of speaking skill. Moreover there are the objectives of the research proposed that pretend to reach.

Chapter II: It is about theoretical framework where the research is supported, emphasizing the backgrounds of previous existent researches. Then theoretical part that supports the research and the definition of different terms of the theory and finally the table of operationalization of variables.

Chapter III: In this stage is analysed the methods used to develop the research, then the type of research, then the population and sample are determined and those were used for testing and studying the hypothesis established.

Chapter IV: The results got of the surveys of students and teachers are analysed and interpreted in detail and the part of hypothesis testing by applying the statistical formulae of the chi-square.

Chapter V: It is stated conclusions about the research and recommendations of it that could help to manage the next possible related problems that would present in the classroom.

Chapter VI: In this stage is the manual of the alternative proposal with different kind of motivational activities to develop the speaking skill.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. PROBLEM STATEMENT

“Unidad Educativa Intercultural Bilingüe Los Tipines”, located in Chimborazo province, in the northeast of Guamote and in Palmira parish, belonging to the community of San Carlos de Tipín to 15 kilometers from the panamericana highway. It is surrounded by some indigenous communities and being the principle institution for many near schools. Its context is inhabited by specifically lower-class indigenous people, bilingual for their ancient language is kichwa and Spanish as their second language even they do not deal it perfectly at all. The most of the humans of this place live on agriculture, though their lands are not very suitable for a good crop and also raising small and medium animals like guinea pig, chicken, sheep, bulls, etc. to sell and eat them; The lower part of the population lives on business as clothing, food and animals going out to different cities on holidays. According to the profession, a large number of people are illiterate, especially those who are fifty up and few of them are professionals but now the situation is different because there are almost all young people who are studying in the primary, secondary and superior level looking for their better life.

“Unidad Educativa Intercultural Bilingüe “Los Tipines” was established by ministerial decree No. 089 of 3th of July in 1996, with Basic Cycle mode. Subsequently the Bachelor mode specialization in Social Sciences with the auxiliary in Popular Promotion. Knowing that the advance of science and technology have given the country level, reasons which has been agreed with educational actors the new academic offer with specialty in Business and Administration, specialization in Computing and Systems; after that, three years ago was approved the new educational reform nationally by ministerial decree N° 242-11, so now its offer is “General Bachelor Unified”. The changes took place in the Ecuadorian education system, demanding to the educational institution to be responsible with education and

changes to the new paradigm in promoting the quality of education, so then it merges with “Centro Educativo Comunitario “Gral. Francisco Robles”, through resolution No. 932 CZE3-2013; issued by zonal three coordinator of Education Ministry and finally it is “Unidad Educativa Intercultural Bilingüe “Los Tipines”.

In this institution as in all other schools there is a set curriculum that is established nationally by the Ministry of Education for the new academic offer called “General Bachelor Unified” (Bachillerato General Unificado), so it is formed by many subjects in which is included the English one. English is one of the important subjects nationally and internationally but at the same time its teaching is chaotic at least in primary and secondary schools.

It is evident that in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa “Los Tipines” the English teaching-learning process is not productive, it is reflected in academic performance since it is taught by teachers of other subject like math, science, biology, etc. As other areas teacher, they are not able to make English learning meaningful by using different kind of motivational strategies, resources, techniques and method because they do not have enough knowledge in the subject.

Nowadays, nationally, students are using English books established by the government, of course, those one have great activities but the thing is in what way those activities are developed. On the other hand, as teachers are inexpert in English area, the most of them merely place emphasis on grammar and activities set up in the book and not all activities are applicable in context like in “Unidad Educativa “Los Tipines”.

Emphasizing on grammar and abstract activities the most of their time, students never will speak the language when the objective of English language learning is to speak it. The main problem is here when students and teachers spend much time in where they should spend little one and instead they only take little time where they should take the most of their time, like studying English grammar much time and paying

little attention to speaking part. Emphasizing on grammar is a passive teaching-learning process because it is focused on traditional teaching method since it is not so effective for teaching a foreign language. As being English teaching-learning process in this way, there is loss of interest of learning a new language in students and even in teachers for they do not get goals previous proposed; for this reason it conveys to a bored and demotivated English class that students and teacher do as an obligation established in the school curriculum.

The main objective of learning a new language is to speak it. The other thing that affects students` meaningful learning is the English class hours that learners have two hour in a week, so it is not enough for learners to do many different kind activities that could help them in learning the language, also the problem is because there is not an English lab for doing important activities like listening to native speakers that allow students to develop the English language skills as listening and speaking, so technology is not available to students. For all of those aspects previous detailed, English language learning in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Los Tipines” is not successful because it is influenced negatively by some factors during English teaching-learning process.

1.2. PROBLEM FORMULATION

How does the use motivational strategies influence in the development of the speaking skill of English language in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Los Tipines”, during the school year 2014-2015?

1.3. OBJECTIVES

1.3.1. GENERAL

To determine the influence of the use of motivational strategies in the development of speaking skill of English language in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Los Tipines”, during the school year 2014-2015.

1.3.2. SPECIFICS

- To identify the motivational strategies used by English language teachers during the teaching-learning process.
- To apply role-play, leisure activities, storytelling, and videos & songs as motivational strategies to encourage the speaking skill of English language.
- To evaluate the academic effects of the application of motivational strategies to encourage the speaking skill in the students.

1.4. JUSTIFICATION AND IMPORTANCE

Because it is necessary to correct the students' speaking skill of English language since who are in training therefore they are more affordable to suggestions and learn the better use of the English language. This research work is selected, aimed to enhance the human development within the educational environment; this, specifically with the "collection and creation of activities that allow students to contact with learning language".

The researcher, as an English language student, trained professionally in the subject tries to contribute with an alternative solutions to problems in the area of English language teaching. It is proposed to raise the research relating to motivational strategies and their influence on the ability to speak English in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the "Unidad Educativa "Los Tipines"

This research will allow the approach of alternative solutions with activities that engage students to understand and apply in their future real life and also it should be available to all staff working in the area as well as future English teachers who will implement this cathedra since the teaching learning-process will depend on their success in the work they perform, specially providing a quality education.

The project is feasible as it has specialized and updated bibliography, the collaboration of authorities, teachers and students of the institution. The time set for the present work is approximately of seven months, from January to July. It has available resources like: human, financial and material. The research is applied in classrooms of parallels "A" of the years of 1st, 2nd and 3rd of General Bachelor Unified in the "Unidad Educativa "Los Tipines". Moreover the theoretical utility of this research is the explanation of what the motivational strategies are into the thematic teaching-learning and in order that students learn to develop the ability to speak a new language.

This research has a practical use since the alternative solution is proposed to the problem which is to help teachers and students to solve all their expectations and provide a better way of teaching process learning, specially to spark the interest in developing the ability to speak.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS RESEARCHES

Although that “Unidad Educativa Intercultural Bilingüe “Los Tipines” is a head institution for some near schools and it has been providing education for many years to the society, however, nobody has done any research related to motivational strategies to encourage ability to speak English so far.

After checking up the repository of the Universidad Nacional de Chimborazo, the list of thesis topics in the library it is sure there are only two research so related with these titles:

“INCIDENCIA DE LAS DINÁMICAS MOTIVACIONALES EN EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS EN EL NOVENO AÑO DE EDUCACIÓN BÁSICA DEL ITES CARLOS CISNEROS, AÑO LECTIVO 2010-2011”.

AUTORES: CAIZA CAROLIN Y QUITO JENNY

“The author mentioned above selected the topic of “Dinamicas motivacionales” considering there was a lack of motivational activities in the English class in the learners of 9th Basic Education at Carlos Cisneros High School, so that they conclude students and teachers lose interest about the subject and learning English seems bored and chaotic also the most people consider learning English is a waste of time. On the other hand, the researchers concluded that the English teacher of 9th Basic Education level used to apply traditional teaching methods that is why students get bored and unmotivated to learn a new language because of activities are not interest for students. As a result of this research the authors bear in minds that English teaching should be in a funny way by using motivational activities like “dinámicas motivacionales” that make students to feel motivated and take the class as enjoyable activity; as students enjoy the class, they really feel interested to learn English subject. So that “Dinámicas motivacionales” is exactly developed to help teacher and student to learn a subject in appropriate and funny way.”

“INCIDENCIA DEL DESARROLLO DE LA DESTREZA SPEAKING EN EL PROCESO ENSEÑANZA APRENDIZAJE DE LOS ESTUDIANTES DE SEGUNDO SEMESTRE DE LA ESCUELA DE IDIOMAS DE LA UNACH, PERÍODO 2011-2012”

AUTORES: CUVI VICTORIA Y MERINO RAFAEL

“The authors mentioned above analyzed the problem on development of speaking skills in the English learning process in the students of 2nd year of language school at Unach. They realized that development of speaking skill is the main objective in learning a language but sometimes it does not happen, so as a conclusion they believe English teachers in high schools did not deal to help development of speaking skills in students, instead they probably put more emphasis in grammar, so the most of the time students used to think first in grammar to then speak, consequently students have that bad habit that in the university continue doing such first thinking and then producing. In all of the language skills learners should be trained but in speaking with more strength.

According to the authores it is more advantageous for student to focus on using the language rather than talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other. Moreover, teachers should take into consideration that motivation can develop language skills, and bring enjoyment and fun into the classroom. Teachers specially should emphasize in the learners’ communicative skill because that is the main aim. The enjoyment aspect of learning language through communicative activities involve students to act in a real context so for them these activities are fun ones in learning that allow them to feel motivated.” Finally, for those reasons the authors established an alternative by selecting some activities to help students and teachers to put emphasis in speaking part that carry on to develop speaking skills of English language.

Once the researcher has checked up with reference the theme of the project proposed, it has been determined that in “Universidad Nacional de Chimborazo” there are thesis related to my theme but not specifically with the variables of my study.

Nationally and internationally, there are works developed with similar issues but not strictly related to the proposed variables like these:

“ENCOURAGING TEENAGERS TO IMPROVE SPEAKING SKILLS THROUGH GAMES IN COLOMBIAN PUBLIC SCHOOL, FEDERICO GARCÍA LORCA SCHOOL, LOCATED IN THE USME ZONE IN BOGOTÁ-COLOMBIA, DURING THE SCHOOL YEAR 2009-2010”. AUTHORS: WILLIAM URRUTIA AND ESPERANZA VEGA.

“The authors concerned about their students' difficulties when attempting to speak English. Students felt inhibited with activities that involved oral interaction mainly because they were afraid of criticism and jokes about what they said in front of their partners. (William, Esperanza, 2010)

As a result, student used to avoid being part of speaking activities. So that, it was considered necessary to implement an innovative and action research project that fostered the development of the oral ability. The problem produces because of the number of students in the class, the arrangement of the classroom, the number of hours available to teach the language (which could not all be devoted to oral work), and perhaps even the syllabus itself; therefore teachers can not perform their knowledge in a great way by using variety of activities, methods and techniques. On the other hand, unfortunately in that school “Federico García Lorca School, Bogotá-Colombia” English does not occupy an important place in the community in which the school is located, “so it is difficult to involve each one of the members in the pedagogical process” (William, Esperanza, 2010) for students take as wasting of time learning English but it is not like that if not it is a global language that let people to live great opportunities in the life. It is important to have a clear understanding of the wide range of strategies and games through which spoken language can be practiced; after analyzing the problem it is proposed by an alternative to innovate English learning, specially put more emphasis in the development of speaking skill through looking forward to these questions: What kinds of games can we use to improve students' speaking skills?. Finally, answering to previous questions, the researchers implemented different kind of activities focused on oral games for promoting the development of students' speaking skills of English language”

“APLICACIÓN DE ESTRATEGIAS MOTIVACIONALES PARA ESTIMULAR EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE PRE-KÍNDER DE LA ESCUELA PARTICULAR “UK SCHOOL” DE LA CIUDAD DE AMBATO”

AUTHOR: TORRES ORTEGA JAZMINA ELIZABETH

“This resercher was designed by Torres Ortega Jazmina in order to provide a possible solution to the problem of motivation in learning the English language that was determined for students of pre-kindergarten in the Private "UK School" in the Ambato city.

The problem of lack of motivation in that school was detected based on the observation to students during the class and according to the results of the survey conducted throughout this work. She believes this problem produces because English teachers do not use motivational activities also she comments if there is not motivation in classroom, the class will become frustrated and bored for teachers and students that is why it conveys to look for a proposal which is entitled "A booklet of motivational strategies to encourage English language is proposed as a possible solution; so the researcher selected five motivational strategies applicable to teaching English to children, a number of recommendations to be used during the teaching process. The work was developed to demonstrate that the application of motivational strategies can reduce the high rate of motivation in the school environment generating a change of attitude of students towards learning and awakening in them and also the interest in acquiring a second language. Similarly teachers will benefit as they can optimize the teaching-learning process and improve the courtly environment through innovative and motivational activities to better teaching- learning process of English Language

They concluded that motivational strategies that teacher uses must be fun and enjoyable, and at the same time achieve academic goals. Also they emphasized teachers should choose activities that enhance students learning, although learning should be fun and motivation problems could disappear. If strategies are intrinsically motivating and appeal to students’ goals and interests then it can have a positive impact on their speaking.”

2.2. THEORETICAL FOUNDATIONS

2.2.1. PEDAGOGY

Pedagogy is the art of science teaching and education mainly it is about instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. Modern pedagogy has been strongly influenced by the theories of three major heavy-weights in the science of human development: Jean Piaget's cognitive theory of development and Lev Vygotsky and Jerome Bruner's social interaction and cultural theory. Piaget argued that children construct and understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. (Boundless, 2015) According to Vygotsky and Bruner's theory, it is complimented Piaget's discovery. The social-interactionist theory stated that pedagogy should be disigned around the fact that the learners construct the new language through socially mediated interaction.”

Teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. (Department of Education, 2010) Although according to this site “Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities”.

An Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community, it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school. (Department of Education, 2010)

2.2.1.1. Didactic

The word didactic comes from the Greek language “didaskhein”. It means teaching and “tékne” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular as Duina and Milagro quote (Stöcker, 2009). For this reason, According to this author didactic in the English area is defined as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language. On the other hand “didactic is the practical pedagogical discipline and with policy whose specific object is teaching technique, that is, the technique effectively encourage and guide students in their learning” (Mattos, 1993). Taking this definition, it is more specifically known the appearance of study of teaching as it is the art of teaching, e.g. The methodological strategies which teachers guide the educational process.

2.2.1.2. Teaching learning process

It is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. (Laurillard, 2009) According to this author the teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goals.

Graphic 1. Teaching-learning process



Source: School self-evaluation, (2012) the relationship between teaching and learning process.

2.2.1.3. Methodology

It is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases, methods and techniques. Wikipedia (2015). Also this wibe emphazises methodology does not set out to provide solutions - it is, therefore, not the same as a method. Instead, a methodology offers the theoretical underpinning for understanding which method, set of methods, or so-called “best practices” can be applied to specific case, for example, to calculating a specific result.

2.2.1.4. Methods, Techniques and Strategies

If you search the internet for “teaching methods” or “instructional methods” you will find thousands of descriptions of activities – these are called methods. Sometimes they are also called strategies or techniques, and no doubt you will find a good variety of suggestions for activities in teaching procedures to use. But for your work with this program, we prefer to clarify the terms prior to looking at other aspects, so teachers can make reasonable decisions in your daily teaching routine. (Priewe, 2010)

According to Priewe, (2010) a method is a description of the way that information or a behavior is carried forward or consolidated during the instructional process and a technique is a detailed list of rules or a guideline for any teaching activity. It is focused on the description of steps, or a set of do's and don'ts, and those can often be focused on the description of steps, or a set of do's and don'ts, and those can often be linked to a method or strategy. Examples: The mind mapping is a creative technique that can be used in an individual working, in a group work, or by the teacher as a means of demonstrating something. The other one is Brainstorming. It is a group centered interaction method, also, this technique describes a way of collecting ideas in a creative way. On the other hand, a strategy is defined in Oxford Dictionary (2008) as “A plan intended to achieve a particular purpose”. “Strategies are techniques and a set of activities designed to achieve a certain goal” (Wordreference, 2015).

2.2.2. MOTIVATIONAL STRATEGIES INTO LANGUAGE CLASSROOM

Doney (1994) defines: Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it, in fact, almost any influence a person is exposed to might potentially affect his/her behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. (p.28)

2.2.2.1. Motivation

It is the inner power that pushes you toward taking action and toward achievement. Motivation is powered by desire and ambition, and therefore, if they are absent, motivation is absent too. The most of the time, people might have the desire to get something done, or to achieve a certain goal, but if the desire and ambition are not strong enough, you lack the push, the initiative, and the willingness to take the necessary action, in these cases, you lack of motivation and inner drive. When there is motivation, there is initiative and direction, courage, energy, and the persistence to follow your goals. (Sasson, 2014)

Behavioral problems into to the classroom often it is realted to the lack of motivation. Lile quoted Peter (2000) “Academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence.” “Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, school administrators, and parents. If a child is motivated enough he/she can accomplish learning of any scale” (Lile, 2010). A motivated person takes action and does whatever it needs to achieve his or her goals. Motivation becomes strong, when you have a vision, a clear mental image of what you want to achieve, and a strong desire to manifest it. In that case motivation awakens inner strength and power, and pushes you forward, toward making your vision a reality. (Sasson, 2014).

Students are naturally curious; they want to explore and discover. If their explorations bring pleasure or success, they will want to learn more. Students who receive the right sort of support and encouragement during the first years will be creative, adventurous learners throughout their lives. Students who do not receive this kind of support and interaction are likely to have a much different attitude about learning later in life (NASP, 2015).

2.2.2.2. Type of motivation

Intrinsic motivation comes from internal sources that is from within the learners themselves which push them to engage in a learning activity. An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. (Scardimalia, M. & Bereiter, C.1994). According to Scardimalia, M. & Bereiter, (C.1994) intrinsically motivated students are more involved in their own learning and development. A child is more likely to learn and retain information when he is intrinsically motivated is when he believes he is pleasing himself.

Extrinsic motivation draws from external source, It means that it comes from outside the learner. It arises when the person is motivated for external forces like doing activities that they are personally engaged. An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom. (Lumsden, 2012). When a child is extrinsically motivated, the reward comes from outside the child, it has to be provided by someone else, and has to be continually given for the child to remain motivated enough to continue the activity. (Ayesha, 2015).

Integrative motivation is the desire to identify with an integrate into the target culture. It arise when the learners have a positive attitude towards the speaker of the target language and possibly integrating into that group, when they have a strong interest in that culture and the desire to meet native speaker and interact with them (Torres, 2010). While Horwitz (2015) affirms integratively motivated want to learn the language because they want to get to know the people who speak that language.

Instrumental motivation refers to learn a language for the purpose of obtaining some concrete goals such as a job, graduation requirement or career promotion. This form of motivation is thought to be less likely to lead to success than integrative motivation. Learners who are engaged by the lesson-by the teacher, materials, the tasks, the activities are more likely to have learning make an impact on them. (Torres, 2010). Instrumental motivated students want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement!. Also, they want to learn the language to understand and get to know the people who speak that language. (Horwitz, 2015)

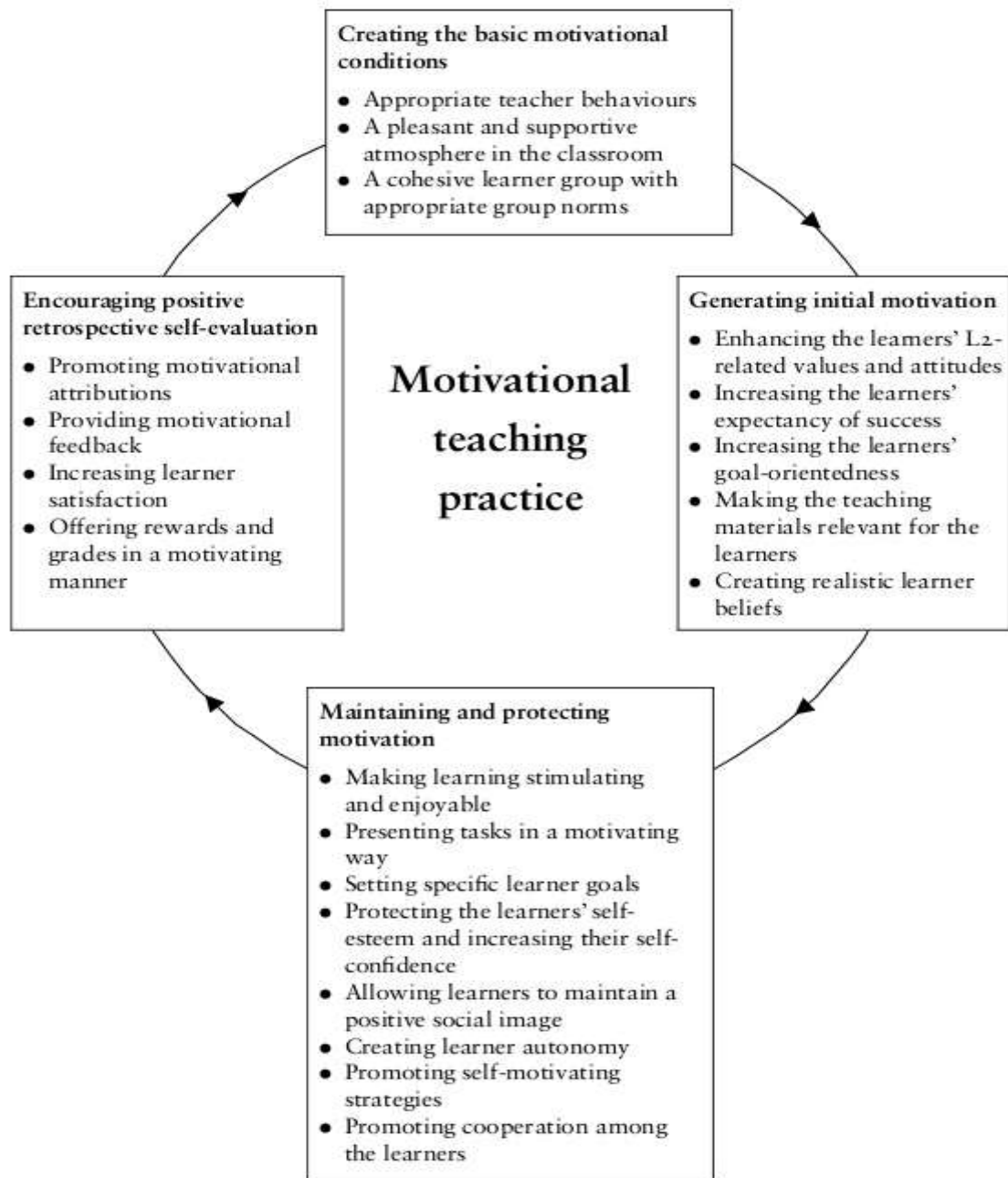
The purpose of motivational strategies is consciously to not only maintain ongoing motivated behaviour and protect it from distracting or competing action tendencies but also generate and increase student motivation. That means such motivational strategies are used to increase student involvement. (Dornyei, 2001). Dornyei emphasizes, teacher by using motivational strategies that is integrated by fun, meaningful and real activities to reach successful goal, students feel comfortable, opened mind and with weak filters, so they are going to be really to start acquiring a new language.

According to (Dornyei, 2001) criteria, with respect to the various strategies promoting classroom L2 learning, there are several ways to organize them into separate themes. Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback) and design a primarily trouble-shooting guide where problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these (e.g. with student lethargy; lack of voluntary participation). Also focus on key motivational concepts such as intrinsic interest, self-confidence or student autonomy and use these as the main organising units. Finally centre the discussion on the main types of teacher behaviour that have motivating effects (e.g. showing a good example and modelling student behaviour; communication and rapport with the students) (p.28).

2.2.2.3. Type of motivational strategies

According to Dörnyei's work (2001), he incorporated the motivational strategies that used in teaching a foreign language into the following main types:

Graphic 2. Type of motivational strategies



Source: (Dörnyei, 2001, p.29). The components of motivational teaching practice in the L2 classroom.

a. Creating basic motivational conditions

Dornyei's included three macro-strategies in motivating students to learn under this first stage of creating basic motivational conditions in a second/foreign language classroom. The three macro-strategies are: appropriate teacher behaviours and good relationship with the students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms (2001). The three macro-strategies are the preconditions in generating students' motivation in second/foreign language in a range of study contexts. Therefore, it is apparent that these macro-strategies play a pivotal role in initiating the effectiveness of other stages in this framework. Nevertheless, my study revealed only one macro-strategy that fits into this first stage of Dornyei's motivational teaching strategies framework as Bachtiar quoted. (Bachtiar, 2011).

In this stage that is the first one, If teacher emphasize it, they can start in a good way because it is necessary to point out the whole class developing but it depends on how was its beginning. Students will be interested and motivated if they start in comfortable, confidence and motivated environment. Finally to summarize it, Teacher should start the class creating a positive class atmosphere and a good relationship between teacher and students and encourage cooperative part too.

b. Generating initial motivation

In generating initial motivation of students, as Bachtiar quoted Dornyei (2011) he proposes five macro-strategies that could be expanded and modified depending on the use in the classroom. Of the five macro-strategies that are associated by Dornyei in this second stage of motivational teaching practices framework. In this stage teachers should establish clear objectives and expectation, use meaningful and stimulating material, use realistic and interested content according to students need and use variety of methods and techniques for sometimes learners get bored are for lack of those previous things.

When teacher starts from a good point, everything is going on well. The most important aspect to motivate students in this stage could be the use of the contents and the relevant and stimulating materials. On the other hand, teachers should make a great effort to improve motivational aspects even it is not an easy work, but they should bear in mind that the class success depend on motivation, so this is the key in learning process.

c. Maintaining and protecting motivation

Dornyei's framework of motivational teaching strategies reveals eight macro-strategies that fall under this third stage (maintaining and protecting motivation). These eight macro-strategies are making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, letting learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies and promoting cooperation among the learners. (Dornyei, 2001, p.29). To increase motivation, there is no specific time where teachers should do it, instead it is something that should be take aware the whole long class, that is why in this stage Dornyei (2001) explains about maintaining and protecting motivation during the class like protecting the learners' self-esteem, etc. If teachers take aware this motivational aspect during the whole class, it can be exelect since the class take at least 45 minutes or double than that, studets become frustrated eseadly for that, teachers must maintain motivation during whole class.

d. Encouraging positive retrospective self-evaluation

In this fourth stage, encouraging positive retrospective self-evaluation, Dornyei listed four main macro-strategies to enhance students' motivation in learning a second/ foreign language: promoting motivational attributions, providing students with positive and informational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner. (Bachtiar, 2011). It this stage it is important to emphize the rewarding part.Learners do a great effort to accomplish with a task, so at the end they really need a price or reward for such a great effort.

The reward can be according to how hard or easy is the task or performance. The reward depend on teacher's decision. In fact, creating and maintaining motivation in the class, it is not enough; also it is indispensable to encourage a positive retrospective self-evaluation as Dornyei (2001) emphasizes.

These strategies can then be translated into learning activities, instructor behaviors and instruction (Xiao, 2013). As a conclusion of type of motivational strategies, motivation is the key of success in learning therefore it requires to bear in mind in whole the class. Teacher can get this success by using motivational activities, like games group work, leisure activities, and he/she should use materials stimulating and innovative methods during the teaching process.

2.2.3. MOTIVATIONAL STRATEGIES IN ENGLISH LANGUAGE TEACHING

Teachers should take into consideration that motivational strategies that can develop language skills, and bring enjoyment and fun into the classroom. Teachers specially should emphasize in the learners' communicative skill because that is the main aim in learning a language. The enjoyment aspect of learning language through communicative activities is directly related to affective factors for that kind of activities involves students to act in a real context so for them these activities are fun ones in learning that allow them to feel motivated.

The strategies the teacher uses must be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time (Brophy, 20011). Learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the EFL classroom. (Brown, 20012), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking.

The strategies the teacher should focus on should be interesting and should capture students' attention. In the young learners' classroom, these activities are usually centered on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities and Communicative Language Teaching activities (CLT). All these activities can affect young learners and enhance their language learning. As Heera, G. quoted (Deestri, 2002).

According to Deestri (2013), many teachers consider games as merely fun activities that are a waste of time, but he states that games in the EFL context are much more than that. He believes that games include many factors such as rules, competition, relaxation, and learning which are all useful in promoting speaking. Games are useful because they offer situations that lower students' stress and give students chances to engage in real communication. It is asserted that students are encouraged. Krashen (2014) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present, that achieve a weak affective filter and promote language learning and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning. Teacher by using motivational strategies that is integrated by fun, meaningful and real activities to achieve successful goal, students feel comfortable, opened mind and with weak filters, so they are going to be really to start acquiring a new language. Activities should let students to develop language skills. Then they will able to create their own dialogues, role plays sand establish a meaningful communication in their context.

Torres (2010) argues the goal of motivational strategies is to get students' motivation in learning. All teachers need to bear in mind what steps they can take to maximize student engagement and success in the classroom. They can create an optimal classroom environment that is conducive to learning, and research suggests this is most effectively achieved through instructional behaviors and course design. According to Torres, (p.129) the motivational strategies to teach English are:

- Introduce variety of methods and techniques
- Enhance the English classroom atmosphere
- Use stimulating material.
- Use of authentic material.
- Use English the most of the time.
- Avoid language barriers.
- Reward learners' performance.
- Provide care.
- Enhance students participating.
- Show enthusiasm and energy.
- Get feedback about students' expectations

a) Introduce variety of methods and techniques

Teachers should use a variety of innovative approaches, methods and techniques in teaching the language that allows students to work out topics that are interesting and relevant to their lives. Lessons should include meaningful situations: (Torres, 2010, p. 128). Variety usage of approach methods and techniques let teacher to choose different kind of materials, situations, and themes since students probably can get bored with teacher's routine classes. There should be outdoor activities, communicative activities and group activities because teenagers are frustrated to learn a subject passively sitting inside the classroom, but if the students are really integrate in a group and have participative role, they are going to feel important actors or protagonist in the learning process. On the other hand, the important thing about the topic is that it should be according to the students interest for it arise their attention in the class. It is important to emphasize the creativeness taking about variety of methods. Teachers should be imaginary, creative and spontaneous while teaching and for planning a class too. Also creativeness is useful to vary methods and techniques. A good combination of method, techniques and materials with a student centred topic and activities, the teacher creates a good the environment where learners feel comfortable and confidence. The use of technology has a positive effect in teaching-learning process for nowadays young learners familiarize easily and comfortably.

Variety of method and techniques as Torres (2010) affirms are:

Role plays	Brainstorming
Storytelling	Language games
Group work	Debates

b. Enhance the English classroom atmosphere

Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation which will increase their desire to learn and develop their language skills. Students who feel safe and comfortable will feel more secure taking chances; they will display greater motivation to read aloud in class or do class activities without the fear of being criticized (TESOL, 2008). A positive atmosphere can make a classroom more pleasant place to be more effective motivating place to learn. Teachers should communicate positively with each student and show total confidence in each student's individual, potential for progress (Torres, 2010). On the other hand, according to WikiHow (2015) & Torres (2010) it is important to take aware about classroom environment through didactic materials like using bright and colorful pictures, advertisements in decorations the classroom, aslo it is possible to have plants, flower, real object that can be useful for teaching such as toys and puppets. Wall decorations can make a classroom more honey and occasionally even impart knowledge to those whose attention has drifted off. Throught teacher's and students' positive behavebour and classroom attractive decoration can spark motivation in learning a language. Torres (2010) emphasizes about improving the classroom atmosphere with:

Advertisements	Posters
Bulletin	Photos
Drawings	Puppets

c. Use stimulating material

Estimulating materials offer great advantage over materials written for the purpose of language learning. Stimulating materials like vedeos and songs “give higher level students exposure to unregulated native speaker language, the language as it is actually used by native speakers communicating with other native speakers; by using these kind of materials, the class atmosphere in going to be comfortable for students, so it can provide them and external motivation to learn a new language. It is important to mention that materials like videos, films and songs show students a targert culture and natural and spontaneous communication in the screen.

“(Lansford, 2014). Apart of that it increase students motivaton so they can aquire the language easily and naturally because videos, songs and films have authentic information where the communication is produced in natural way. The materials to be used, will of course depend on the usual factors such as the topic, level, skill, students’need and interest. Using stimulating materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation and attract their attention to learn so through these kind of meterials they feel motivated. Moreover video, songs, films and TV programs gives as stimulating materials give students “ to practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Furthermore, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.” (Cakir, 2006)

Students learn better when they are dealing with materials adopted for their level and with the topic that enhance their interest. Materials like:

- | | |
|--------|----------------|
| Videos | Songs |
| Jokes | Cartoons |
| Games | Radio programs |
| Films | TV programs |

d. Use authentic material

Authentic materials such as news paper, videos, films, and any other authentic information have a good influence in learning a second language for they involve student to engage in a real context that convey to learn to a natural and spontaneous communication. “Authentic materials are not created specifically to be in the classroom, but they make excellent learning tools for students (..). They divided authentic materials into print (web sites, newspaper, magazines, TV guide) and auditory (radio, broad cast, video, movies).it is important to use materials in authentic ways not in traditional school based ways. The purpose or of authentic materials often will determine how teachers use them” (Bashar & Merchi, 2013). Similarly Bashar & Merchi quoted, Martinez (2002, p.1) stated that “Authentic would be material designed for native speakers of English used in the classroom in away similar to the one it was designed for.” Monti (2004) as Bashar & Merchi quoted mentioned the immediate benefits of using authentic materials, especially when the learners are already familiar with the content at least by sight, she states the following:

- Language learners might not know the words and content with much accuracy, but the look of the forms and the vocabulary will be familiar to them, this may not seems to be a big factor, but it saves a great deal of time in the long run.
- It allows learning to occur faster and increases the rate of transference taking into consideration the time when you have had to learn a new subject.
- By using authentic material in the clasroom you are that what they do in their work is vitally important.
- As they learn how to community effectively by using the materials, they will feel that their learning is immediately relevant .In and out of the classroom they will be able to practice with each other (p. 4).

“Authentic materials are much better if the students already know the information or at list the headlines in their native language so it is possible to introduce some lexical items whose meaning may be inferred from the context.” (Torres, 2010, p. 128)

“Authentic materials are reading texts written by native speakers (..) with no thought given to non-native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers.” (Lansford, 2014)

e. Use English the most of the time

According to Torres (2010) teachers should motivate students the desire to speak English. Require learners to ask something that they do not understand, they do not know, or they want to know in English. Using L2 meant that learners got lots of practice in speaking and listening to English and had to "negotiate" meaning if they did not understand. All teachers should talk to their class socially in English - for realistic listening and speaking practice, and to show that the teacher values English.

In an ideal world learners will want to use English as much as possible. Teachers should try to encourage learners to choose to use English even when they could use L1. Mother tongue should only be used in managing the class, it is used as a tool to achieve specific aims. Although it is possible to learn a language only using L2, it's probably easier and less stressful when L1 is used in a disciplined way. When L1 is useful is to translating some words, specially concrete nouns, for highlighting important points, collocations and partial synonyms between languages, for discussing grammar differences between languages and ideas with learners specially at lower levels and to explain teaching approaches to learners. (Buckmaster, 2000)

Ferrer (2005) explains in addition, many language teachers oppose the issue of L1 use in English classroom, literature provide evidence that L1 use in English classroom is advantageous if not overused. Due to friendly classroom atmosphere, students feel more comfortable so they are motivated to learn. The use of L1 makes it possible for teacher to manage the class more effectively. Through L1, students experience faster second language acquisition process. For this reason the use of L1 and L2 are both advantageble but it is necessary to know when to use them. L1 or L2 the entire class, students will get bored for If students dont understand at all or of exces use of L1.

f. Avoid language barriers

“Facilitator should avoid things that are too difficult for the learners because students might become bored, lose interest for learning or finally they can hate the subject. For this reason teacher should apply: methodological variation, reflexive examinations and meaningful activities.” (Torres, 2010, p. 128) and student centred and interest contents should be treated in classes. Furthermore error correction are part of language barrier, teacher should not correct all the mistakes to written or speaking tasks of students instead he/she should giving positive feedback should not be mistaken for correcting mistakes without giving explanations. Some teachers correct students' mistakes without really explaining the reason for doing so. It is very important for teachers to point out the good aspects of a student's work and to provide a clear explanation of his or her mistakes. Students value the teacher's ideas when they feel that their good work is appreciated, and this encourages them to start evaluating themselves for further studies. WikiHow (2015). Teacher to avoid language barriers should bear in mind this aspect according to Ferrer (2005).

- a. Use simple words; avoid jargon and acronyms.
- b. Limit/avoid technical language.
- c. Speak slowly (don't shout).
- d. Articulate words completely.
- e. Repeat important information.
- f. Provide educational material
- g. Use pictures, demonstrations, video or audiotapes to increase understanding.
- h. Give information in small chunks and verify comprehension before going on.

g. Reward learners' performance

Everyone likes the feeling of accomplishment and recognition rewards for learners' effort produce good feeling that is why teacher should reward with. Here are some important tip for rewarding students' performance according to Brophy (1998)

- a. Offer rewards as incentives. It is intrinsically motivating for the student (such as reading, participating in volunteer, etc.)
- b. Rewards can act as motivators only for those students who believe that they have a chance to earn the rewards if they put forth reasonable effort.
- c. Rewards are only effective when students value the reward.
- d. Rewards are most effective when they are delivered in ways that provide students with informative feedback about their performance.

Praise for successes is a far stronger motivation than criticism. The rewards apparently provide students with an incentive and motivate to take tasks more seriously. Teacher can reward students' work or performance with these: sweets, grades, claps and with encouraging words

h. Provide care about students

Students respond with interest a motivation to teachers who appear to be human and caring so that they can treat them as friends and as an authority. Your body language and tone of voice makes up the majority of your overall communication, so include it in your changes. Show that you have independent, total confidence in each student's individual, potential for progress. Though you treat them as individuals according to academic needs and skills, each one needs to feel the warm glow of inspiring confidence that you will show for her or him. (WikiHow, 2015)

Zakrzewski (2012) emphasizes that teachers that provide care about students have these aspects: Get to know his/her students and the lives they live, it is especially important for students that are from a different cultural or socio economic background. The next is to listen actively to students. A teacher who actively listens to students is listening for the meaning behind what students are saying, then checks in with them to make sure they have understood properly. This helps students' dignity and trusting relationship between teachers and students. The next one is to ask students for feedback by considering their feedback, you are showing students that you value their opinions and experiences.

Finally reflect on your own experience with care. Oftentimes, we unconsciously care for others the way we have been cared for better or worse. Moreover taking care about students are fundamental to familiarize in a classroom, students need it since if teachers take care of them, they feel confidence and motivated.

i. Enhance students' participation

According to Torres (2010) one of the major keys of motivation is to have students involved in their own learning maintaining them assisting the teacher working with other, getting physically involved in the lesson. They should be responsible for producing rather than just sitting passively. Students love to be needed. Teachers should apply leisure activities. According to TESOL (2008) article students learn by doing, making, writing, designing, creating, and solving. Passivity decreases students' motivation and curiosity. Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. Small-group activities and pair work boost students' self-confidence and are excellent sources of motivation. Group work can give quiet students a chance to express their ideas and feelings on a topic because they find it easier to speak to groups of three or four than to an entire class. Once students have spoken in small groups, they usually become less reluctant to speak to the class as a whole. Group activities allow students not only to express their ideas but also to work cooperatively, which increases class cohesion and thus motivation.

To increase participation is an obvious goal in courses that include frequent discussions and small-group work. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. Teachers can improve student participation in his/ her call by devoting time and thought to shaping the environment and planning each class session. Furthermore, the way in which teacher interacts, both verbally and non-verbally, communicates to students the attitude about participation. (Louis, St., 2013). Through active participation in the class students feel engaged and motivated to learn.

j. Show enthusiasm and energy

“Teachers should be enthusiastic and energetic. If teachers become bored or apathetic, students will too in learning. Typically, a teacher’s enthusiasm comes from confidence, excitement and true knowledge about the content and genuine pleasure in teaching” (Torres, 2010, p. 129). Begin each class by greeting the class full of students with smiles, and while standing at your door at the beginning of class, extend a personal welcome, with eye contact, smile with your eyes, also. Embed more positive words in everything that you write and talk about.

“In an enthusiastic classroom environment there are knowledgeable teachers who design a classroom setting for a specific group of children. An enthusiastic classroom environment is authentic because it is based on activities planned with the children’s interests in mind.” (Evans, 1968).

Teacher enthusiasm is generally recognized as one of the most essential and desirable qualities and characteristics of effective teachers. Enthusiasm is used in instruction to connote a motivating, energetic, passionate, and dynamic teaching style. An enthusiastic teacher often spices the class with excitement, enjoyment, and anticipation; engages students to participate; and stimulates them to explore. Thus, teacher enthusiasm sparks the curiosity of students and jumpstarts their motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, positive attitudes toward teachers, better student performance, and improved classroom behavior. (Zhang, 2014). It is important teachers’ attitude in language teaching classroom since they should have positive behaviour to warm the classroom atmosphere and if the teachers is motivated to teach, students will be too for learning.

k. Get feedback students’ expectations

“Teacher should prepare feedback activities where the teacher can analyze the students’ expectation and improve or change his/her teaching process” (Torres, 2010, p.128). A sense of accomplishment is a great factor in motivating students. Be sure to give positive feedback and reinforcement. Doing so can increase students' satisfaction

and encourage positive self-evaluation. A student who feels a sense of accomplishment will be better able to direct his or her own studies and learning outcomes. Positive as well as negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. (TESOL, 2008)

According to TESSOL articles (2008) language learners can achieve success by setting their own goals and by directing their studies toward their own expectations. Students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increased motivation, which in turn leads to a higher level of language competence. We as teachers should encourage students to have specific short-term goals such as communicating with English speakers or reading books in English. No matter what these goals are, we should help students set and pursue them.

2.2.4. MOTIVATIONAL STRATEGIES TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE

“Motivational strategies in teaching speaking are applied in teaching methods, so that teacher can obtain the real picture of students’ competencies as well as motivate students to study. “Students often think that the ability to speak a language is the product of learning, but speaking is also a crucial part of the language learning process” (NCRLC, 2004) There are several kind of strategies to improve the speaking skill, but not all of those are appropriate or available to apply in a certain class. To motivate students in EFL contexts, teachers should include many motivated activities and strategies that attract students’ attention and make them interested in the lesson. Activities need to be student centered and communication should be authentic. This means that students are speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to outlines some points.

The teacher should consider in the activities: a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of activities. A superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom. English teachers must encourage students to use language for social interaction in the classroom. Advocates that students get enough opportunities to practice the language. This helps them to acquire the language in more natural contexts through interaction, students can build their own conversations and create meaning that they understand, and that supports and helps them. (Lightbown & Spada, 2009).

The goal of learning a language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. (Balish, 2011)

2.2.4.1. Leisure activities as motivational strategy

Leisure activities are the ones that are taking the game from the educational point of view in a routine place and way, it implies that this is used in many cases to manipulate and control children within school environments in which learning through play; thus violating the essence and characteristics of play as a cultural experience and as linked to life experience. From this point of view the game in the free-daily space is very different to the game within a regulated and institutionalized as school space. The fun is a dimension of human development that promotes psychosocial development, acquisition of knowledge, the formation of personality, it contains a range of activities where pleasure, enjoyment, creative activity and knowledge is crossed. (Ortiz, 2004)

The fun is rather a condition of being predisposed towards life, facing everyday. It is a way of being in life and relate to it in those everyday spaces that occurs enjoy, accompanied by bloating producing activities symbolic and imaginary play. The joke, humor, art and other series of activities (sex, dancing, love, affection), which occurs when interacting with others, no more reward than the gratitude that such events occur (Romero, 2009). The leisure is a way of living everyday life, it is to feel pleasure and value what happens perceiving it as an act of physical, spiritual or mental satisfaction. The leisure activity fosters the development of skills, relationships and sense of humor in people. It is a pedagogical playful procedure itself. The playful methodology exists before knowing that the teacher is going to promote and create playful spaces, so leisure time causes interactions and playful situations. (Escorihuela, 2009)

Playfulness is not limited to age, both in recreational and educational sense. The important thing is to adapt to the needs, interests and purposes of education. In that sense the initial teacher education must develop recreational activity as pedagogical strategies successfully responding to the formation of the boy and the girl. Escorihuela (2009) emphasize about the purpose of leisure activity. “While I made a joke about leisure activities only taking up time between work, this isn't exactly true. And if you didn't laugh at my joke, that's okay, too” Escorihuela (2009). Escorihuela (2009) explains leisure activities have numerous health benefits.

Specific ones will be discussed in a little bit, but in general, all leisure activities: Reduce overall stress, provide a sense of purpose in and of itself, provide different experiences and Increase the sense of empowerment and self-value.

Games and fun activities are a vital part of teaching English as a foreign language. Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more. Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. (Lander, 2013)

Benefits of Leisure Activities

According to Linkedsenior (2012) web site leisure activities are truly important. Not only are fun, but they can refresh the mind and body; assist one in staying healthy, active and happy. It is a proven fact that spending time doing the things that we enjoy can help delay signs of aging and the pleasure in participating can lead to positive feelings that can help fight against some illnesses. Leisure activities can be beneficial in a variety of ways. Take a look at some of these beneficial factors and examples leisure activities based upon the benefits you would like to reap.

Improve Flexibility: Moving can assist in stretching muscles and in turn improve flexibility. Try doing some active hobbies such as these to get moving. Examples: Games, walking, stretching, swimming, painting, or dancing.

Improve Memory: Many activities will challenge your mental abilities and enhance your problem solving skills. Most hobbies also offer mental stimulation in reference to completing the task. Examples: Word searches, Crossword Puzzles, Brain games, Soduko, or Card games.

Reduce stress: Teachers pursue leisure activities because students enjoy them, and many things that we enjoy doing help relieve stress in our lives. Some of these ideas may also help create a calm atmosphere to reduce stress. Examples: Cooking or baking, gardening, taking a walk, singing, reading, or playing a musical instrument.

Some Leisure activities

There are some outdoor activities setted according to the blog Busy Teacher (2015):

Groups and Clubs. Often, the less-structured environment of extracurricular activities such as clubs and sports teams is a great arena in which to motivate ESL students to use the language. The low-pressure environment lets youngsters practice communicating in English in a hands-on, interactive way. They don't have to worry about being graded or tested and their motivation levels may be higher because they are engaged in an activity they enjoy. In interacting with English-speaking peers.

Inspired By Nature. You can use a little outdoor time to inspire your students to research. It's easy with this simple, and free, app. Try downloading Leafsnap for your students. This allows you to take a picture of a leaf and then tells you what type of plant it came from. Have students gather as many different types of leaves as they can, and then return to your classroom or library to find out more information on each of the plants. Use that information for group presentations or individual research reports. If you don't feel like collecting leaves, send students outside with book in hand. Bring a nature guide or nature articles outside, and let students read and be inspired, looking for items mentioned in the guide. Or look for birds depicted in a birding book for your region. When you return to the classroom, have students share about their experiences and you get a speaking activity in your school day, too.

Expend Energy. Sometimes even the most attentive students need to burn off some energy, and you can do that outside while still focusing on language learning. Bring a jump rope out and let students jump to popular chants. It's a good chance for you to talk about rhythm, syllables, and rhyme. If you like, share some of the rhymes with your students before you go outside, and then let them practice chanting in rhythm and using good pronunciation as they skip.

Talk Amongst Yourselves. Just about any discussion activity can be done outside under the open sky. Give students discussion questions or have them bring their group activities outside. Your students will find lots of space to get away from their classmates, and will have just as much to talk about when they are outside as when they are inside. If you are looking for a specific topic to bring outdoors, why not talk about being environmentally conscious? Challenge your students to find evidence of your school acting in earth friendly ways. At the same time, have them list any ways they think your school could be more environmentally conscious, and use those ideas to write letters of recommendation to the school board. In fact, these activities are extraordinary for them engage or push students to involve in a learning the English language and also motivation appears, so it a creative way of teaching.

2.2.4.2. Audio and visual material as motivational strategy

Technology influence greatly as an important tool in the learning process in EFL classes. “Science has contributed a lot in the field of technology which has made our life easier and comfortable. In every sphere of life, the dramatic revolution of technologies has been influential. The field of education and training is not out of this. Now-a-days, teachers are using different technologies in their classes to make it different and effective from the traditional ones” (Manun, 2014). As Manun comment the use of authentic materials is highly emphasized. Teachers are encouraged to use different audio-visual aids in an English classroom. As the materials are mostly authentic, there are wide ranges of use of the songs and videos in the class. Through using videos and songs the class is going to be interesting and authentic. Usually, the class activities are based on the activities that are related to real communication (2014). Although, the use of audio-visual aids in language teaching has become a common trend of the ELT practioner, as Manun quoted Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (p.88). In their study, they explored how the use of audio visual aids helps the language teacher in EFL classroom. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective (pp.89-90).

a. Videos

Videos are very helpfully for teaching English because they show students how people behave in the culture whose language they are learning they are learning by bringing into the classroom a wide range of communication situations. They provide a ready-made context for the presentation of the new vocabulary, structure and functions as well as a stimulus for speaking, getting students to use the English they have learned and talking about it.

Videos will help comprehension because of the visuals students are exposed to, the speakers can be seen, so that their movements, gestures and responses give clues to make the meaning clear. They also illustrate a relationship in a way that this is not possible with words not only. The success of using a video depends on methods and techniques and on the kind of activities the teacher offers to the class. We have to choose materials according to level and interest of our students so they feel engaged in it. (Torres, 2010, p.109). According to Torres the benefits of using video in ELT classroom are:

- Motivate students to learn a new language
- Authentic cultural information
- Real language presentation
- Creative approach to teaching
- Development of abilities, speaking and listening
- Activates emotional states and arouses emotion
- Affects vocabulary usage, vocabulary acquisition
- Initiates interest in a topic
- Increases self-esteem
- Increase content transfer
- Provides content variety

How to use video

In Central English (2013) emphasize, videos can be used in many ways other than just one student at a computer. They should also be used as a “shared experience” and in class teaching aide. Teachers should play video in the classroom and share it, as you would a book or any print item. Don't be afraid to pause, rewind, fast forward the video. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom material for learning.

Generally video activities are divided into 3 main types or stages that activities can given in different stage that are; pre-viewing, while-viewing and post-viewing.

1. *Pre-viewing*: Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.

2. *While viewing*: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video while watching it.

3. *Post Viewing*: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, roleplay or complete exercises during this stage. (p. 3-4)

EFL classroom (2015), establishes some tips and techniques for using video in ELT class. *Keep the Video Short* (2-4 minutes) - Attention spans are limited when watching visual content. Chunk up and divide up videos with focused activities to develop with the video into the class. *Watch the whole video first*- Students need to “have a try” first and watch to get the big picture. This provides students with the chance to deal with the ambiguity in learning the new language. Give students one simple task while watching the whole video to keep them focused all time. *Always preview the video*- Be sure to watch the whole video yourself before using the video in the class. You never know what content might be inappropriate or hurtful to your students. It is important for the teacher, know your students best. Best to be safe! So choose appropriate video. *Make it available outside the classroom*- Provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence to learn the language. *Use videos your students want*- This may seem obvious but many teachers forget to survey their students and show video content they definitely know their students will be into. It is important.

However, use your best judgement and find a balance between videos that highly motivate and those that are strongly educational. Many times you can do both!

Activities using videos

Describing a scene. There are video cams and CCTV everywhere nowadays. Students will get so motivated watching something real and trying to talk about the scene, the action. Lots of great cams for this activity.

Backdoor. Great for getting students to speak and use language. In pairs, one student views and describes to the other student who has their back to the screen. Alternate every few minutes and circulate to give help with vocabulary (or just write it on the board as needed, students will see you and use to describe the action.

What will happen next? Prediction is a strong language teaching technique that is perfect with video. Play the video and then stop part way and ask students to predict what will happen next. Works great with commercials.

Dialog role playing. Play the video first. Replay, stopping after each line and having students in that role, repeating the lines. Then replay without the sound on and have student re-enact the dialog. Works great!

Interviewing. Video brings all kinds of interesting people into your classroom. After watching interviews, students can voice over the interview with the video's sound off. Or if you are ambitious, skype people into your classroom and your students can interview them! "Real" practice!

b. Songs

“Songs can be incorporated into the English classroom in many different ways. Many classes in EFL are topic-based, and it can be easy to use song to introduce a topic, e.g. Christmas, love, war, countries, etc. Songs can also be used to affect the mood of the class.” (Torres, 2010, p.109) Also Torres emphasize two important tips about using songs.

1. Songs can serve as an interactive for speaking English in class because they are marked by the richness of content, potential metaphors, and symbols which with emotionally reflect the world we live in.
2. Songs can motivate a positive emotional approach to language learning because they can inspire students the attitude towards what he/she has heard.

It can be played as background music when students are doing book work or other related exercises. Background music is known to help improve memory. Songs can be used in games to liven up the class and signify when a round starts and ends. Please check our games section for games that can be played with music. Song gap-fills are a great way to introduce vocabulary and grammar points, and it makes the students more interested in the topic. It's easy to find songs that use certain vocabulary or grammar tenses. When you do a gap-fill, you can make it into a game by splitting the class into teams and numbering each missing word. After listening to the song a few times, you can award points for each correct word and spelling. Songs can have a lot of slang expressions and idioms, so students can learn a lot of new language and expressions by listening to the songs. You can go through the meanings in class. (Teaching this.com, 2015)

Rhalmi (2009) Point out ten reasons of using songs.

- Songs contain authentic, natural language.
- They are a goldmine for a wide variety of vocabulary items.
- Songs activities are easy to prepare.
- Songs can be selected to suit the needs and interests of the Ss.
- Cultural aspects can be introduced through songs.
- Grammar can be illustrated by the songs.
- Activities using songs are time manageable activities.
- They are a source for pronunciation practice.
- Songs relate the classroom to the world around us.
- Songs are fun. They create a lively atmosphere.

Activities using songs

EFL classroom (2015) set some helpful techniques to teach English, specially activities that can improve speaking skill. Activities using songs should be student centred ones for they can spark interest in students to learn a new language moreover to improvement of the listening and oral skills. There are some activities with innovative techniques that would motivate and help to speak the foreign language because specially teenagers love songs.

Gap Fill- Most people simply delete random words and then let the students fill them in. This can help students practice listening in a fun way, but there are other ways of doing it. Focus on a particular word form, adjectives or past simple verbs, for example. You can then get students to collaborate and speculate what they think these words will be before listening and then listen to check. Students will think about the language a lot more.

Tense Review-Find a song with tenses you would like to review. It works best if you highlight the difference between two or three different types. Let the students listen to the song and then hand out the lyrics. Students then identify the different tenses. Coloured pens work well for this. They then listen again and explain to each other why each tense was used.

Pronunciation Awareness- Phonemes. After teaching two or three different phonemes students listen to a song and then mine the lyrics for that sound. This is good way to show the difference between spelling and sounds. As a fun activity, hand out cards with the particular sounds, play the song and students grab the sounds as they hear them in the song.

Pronunciation Awareness- Rhyming Words-This follows on from the last activity. Ask students to identify the phonemes on the last part of the rhyming words. These should be the same or nearly the same. Again, this will raise awareness about the difference between spelling and sounds. Students can then create their own rhyming words, verses and choruses.

Pronunciation Awareness- Rhythm and Sentences Stress-Most songs have a regular rhythm and often a regular sentence stress structure. After listening to the song, ask students to identify the stressed syllables. A good way to do this is to get students to mark this on the board and then turn off the projector. You can then drill just using the stressed words. Finally, gradually delete all the words until the students can say/sing the whole song without any help.

In fact, there is strong practical evidence supporting the use of music in the English language classroom; Songs provide a great opportunity for young learners to move like clapping, dancing singing and this way they stimulate their memory, which makes it possible for learners to hear chunks, slangs of language.

2.2.4.3. Role-play as motivational strategy

According to Courtney (1974) Role play refers to the assuming of a role for the particular value it may have to the participant, rather for the development of an art. Role playing is what the young child does in a dramatic play. As Freeman (1190) pointed out in that role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles (p. 137). Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity will fall flat on its face just as you expected it to (Ladousse, 1987, p. 12)

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary situations. Functional language for a multitude of scenarios can be activated and practised through role-play like at the restaurant, at the market, at the bus, etc. It is widely agreed that learning takes place when activities are engaging and memorable. Harmer (2004) advocates the use of role-play for the following reasons: It's fun and motivating, quieter students get the chance to express themselves in a more forthright way, the world of the classroom is broadened to include the outside world thus offering a much wider range of language opportunities.

There are many benefits of using role play. As Huang quoted Furness (1976) stated that a child can enjoy and profit from a role play experience "in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama" (p.19). As he emphasizes, role plays help students greatly in learning a new language in funny and motivated way. Moreover he detailed some reasons and about how advantageous are role plays, so he provided five reasons why teachers should use role plays as then detailed:

- A wide range of functions and structures can be brought into the classroom
- Role plays can be useful dress rehearsal for real life in a variety of situations.
- It helps to shy students with a mask. They can increase their self-esteem.
- Role play is fun to motivate students. Learners love them and so do teachers.
- They improve classroom camaraderie. Doing play brings the students closer.

a. Role plays based on dialogues

According to Torres, 2010 role plays are based on dialogues and situations as it is established below. Role plays can often be based on dialogue or text from a text book. Used in this way, role plays give students a chance to use the language they have practiced in a more creative way. When they are speaking a dialogue in a role play the teacher must make sure that they look at the person they are addressing and encourage them to use natural expressions and intonations, as well as gestures and not only reading a dialogue aloud.

Basic steps to follow are: Drill the dialogue; write prompts on the board and go through them; after practicing the dialogue, demonstrate it with two students in the front then ask students to improvise similar dialogues. The form of questions and answers can be slightly different from the original dialogue. They should think of new things, places, prizes, events; set a time limit; finally ask students to perform; after that ask students to respect each other/ listen to all performance.

b. Role plays based on Situations

The teacher will establish a situation from the beginning. The more familiar role or situation is, the easier will be. The situation is fixed, but the students are allowed to use any language they want as the conversation goes along e.g. a group of students imagine they are friends planning a holiday. They try to decide where to go and what to do: A careful preparation would be necessary when using situations which go beyond the textbook. Establish the situation; discuss why the speaker might say; write the prompts on the board; go through them one by one helping students to sentences or questions or each one to guide the role play; let students organize the conversation based on those prompts and practice it. Set a time limit; finally ask students to perform; after that ask students to respect each other (p. 106-107).

c. Procedure to develop a role play

Huang (2008) details the below steps for the role play activities in my classes, there are six major steps in the procedure.

Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level, needs and interests, teaching objectives and appropriateness for teaching

Select Situations and Create Dialogues

Then a situation to be role played should be selected. For every role plays situation, dialogues should be provided (by teaching materials or by teacher) or created by the students themselves.

Teach the Dialogues for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogues necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogues prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say, so it requires a lot help for teacher part.

Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

Have Students Modify the Situations and Dialogues

Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogues to create a variation of the original role play.

Evaluate and Check Students' Comprehension

Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogues. There are several ways to do student evaluations. Students can be given oral and listening tests relating to the role plays.

2.2.4.4. Storytelling as motivational strategy

Storytelling is one of the oldest forms of entertainment. It was the television and radio of long ago. Today the art of storytelling has been revitalized. In concerts, and in elementary and secondary classrooms to share their art form. Teaching children to tell stories to their classmates is one of the most effective ways to develop speaking skills in young children. To teach storytelling to children, it is not necessary to be a great storyteller yourself. It is helpful, however, if you can demonstrate to children some of the characteristics of an effective storyteller.

A good storyteller should do the following things:

- a. Select a story that he/she really enjoy and it is appropriate for the audience.
- b. Be thoroughly familiar with the story; memorize only key phrases.
- c. Be imaginative, include gestures and facial expressions to convey meaning.
- d. Speak with expression, feeling, and emotion.
- e. Look directly at the audience; gaze about, so everyone involve in the story.

(Huynh, 2015)

As Akhyak quoted Taylor (2000: 6) storytelling is a tale to one or more listener through voice and gesture in oral telling, we usually repeat things more redundancy, especially if the students are having difficult following. Furthermore Ellis (1991: 33) adds vocabulary in story are presented in vivid and clear context and illustration help to convey meaning. Both the context and amusing situation can make the vocabulary easy to remember. Beside that, according to Zaro and Saberri (1998: 2) storytelling is an activity which requires a certain level of interaction between storyteller and audience and between individual and listener.

Selecting Story

In selecting the story for the students in teaching learning process, as Akhyak quoted Burn and Broman (1975: 73) state:

- A simple well developed plot is centered in one main sequence of events so that a student can anticipate to some degree of the outcome of events with action predominant.
- Using repetition, rhyme, and catch phrases that the student memorizes new words quickly and easily.
- Using carefully chosen language, not using complicated words and using a large amount of direct conversation.
- Using one main character which the student can easily identify. Too many characters can be confusing

Even Akhyak quoted Ellis and Brewster criteria for selecting the story (1991: 12-13) as follow:

- Level: Is the level appropriate? Not too easy? Not too difficult?
- Pronunciation: Does the story contain any features such as intonation that the students will enjoy imitating and improving their pronunciation?
- Content/ Subject matter: Will the story interest the students? Is it relevant to their need? Is it amusing? Is it memorable?
- Visuals: Do the illustrations relate to the text and support the students' understanding? Are they attractive to the age of the students? Are they big enough for all the class to see?
- Encourage participation: Is there any natural repetition to encourage participation in the text and provide pattern practice, pronunciation practice, to recycle language items and develop memory skills?
- Motivating: Will the story motivate the students?
- Arouse curiosity: Will the story arouse their curiosity?
- Create positive attitudes: Will the children respond positively to the story and develop positive attitudes towards the target language, culture, and towards language learning?
- Language content: Is the language representative of what is spoken in the target culture? Does the story give any information about life in the target culture?

How to use stories?

The following activities are few examples of using stories in the EFL speaking classroom. At first, if the students are not confident in their speaking skills, it is recommended that the students should be given enough time to prepare. As the students build their confidence and the classroom language environment becomes more free and active, the teacher could gradually increase the difficulty and make the game more versatile. To motivate and encourage the students, points and prizes are granted to good tellers and groups each time. (Jianing, 2007)

Storytelling activities

Here are some activities according to Huynh (2015):

Talk boxes: Provide the group with three boxes containing index cards. The cards in the first box contain brief descriptions of characters. Those in the second box contain brief plot descriptions, and those in the third box contain descriptions of settings. Each child in the group chooses one card from each box. They should study their cards for a few minutes and then make up a story that incorporates the character, plot, and setting listed.

Story boxes: Teachers place a variety of objects into a box or large bag. Each child closes her or his eyes, reaches into the box or bag, and pulls out one object. After the children examine the object and think about it for a while, they should each make up a story that includes the object in some manner.

Wordless books: A wordless book tells a story through pictures alone. While turning the pages slowly, the “reader” adds the narration and dialogue to create a complete story with beginning, middle, and end. Once students see the wordless book strategy modeled by the teacher, they quickly pick up on it and begin telling stories themselves.

Serial stories: This storytelling activity is based on a game that many children are familiar with. One person, usually the teacher or designated group leader, begins a story. At any point, the person stops and the next person in the group continues the story. A variation on this activity utilizes a ball of yarn. When the first storyteller stops, he or she tosses the yarn to any other person in the group while still holding on to his or her section of yarn. The next person then continues the story. The ball of yarn is tossed back and forth, making a web design. Finally, one person tosses the ball of yarn back to the person who originally began the story; this is the signal that the story is about to end. The final storyteller concludes by say, “And that’s the end of this yarn.

Puppetry and Storytelling: Like storytelling, puppets and masks have traditionally been associated with oral dramatic presentations. Like so many oral activities, creating the proper environment is the essential ingredient to a successful puppetry experience. Begin by creating a simple puppet stage in one corner of your classroom. This could be as easy as draping an ordinary table with an old tablecloth or with colored butcher-block paper. You could also cut out the bottom of a large cardboard box, cover the box with colored paper, and make a simple cloth curtain to hang over the front. Once your puppet stage is in order, the students will naturally gravitate toward it. The next step is to gather some simple materials for creating easy-to-make puppets. Literally any scrap material can be used in the construction of puppets. Here are several kinds of puppets that students can make: sock puppets and finger puppets.

There are many ways to use stories in the oral English classroom. It is also advised to encourage the students to find more interesting stories and create different ways to use them. Besides, in the course of looking for, rewriting and completing stories, their reading, writing and imagination can be further developed; teamwork and friendship will become stronger by working in groups. So let stories be a member of your oral English class (Jianing, 2007)

2.2.5. LANGUAGE

Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Behaviourists often define language as a learned behaviour involving a stimulus and a response (Ormrod,1995). It is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Language as verbal behaviour, which is language that includes gestures and body movements as well as spoken word. (Pierce, & Eplin,1999) When we define language we have to be careful not to exclude symbols, gestures or motions. This is because if we exclude these from our definition, we will be denying the language of the deaf community.

All human languages share basic characteristics, some of which are organizational rules and infinite generativity. Infinite Generativity is the ability to produce an infinite number of sentences using a limited set of rules and words. (Santrock, & Mitterer, 2001)

2.2.5.1. English Language

The history of the English language started when three Germanic tribes (the Angles, the Saxons and the Jutes) invaded Britain during the 5th century. They crossed the North Sea from what today is Denmark and northern Germany. That time Britain inhabitants spoke Celtic language but they were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.

The tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English is too different English today. Nevertheless, about half of commonly used words in Modern English have Old English roots. Old English was spoken until around 1100. In 1066 William, the Duke of Normandy (part of modern France), invaded and conquered England and brought with them French words,

French became the Royal Court's language, and the ruling and business classes for that there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French but in 14th century English became dominant in Britain again, but with many French words added. This is called Middle English, also there was a distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. This, and the Renaissance of Classical learning, where new words and phrases entered. The invention of print also influence for it brought standardization to English. Spelling and grammar. Then In 1604 the first English dictionary was published. The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English adopted foreign words from many countries. Varieties of English from around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English. (English Club, 2015)

2.2.5.2. TEACHING ENGLISH AS FOREIGN LANGUAGE

Teaching English as a foreign language refers to teaching English to students whose first language is not English. TEFL (Teaching English as a Foreign) Language usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English. The narrow provincialism and religious barrier can be overcome through education only and if there is a single language to express ourselves freely everywhere that will be the one of the factors that would

contribute to our unity amongst diverse cultures. Globally also, it is because of our English education, we get first preference in foreign countries as opposed to our competitors from China, Japan. Trying to talk about the benefits that we as an individual and the country as a whole will enjoy if English is treated as the “Unofficial National Language” more strictly, so our national pride goes down in any way if we do that ...and in fact we have to remember that it’s mainly because of English education only that is why English must be dictated in all schools around the world as a mandatory subject. (NCCA, 1999).

2.2.5.2.1. SKILLS OF ENGLISH LANGUAGE

What is a Skill? It is An ability and capacity acquired through deliberate, systematic, and sustained effort and habit to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills). (Logman, 2011) When we learn a language, there are four skills that we need for complete communication. These skills are engaged to each other. When learning a new, it is necessary to bear in mind that all skills are acquired and developed together through constant practice. But when we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write, so it could be better if skills are acquired in same order in learning a new language. In fact, these are called the four "language skills": Listening, Speaking, Reading, and Writing.

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening, one of the means of language communication, is used most widely in people’s daily lives. In addition, teaching the learners a lot of listening activities is a good way of learning their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day’s work. Practice is important. (English Club, 2015)

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. (Jaimson, 2014)

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time. So learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits. They should read phrase by phrase. Do not blink eyes so often and shake head. Just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material. (Torres, 2010, p. 73)

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure.

Sentence is the base of an article. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. (English Club, 2015)

The four language skills are related to each other in two ways: the direction of communication (in or out) and the method of communication (spoken or written). Input is sometimes called "reception" and output is sometimes called production. Spoken is also known as oral.

The importance of language Skills

(OSSS, 2013) Define language is absolutely central to your learning: without it, you can not make sense or communicate your understanding of a subject. You will need to develop your language skills, and specifically, your academic English, in order to:

- Understand and make the most effective use of your study materials
- Develop the specialized language and vocabulary relevant to your subject
- Interpret assignment questions and select relevant and appropriate material
- Write well-structured and coherently presented assignments, without plagiarism
- Communicate your needs to your tutors
- Work productively with other students.

2.2.5.2.2. SPEAKING SKILL OF ENGLISH LANGUAGE

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal chords, tongue, teeth and lips. The speaking skill is as crucial as any other language skill. The four skills (reading, writing, speaking and listening) naturally appear together in every English class. Speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately.

In addition, states that learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other every day life. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language and vocabulary use in their real lives. By Using Creative and motivated strategies is an alternative to promote students' Speaking Skills. (Akhyak, Y. 2013)

Communicative activities are designed to improve the speaking skill. Conversation activities done at least once or twice a week are advantageous for it help them to improve their language also in this way they increased their vocabulary, activities like creating own dialogues, role plays, interview and games based on some topics give them a chance to improve the communicative skills. Such social interaction and an enjoyable approach helps the students to acquire the language more naturally.

(Asher, 1979) "Affective factors are the most important issues that may promote students' speaking. Affective factors include self-esteem, emotion, attitude, anxiety, and motivation." (Krashen, 2014). L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. These are the factors that affect students' speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once if the teacher gives the students in each session without realizing it. (Shumin, 2009) "Students often feel a great deal of anxiety around speaking." (Brophy, 2005) therefore teacher should apply motivational activities.

Why is speaking important?

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety.

As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competence is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people (Heera, 2013). Heera explains teachers should know some elements when planning speaking activities: In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or getting it or low structure (for example role plays, simulations) for using it. Questions to consider in relation to speaking include the following:

Is it necessary to review the language to be used in a task?

Will the learners work in pairs or small groups?

How will learners be monitored as they complete task?

How will teachers provide feedback to students?

2.2.5.3. The communicative Approach

What is communicative competence?

It is the progressive acquisition of the ability to use a language to achieve one's communicative purpose that involves the negotiation of meaning between meaning between two or more persons sharing the same symbolic system. It applies to both spoken and written language. Communicative competence is context specific based on the situation, the role of the participants and the appropriate choices of register and style. For example: The variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate, it is a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse. And communicative competence requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner. On the other hand *communication output* is produced in two ways: One way is structured output focuses on using a correct form, usually something specific that has been worked in class.

The other one is communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration. (Mora, 2013)

2.2.5.4. Tips to develop speaking activities

When developing activities, lessons or tasks around speaking, teachers should also be aware of the three areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities. When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes: Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocabulary, stress, intonation, rhythm, grammar and word order. Social/Cultural rules and norms: This area involves more the cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc. (Heera, 2013)

2.2.5.5. Speaking proficiency

According to Torres (2010) communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Linguistic competence- It is to be able to connect ideas using appropriate structure when speaking with accuracy and fluency. It includes the knowledge on how to use the grammar (morphology and syntax), vocabulary (meaning) and pronunciation (stress, intonation, and rhythm) of words and sentences. Moreover linguistic competence asks: What words do I use? How do I put them into phrases and sentences?. This is of speaking proficiency that a speaker should master to become a good speaker.

Sociolinguistic competence- It is to be able to use the appropriate language according to the context and situation. It is about how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

Discourse competence- It is the ability to manage how to interpret the larger context and how to construct longer stretches of language so that the parts make up with cohesion and coherence. So it is the ability to link between previous words and sentences with the later coming ones. For example: To know how to link grammar and vocabulary and how to organize the discourse the idea meaningfully. Furthermore discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

Strategic competence- It is the ability to control, recognize and repair communication breakdowns, a good speaker knows how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?. (p,70)

2.2.5.6. ACCURACY AND FLUENCY

Communicative competency is the correlation between fluency and accuracy and refers to the ability of a speaker to communicate effectively in the language; Ability is based on more than just grammatical knowledge and the concept is derived from the general desire of language learners to be able to communicate proficiently, not use the language exactly. Fluently means that the speaker is comfortable using the language and can be reasonably understood by other speakers of the language.

This does not necessarily mean that the speaker is free of errors in their communication, but that the errors they make do not obstruct the message. Accuracy refers to the correctness of the language being produced by the speaker. Just because a speaker focuses on accuracy does not mean they will be capable of producing effective communication. (Hasanah, 2011)

As a conclusion with a clearer definition of accuracy and fluency. When the teacher develops a lesson, the early portions of the lesson generally get devoted to acquisition of the target language. Students need to learn the new material and produce it accurately. As a result, activities tend to be narrowly defined. This allows students to explicitly focus on one aspect of the target language. And as students become comfortable with the one aspect, then additional points or information can be added. Students don't need to juggle too much information. (Cotter, 2015)

2.2.5.7. PRONUNCIATION

"Pronunciation" refers to the way in which we make the sound of words. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips, sometimes air also travels through our nose. Creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including: *Stress* - emphasis on certain syllables in a word or emphasis on certain words in a sentence. *Rhythm*-is the musicality of English—the ups and downs, Intonation the rise and fall of our voice. (English Club, 2015) Pronunciation is a big matter to teach speaking skill, but it should be treated appropriately.

Stres, Rhythm and Intonation

There are three basic ways that energy can be controlled when speaking a language.

Stress.-We change the direction, pressure, and volume of air in our vocal tracts to make letter and word sounds. Stress is the amount of energy or effort that we use to

make these changes. American English is a stress language. More stress, or more energy, is used to pronounce words that are more important in a sentence. *Rhythm.*- Have you ever tapped your foot when listening to music? You tap your foot to the rhythm or beat of the musical sounds. Sometimes the rhythm of the music is fast and sometimes it is slow. Spoken language also has rhythm. The rhythm of spoken words and sentences change as the amount of energy used to pronounce them changes. There is a very clear tendency in English to organize an utterance around stressed syllables according to a regular rhythm. This does not mean, of course, that you should speak English with a kind of precise mental metronome, but there is a very clear tendency towards this kind of rhythmical pattern. *Intonation.*- We change the pitch, or music, of our voice, to put emotion and meaning into our words and sentences. The intonation or pitch of our voice can go up or down or stay flat. Often, we change the intonation of our voice before (intonation goes up) and after (intonation goes down) we pronounce stressed words. More pronunciation energy is used when intonation is going up and less is used when intonation is going down. Intonation serves two basic types of function in English. It can serve to let your listener know whether or not you have finished your sentence, or whether, on the contrary, you intend to add to what you have just said, and, for example, whether you are making a statement or asking a question. It can also serve to convey information about your attitude. Are you trying to be friendly, or helpful, or are you being cold and hostile?. (AEASP, 2012)

2.2.5.8. PARALINGUISTICS

Paralinguistic are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words. Example: Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features Paralinguistic features of language are extremely important as they can change message completely. Tone and pitch of voice is commonly dealt with at all language levels, but a fuller consideration of paralinguistic is often left to very advanced courses. (BBC, 2015)

Body language

It is a kind of nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, such as facial expressions, body posture, gestures, eye movement, touch and the use of space. Body language exists in both animals and humans.

In a community, there are agreed-upon interpretations of particular behavior. Interpretations may vary from country to country, or culture to culture. On this note, there is controversy on whether body language is universal. Body language, a subset of nonverbal communication, complements verbal communication in social interaction. In fact some researchers conclude that nonverbal communication accounts for the majority of information transmitted during interpersonal interactions. It helps to establish the relationship between two people and regulates interaction, but can be ambiguous. Hence, it is crucial to accurately read body language to avoid misunderstanding in social interactions. Body language is a crucial element of effective public speaking. But mastering body language is not about learning a list of rules about where to put your arms and feet at which moment. Body language power comes from within and it starts with your attitude.

Winston Churchill (2002) said “Attitude is a little thing that makes a big difference.” It is no big surprise that how you carry yourself whilst public speaking makes a tremendous impact on your audience. The attitude impacts body language if the speaker starts with a negative attitude towards your speaking abilities and your whole being will show it by trying to hide (sometimes subtly, sometimes literally) from the audience. Even if you ‘put on a show’ your audience can often still tell subconsciously. If your attitude is more positive, your body will become more natural, open and confident. When we feel like that, we don’t need a list of rules, our body simply knows what to do. (Wikipedia, 2015)

2.3. DEFINITIONS OF TERMS

Accuracy: It refers to the correctness of the language being produced by the speaker. Just because a speaker focuses on accuracy does not mean they will be capable of producing effective communication.

Authentic materials: They are all materials designed by native speakers specially for native ones. These contain authentic language.

Body language: It is a kind of nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, such as facial expressions, body posture, gestures, eye movement, touch and the use of space. Body language exists in both animals and humans

Didactic process: Didactic refers to principles, phenomena, forms and laws of teaching with no subject in particular.

Fluency: It means that the speaker is comfortable using the language and can be reasonably understood by other speakers of the language.

Intonation: The way in which the level of the voice changes: rise and fall as we speak.

Language: Language can be defined as verbal, physical, biologically innate, and a basic form of communication.

Leisure activities: They are games in habitual place based on didactic point of view.

Linguistics: It is the scientific study of language. There are broadly three aspects to the study, which include language form, language meaning, and language in context.

Listenig: This ability develops in students hearing and listening can enhance dialogues, readings, songs, conversations, etc.

Motivation: It will play a persistently high level of effort toward organizational goals, conditioned by the effort's ability to satisfy an individual need.

Motivational strategies: Motivational strategies are a set of techniques or activities to arise motivation, interest in teaching and learning process.

Paralinguistic: Paralinguistic are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Example: Body language, gestures, facial expressions, tone and pitch of voice.

Pronunciation: It refers to the way in which we make the sound of words. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips.

Reading: The reading provides a better insight into the language in this case English, creating situations of doubt and consequently search finding new words and also improves writing and pronunciation.

Rhythm: It is the musicality of English—the ups and downs.

Role-play: Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation

Skill: Ability and willingness to do something. Usually it is not an innate skill, but is usually acquired.

Sociolinguistics: It is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society.

Speaking: It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speech: Faculty of talk, linguistic realization, as opposed to language as a system. Individual act of exercising the language produced by choosing certain signs, including language provides, by oral or written conduct.

Strategy: Set fixed decision or activities in a given context or background, coming from the organizational process and integrates mission to achieve some established goals.

Stress: It is the emphasis on certain syllables in a word or emphasis on certain words in a sentence.

Teaching-learning process: It involves a teacher sharing knowledge with students who assimilate the knowledge in order to learn and use it.

Writing: This ability is important because it allows the student to convey their ideas in an orderly and concrete way, through simple text or paragraphs.

2.4. SYSTEM OF HYPOTHESIS

“The use of motivational strategies will influence positively to encourage the speaking skill of English language in the students of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa “Los Tipines”, during the school year 2014-2015”

2.5. VARIABLES

2.5.1. INDEPENDENT:

Motivational Strategies.

2.5.2. DEPENDENT

The speaking skill of English language.

2.6. OPERATIONALIZATION OF VARIABLES

Table 1. Operationalization of variables

VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUE AND INSTRUMENT
INDEPENDENT VARIABLE Motivational Strategies.	Motivational strategies are a set of techniques or activities to arise motivation, interest in teaching and learning process.	Role-play Storytelling Videos & Songs Leisure activities	Interactive speaking Simulation of dialogues Creativity and Imaginativeness Speaking aptitude Authentic language practice Cooperation Active participation	Technique Survey Rating scale Instrument Questionnaire
DEPENDENT VARIABLE Speaking skill of English language.	Speaking is an interactive process to express orally and appropriately by producing sounds and using body language in a given meaningful context.	Accuracy Fluency	Spoken grammar Speaking smoothness	Technique Survey Rating scale Instrument Questionnaire

Source: Table of variables
 Elaborated by: Elsa

CHAPTER III

3. METHOD

The present work is based on the scientific method which is the set of logical procedures that research follows to find out the internal and external relations of the natural reality and social processes, offering certain and solid conclusions based on the inductive, deductive, analytic and synthetic methods.

- The Inductive Method will be used in order to observe small samples to get to general conclusions.
- The Deductive method will be used in order to study motivational strategies in global way to then move to detailed and careful study to select the appropriate strategies to strengthen the speaking skill of English.
- Analytic method will identify the methodology used by English teachers to get to know their basic principles.
- The synthetic method will join the facts and phenomena to reach a definite conclusion in the research on the influence of the application of motivational strategies to promote speaking skills in English language.

3.1. TYPE OF RESEARCH

Descriptive: Since it is possible to know the variable behavior knowing the behavior of the other too, and also because it determines how it is and how is the reality of today education.

Applied: The aim is to reach a solution to the higher incidence problems detected like: Strategies used by teachers and the speaking skills of English language.

Field research: This work will be conducted in “Unidad Educativa Intercultural Bilingüe “Los Tipines”

Cuantitative: The quantitative method will be used to gather, analyze and represent the data of the surveys.

3.2. POPULATION AND SAMPLE OF RESEARCH

The proposed research will take place at the “Unidad Educativa Intercultural Bilingüe Los Tipines”, in Chimborazo province, Guamote canton and Palmira parish, with the “A” parallels of 1st, 2nd and 3rd of General Bachelor Unified. Approximately ninety eight students and two responsible teachers of the subject, as shown in the following table.

3.2.1. POPULATION RESEARCH

Table 2. Statistical table

N°	DETAIL	STUDENTS
01	Students of “Primero de Bachillerato”	16
02	Students of “Segundo de Bachillerato”	31
03	Students of “Tercero de Bachillerato”	16
04	Responsible teachers of the subject	2
	TOTAL	65

3.2.2. SAMPLE

As the population is small, it will work with the whole universe, so it is not necessary to apply the formula.

3.3. TECHNICAL AND INSTRUMENT DATA COLLECTION

Once applied the relevant surveys, it shall proceed to apply descriptive statistics that allows to organize the data, tabulate and represent them in their respective tables of distribution frequency.

3.4. TECHNICAL PROCEDURE FOR ANALYSIS

Once the survey is done, it will be done the data processing, using the Excel software later to do the interpretation and analysis of data; that data will carry on to perform hypothesis testing and identify students' problems and difficulties about school performance, with the aim of structuring a proposal that focuses on the application of a number of strategies, activities and exercises that will guide to strengthening the subject and thus improve the speaking skill of English language.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS OF RESULTS

The results obtained through the surveys have been processed in manual way by applying the statistical tables and using descriptive statistics, then it will use a software package for design statistical graphics and calculations of the percentages respectively.

Each questions of the survey was analysed and interpreted in detail where the information was clasified and categorized to explain each result to the questions of the rearch, and then an explanation of the facts derived from the statistical data.

4.2. SURVEYS APPLIED TO STUDENTS

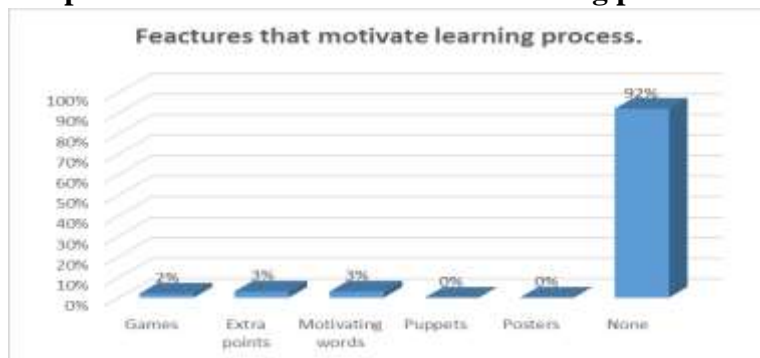
1. Generally, with which of these features does your teacher motivate you in learning English?

Table 3. Features that motivate learning process

OPTIONS	FREQUENCY	PERCENTAGE
GAMES	1	2%
EXTRA POINTS	2	3%
MOTIVATING WORDS	2	3%
PUPPETS	0	0%
POSTERS	0	0%
NONE	58	92%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 3. Features that motivate learning process



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 1; about features that teacher use to motivate students in learning English. According to the surveys students answered in this way: 2 % of them affirmed that the teacher apply games, whereas 3% expressed extra points, then the other 3% manifested encouraging words and finally 92% expressed that the teacher does not use none of these things to motivate learners in learning English. Analysing the table, it is concluded that teachers does not do any effort to motivate students in learning English, so the best thing is to realize about motivating the learning process.

2. In your opinion; what level of importance do the motivational activities (videos & songs, games, storytelling and role plays) have in learning English language?

Table 4. Importance of the motivational activities

OPTIONS	FREQUENCY	PORCENTAJE
TOO IMPORTANT	2	3%
VERY IMPORTANT	48	77%
IMPORTANT	6	10%
LITTLE IMPORTANT	4	6%
NO IMPORTANT	3	4%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 4. Importance of motivational strategies



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 2; about the level of importance of motivational activities. Analysing the results learners answered in this way: 3 % of students recognized that the motivational activities are too important, whereas 77% manifested motivational activities are very important, then 10% affirmed they are important and 6% expressed they are little important, finally 4% expressed they are no important in learning English language. As a conclusion, it is very important to apply motivational activities in English classes

3.-To which of the following option does your teacher give more priority for developing the role play as an interactive activity to improve the speaking skill of English?

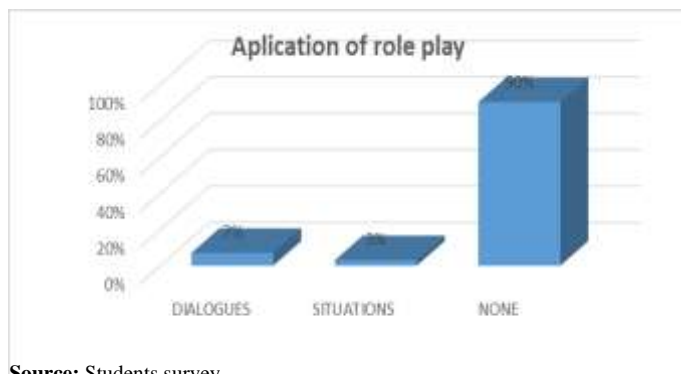
- Role play based on:
- Dialogue (Dialogues of the text)
- Situations (Students' real situation)

Table 5. Application of role play

OPTIONS	FREQUENCY	PERCENTAGE
DIALOGUES	4	7%
SITUATIONS	2	3%
NONE	57	90%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 5. Application of role play



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 3; about the application of role playe based on dialogue or situation. In the surveys students answered this way: 7 % of students recognized role plays that teacher applies are based on dialogues, whereas 3% recognized role plays are based on real situations, finally 90% manifested that the teacher does not apply none of these things.

In fact, role plays in English classes are not applied almost at all, that is why it is important to apply them significative and interactive way to get success in learning English.

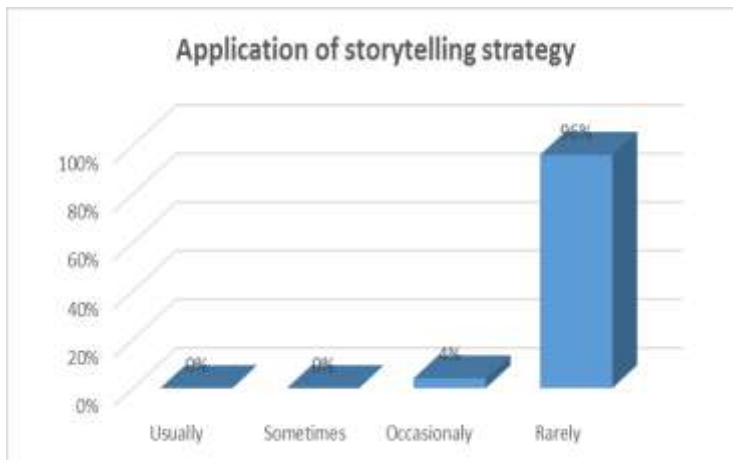
4. How often does your teacher apply the storytelling strategy to strengthen creativity and aptitude to speak English?

Table 6. Application of storytelling strategy

OPTIONS	FREQUENCY	PERCENTAGE
USUALLY	0	0%
SOMETIMES	0	0%
OCCASIONALY	3	4%
RARELY	60	96%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 6. Application of storytelling strategy



Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 4; about the application of storytelling. According to the surveys students answered this way: 4 % of students manifested storytelling strategy is applied occasionally, whereas 96% expressed rarely.

All in all, taking aware this result the storytelling strategy is not used constantly as a motivational activity, so it is necessary to apply it to strengthen motivation, creativity and aptitude to speak English.

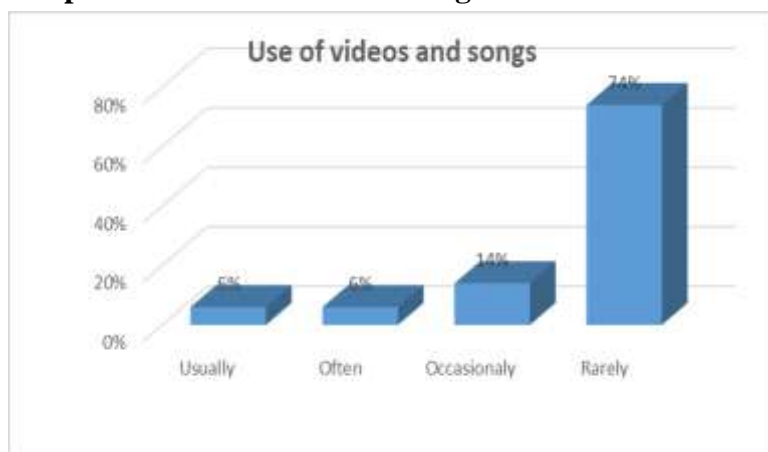
5.- How often does your teacher use the videos and songs to motivate students the authentic language practice?

Table 7. Use of videos and songs

OPTIONS	FREQUENCY	PERCENTAGE
Usually	4	6%
Often	4	6%
Occasionally	9	14%
Rarely	46	74%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 7. Use of videos and songs



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 5; about the application of videos and songs to improve the authentic language practice. According to the surveys students answered in this way: 6% of students manifested are videos and songs are used usually in English classes, whereas 6% expressed often, then 14% manifested occasionally, and 74% expressed rarely.

To conclude this, videos and songs are not used constantly in English clases. Using videos and songs could increase motivation and development of language skill in students.

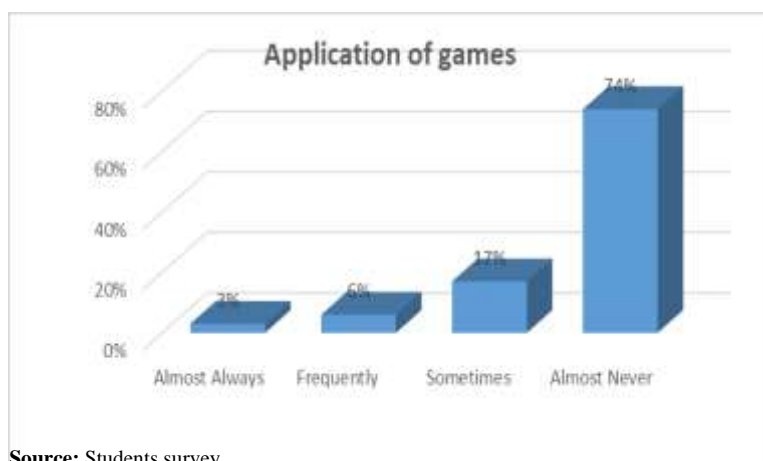
6.-How often does your English teacher apply games based on class topic to encourage cooperation and active participation?

Table 8. Application of games

OPTIONS	FREQUENCY	PERCENTAGE
ALMOST ALWAYS	2	3%
FREQUENTLY	4	6%
SOMETIMES	11	17%
ALMOST NEVER	46	74%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 8. Application of games



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 6; about the application of games based on the topic of the class. In the survey students answered in this way: 3% of students manifested teachers apply games almost always while 6% expressed frequently, another 17% manifested sometimes, the others 74% expressed almost never.

As a conclusion, in English classes games are applied almost never. It is indispensable to apply games in foreign language class for it help students and teachers to establish good relationship, good environment and they enhance cooperation and active participation.

7. - According to your opinión; in what percentage are the English classes focused to the development of the speaking skill?

Table 9. Development of speaking skill

OPTIONS	FREQUENCY
ONE HUNDRED PERCENT	0
SEVENTY FIVE PERCENT	2
FIFTY PERCENT	9
TWENTY FIVE PERCENT	21
TEN PERCENT	31
TOTAL	63

Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 7; about English classes focused on the development of speaking skill. According to the survey students answered in this way: Of the total of 63 of students, 2 of them expressed that around 75% of English classes are focused on the development of speaking skill, 9 of them manifested 50%, then 21 of them manifested 25%, and 31 of them affirmed 10% of classes are focused on English speaking skill improvement.

Finally, it is evident that English classes are focused on a low percentage to the development of speaking skill. So it is important to bear in mind to include a great amount of communicative activities that motivate active participation and spark willingness in students to speak.

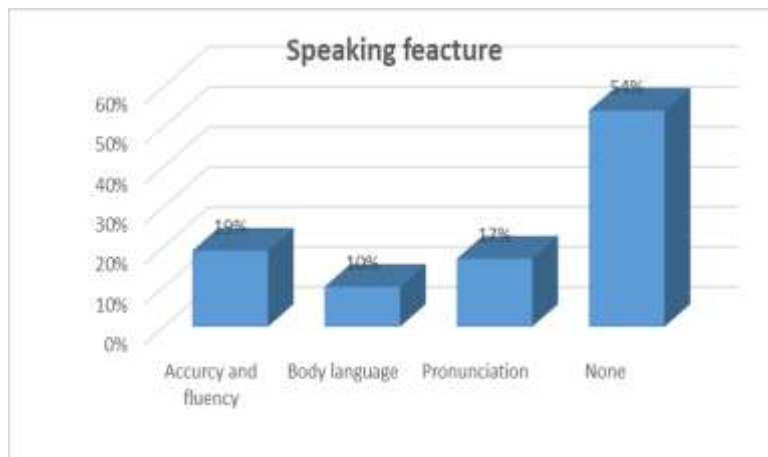
8. When you are using the language; which of the following aspects does your teacher give feedback with more emphasis?

Table 10. Speaking features

OPTIONS	FREQUENCY	PERCENTAGE
ACCURACY AND FLUENCY	12	19%
BODY LANGUAGE	6	10%
PRONUNCIATION	11	17%
NONE	34	54%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 9. Speaking features



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 8; about the speaking features that the teacher gives feedback with more emphasis. According to the survey students answered in this way: 19% of students expressed accuracy and fluency, another 10% manifested body language, and 17 expressed pronunciation, finally, 54% manifested none previous things.

In fact, it is evident that a great amount of students manifested that teachers do not give feedback the all aspect of speaking, so it is necessary to apply different activities to develop the speaking features.

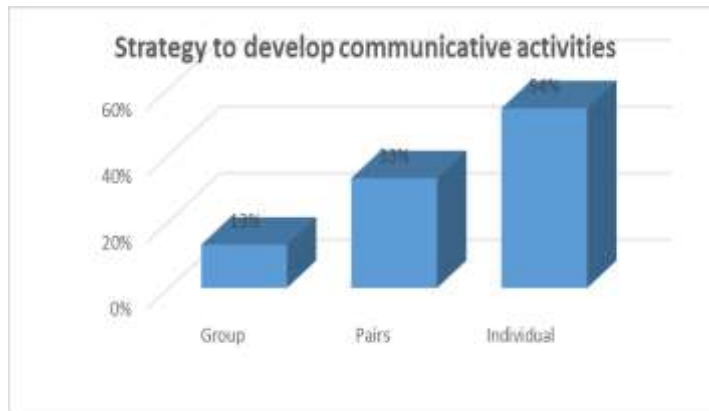
9. What strategy does your teacher apply frequently to develop communicative activities?

Table 11. Strategy to develop communicative activities

OPTIONS	FREQUENCY	PERCENTAGE
GROUP	8	13%
PAIRS	25	33%
INDIVIDUAL	30	54%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín

Graphic 10. Strategy to develop communicative activities



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 9; about the strategy used to develop communicative activities. According to the survey students answered in this way: 13% expressed that communicative activities are develop in group, another 33% expressed activities are developed in pair and 54% manifested frequently they work in individual way.

According to the result, In fact, communicative activities usually are developed in individual way, this way of working do not let student to be active in class while working in cooperative way students can partice actively and they can involve in learning positively.

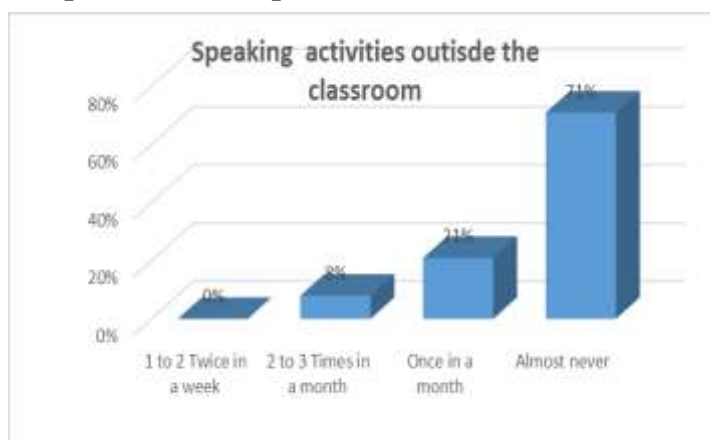
10. How often does your teacher develop speaking activities outside the classroom?

Table 12. Development of activities outside the classroom

OPTIONS	FREQUENCY	PERCENTAGE
1 to 2 TWICE IN A WEEK	0	0%
2 to 3 TIMES IN A MONTH	5	8%
ONCE IN A MONTH	13	21%
ALMOST NEVER	45	71%
TOTAL	63	100%

Source: Students survey
Elaborated by: Elsa Caín.

Graphic 11. Development of activities outside the classroom



Source: Students survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 10; About the development of the activities outside the classroom. According to the survey students answered in this way: 8% of students expressed 1 to 2 twice in a week activities are developed outside the classroom whereas 21% manifested once in a month, finally, 71% manifested almost never.

As a conclusion, activities outside the classroom are rarely developed. It is productive to apply activities outside frequently that convey to a significant language learning.

4.3. SURVEYS APPLIED TO TEACHERS

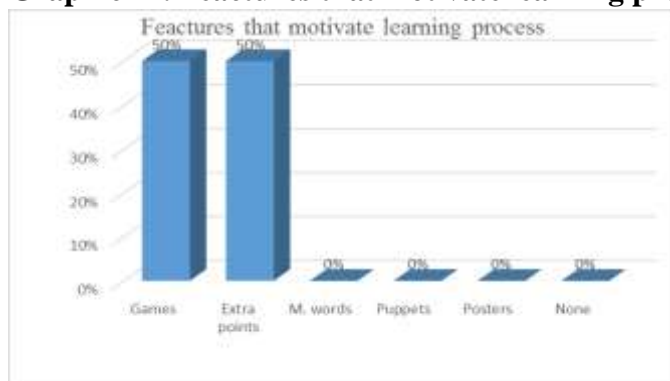
1. Generally, with which of these feactures do you motivate to your students in learning English?

Table 13. Feactures that motivate learning process

OPTIONS	FREQUENCY	PORCENTAJE
GAMES	1	50%
EXTRA POINTS	1	50%
MOTIVATING WORDS	0	0%
PUPPETS	0	0%
POSTERS	0	0%
NONE	0	0%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 12. Feactures that motivate learning process



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 1; about feactures that teachers use to motivate students in learning English. According to the survey teachers answered in this way: one teacher that means 50% manifested that he applies games to motitave learners in learning English whereas the other one that means 50% expressed extra points.

Analysing the table, it is concluded that teachers do not do any effort to motivate students in learning English, so the best thing is to realize about motivating the learning process.

2. In your opinion; what level of importance do the motivational strategies (videos & songs, games, storytelling and role plays) have in learning English language?

Table 14. Importance of the motivational strategies

OPTIONS	FREQUENCY	PORCENTAJE
TOO IMPORTANT	1	50%
VERY IMPORTANT	1	50%
IMPORTANT	0	0%
LITTLE IMPORTANT	0	0%
NO IMPORTANT	0	0%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 13. Importance of the motivational strategies



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 2; about the level of importance of motivational strategies. Analysing the results two teachers answered in this way: 1 of them that mean 50% recognized that the motivational strategies are too important whereas the other one that belongs to 50% manifested motivational activities are very important in learning English language. As a conclusion, it is very important to apply motivational activities in English classes to spark interest and willingness to learn a foreign language in the students.

3. For the application of the role play as an interactive activity to develop the speaking skill; generally, which of the following technique do you apply?

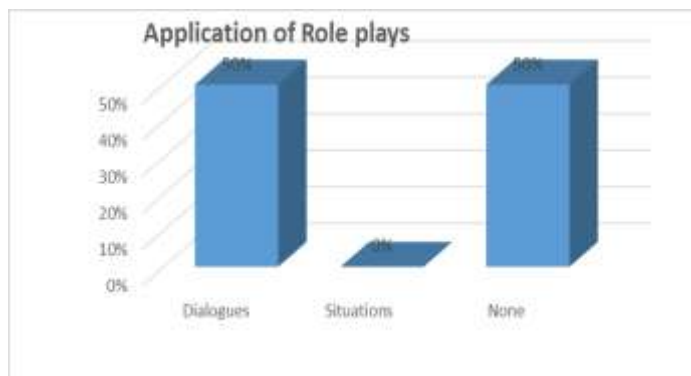
- Role play based on:
- Dialogue (Dialogues of the text)
- Situations (Students' real situation)

Table 15. Application of Role plays

OPTIONS	FREQUENCY	PORCENTAJE
DIALOGUES	1	50%
SITUATIONS	0	0%
NONE	1	50%
TOTAL	2	100%

Source: Teachers survey
 Elaborated by: Elsa Caín.

Graphic 14. Application of Role plays



Source: Teachers survey
 Elaborated by: Elsa Caín.

Analysis and interpretation

In the question number 3; about the application of role play based on dialogue or situation. In the surveys teachers answered this way: One teacher that belongs to 50% affirmed that he generally applies role play based on dialogues, whereas the other one that means 50% manifested he applies none of this options.

In fact, Role plays in English classes are not applied almost at all, that is why it is important to apply them significative and interactive way to get success in learning English.

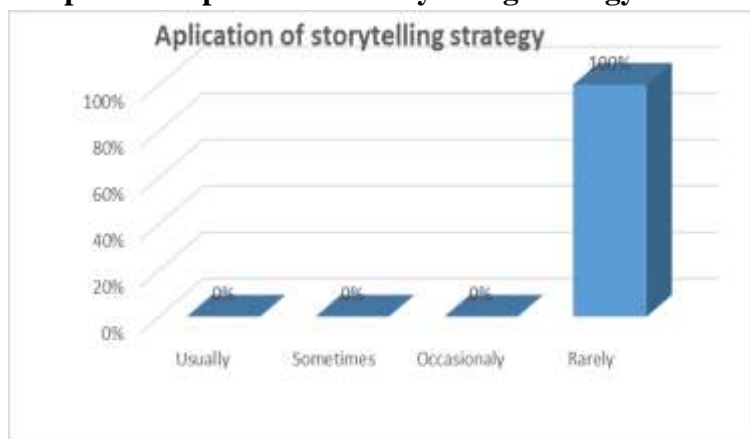
4. How often do you apply the storytelling strategy to strengthen creativity and aptitude to speak English in the students?

Table 16. Application of storytelling strategy

OPTIONS	FREQUENCY	PORCENTAJE
USUALLY	0	0%
SOMETIMES	0	0%
OCCASIONALLY	0	0%
RARELY	2	100%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 15. Application of storytelling strategy



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 4; about the application of storytelling. In the surveys the English teachers answered this way: both teachers that means 100% manifested the application of storytelling strategy is rarely in teaching learning process.

All in all, taking aware this result the storytelling strategy is not used constantly as a motivational activity, so it is necessary to apply it to strengthen motivation, creativity and aptitude to speak English and teenager loves activities like telling fun stories.

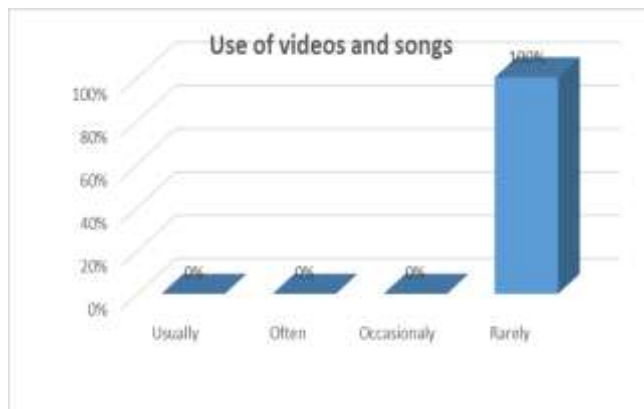
5.- How often do you use the videos and songs to motivate students the authentic language practice?

Table 17. Use of videos and songs

OPTIONS	FREQUENCY	PORCENTAJE
USUALLY	0	0%
OFTEN	0	0%
OCCASIONALLY	0	0%
RARELY	2	100%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 16. Use of videos and songs



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 5; about the application of videos and songs to improve the authentic language practice. According to the surveys both teachers that means 100% answered the use of English videos and songs is rarely.

To conclude this, videos and songs are not used constantly in English classes therefore my purpose is to use them to teach the target language that they could increase motivation to authentic language practice that it conveys to the development of language skill in students.

6.-How often do you apply leisure activities to encourage cooperation and active participation?

Table 18. Application of leisure activities

OPTIONS	FREQUENCY	PORCENTAJE
ALMOST ALWAYS	0	0%
FREQUENTLY	0	0%
SOMETIMES	2	100%
ALMOST NEVER	0	0%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 17. Application of leisure activities



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 6; about the application of games based on the topic of the class. In the survey both teachers that means 100% expressed they sometimes apply games in the foreign language classes that, so the use of game in language class is poor.

As a conclusion, in English classes games are applied almost never. It is indispensable to apply games in foreign language class for it help students and teachers to establish good relationship, good environment and they enhance cooperation and active participation in learning process moreover games improve self-esteem and reduce stress.

7.- According to your opinión; in what percentage are the English classes focused to the development of the speaking skill?

Table 19. Development of speaking skill

OPTIONS	FREQUENCY	PORCENTAJE
ONE HUNDRED PERCENT	0	100%
SEVENTY FIVE PERCENT	0	0%
FIFTY PERCENT	0	0%
TWENTY FIVE PERCENT	1	0%
TEN PERCENT	1	0%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 7; about English classes focused on the development of speaking skill. According to the survey one teacher answered around 25% of English classes are focused on the development of speaking skill whereas the other one manifested 10%.

Finally, it is evident that English classes are focused on a low percentage to the development of speaking skill. So it is important to bear in mind to include a great amount of communicative activities to encourage active participation, meaningful learning to spark willingness in students to speak a new language. The important thing here is to give students the opportunity to speak as much as possible.

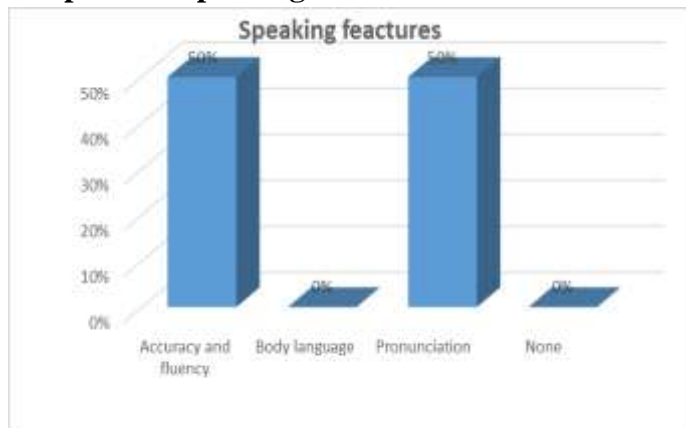
8. - When students are using the language; which of the following aspects do you give feedback with more emphasis?

Table 20. Speaking feactures

OPTIONS	FREQUENCY	PORCENTAJE
ACCURACY AND FLUENCY	1	50%
BODY LANGUAGE	0	0%
PRONUNCIATION	1	50%
NONE	0	0%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 18. Speaking feactures



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 8; about the speaking feactures that the teacher gives feedback with more emphasis. In the survey one teacherer that means 50% answered that he emphasizes accuracy and fluency and the other one that belongs to 50% expressed pronunciation whe students speak English.

As a conclusion, it is evident that teachers do not give feedback the all aspect of speaking, so it is necessary to apply different kind of actitivies where teacher can motitore all speaking feactures since students can develop the speaking skill.

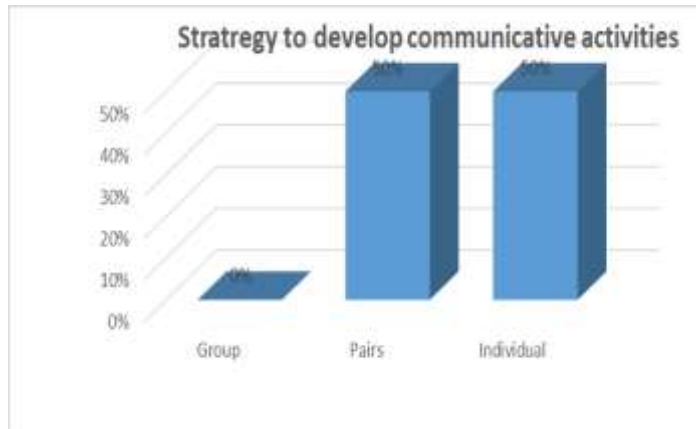
9.- What strategy do you apply frequently to develop communicative activities?

Table 21. Strategy to develop communicative activities

OPTIONS	FREQUENCY	PORCENTAJE
GROUP	0	0%
PAIRS	1	50%
INDIVIDUAL	1	50%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 19. Strategy to develop communicative activities



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 9; about the strategy used to develop communicative activities. According to the survey teacher answered in this way: One of them that means 50% expressed that communicative activities generally are develop in pairs whereas the other one that belongs to 50% manifested individual way of working.

All in all, generally communicative activities are usually developed in individual way, this way of working let student to be active but the best way could be the best therefore working in cooperative way students can partice more actively and they can involve in learning positively.

10.- How often do you develop speaking activities outside the classroom?

Table 22. Development of speaking activities outside the classroom

OPTIONS	FREQUENCY	PORCENTAJE
1 to 2 TWICE IN A WEEK	0	0%
2 to 3 TIMES IN A MONTH	0	0%
ONCE IN A MONTH	0	0%
ALMOST NEVER	2	100%
TOTAL	2	100%

Source: Teachers survey
Elaborated by: Elsa Caín

Graphic 20. Development of speaking activities outside the classroom



Source: Teachers survey
Elaborated by: Elsa Caín

Analysis and interpretation

In the question number 10; about the development of the activities outside the classroom. According to the survey teachers answered in this way: Both teacher that means 50% expressed that speaking activities outside the classroom are developed almost never.

As a conclusion, activities outside the classroom are rarely developed. For this reason the researcher proposes innovative activities to apply outside, that convey to a meaningful language learning.

4.4. HYPOTHESIS TESTING

“The use of motivational strategies to encourage the speaking skill of English language in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Intercultural Bilingüe Los “Tipines”, in Palmira, Guamote canton and Chimborazo province, during the school year 2014-2015”.

Independent variable: Motivational Strategies.

Dependent variable: Speaking skill of English language.

4.4.1. HYPOTHESIS STATEMENT

H₀ "The use of motivational strategies does not influence positively to encourage the speaking skill of English language in the students of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Los Tipines”, during the school year 2014-2015.

H₁ "The use of motivational strategies influence to encourage the speaking skill of English language in the students of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Los Tipines”, during the school year 2014-2015.

4.4.2. SELECTION OF SIGNIFICANCE LEVEL

For the hypothetical verification will use the level of $\alpha=0.05$

4.4.3. POPULATION DESCRIPTION

As the population is small, it is worked with all 63 students and 2 teachers.

4.4.4. SPECIFICATION OF STATISTICS

It is a table of contingency of 5 rows and 4 columns with the application of the

following statistical formula.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

4.4.5. SPECIFICATION OF ACCEPTANCE AND REJECTION AREA

It is proceed to determine the degrees of freedom considering that the table has 5 rows and 4 columns therefore will be.

$$df = (f-1).(c-1)$$

$$df = (5-1)x(4-1)$$

$$df = (4) (3) =$$

$$df=12$$

Therefore with 12 degrees of freedom and a level of 0.01 the table of $X^2_t=26,22$

Then; if $X^2_t \leq X^2_c$ it will accept the H_0 otherwise they will reject it.

$X^2_t=26,22$ So the table is drawn in this way.

CHI-SQUARE TABLE

Table 23. Chi-square table

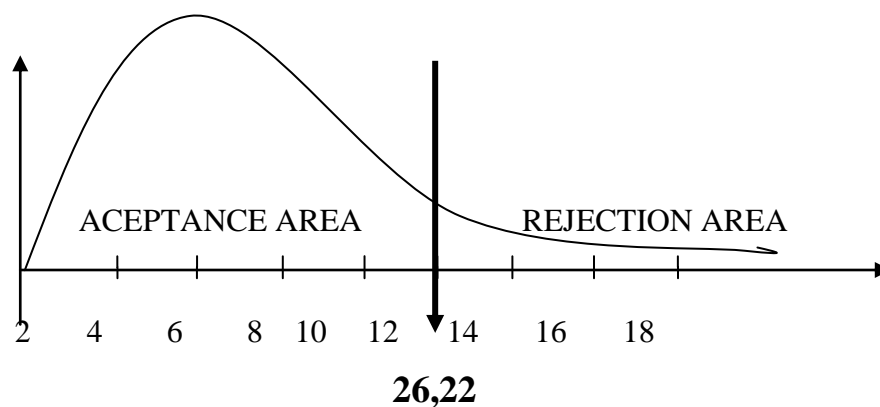
DF	P=0,05	P=0,05	P=0,001
1	3,84	6,64	10,83
2	5,99	9,21	13,82
3	7,82	11,35	16,27
4	9,49	13,28	18,47
5	11,07	15,09	20,52
6	12,59	16,81	22,46
7	14,07	18,48	24,32
8	15,51	20,09	26,13
9	16,92	21,67	27,88
10	18,31	23,21	29,59
11	19,68	24,73	31,26
12	21,03	26,22	32,91
13	22,36	27,69	34,53

Source: Engineering statistics handbook

Elaborated by: Elsa Caín

The graphic representation is:

Graphic 21. Acceptance and rejection area



Source: Students survey
Elaborated by: Elsa Caín

4.4.6. DATA COLLECTION AND STATISTICAL CALCULATIONS

OBSERVED FREQUENCIES TO STUDENTS

Table 24. Observed frequency

ALTERNATIVES	Option 1	Option 2	Option 3	Option 4	Subtotal
4.-How often does your teacher apply the storytelling strategy to strengthen creativity and aptitude to speak English?	0	0	3	60	63
5.-How often does your teacher use the videos and songs to motivate students the authentic language practice?	4	4	9	46	63
6.- How often does your English teacher apply games based on class topic to encourage cooperation and active participation?	2	4	11	46	63
8.-When you are using the language; Which of the following aspects does your teacher give feedback with more emphasis?	12	6	11	34	63
10.-How often does your teacher develop speaking activities outside the classroom?	0	5	13	45	63
SUBTOTAL	18	19	47	231	315

Source: Students survey
Elaborated by: Elsa Caín

EXPECTED FREQUENCIES TO STUDENTS

Table 25. Expected frequency

ALTERNATIVES	Option 1	Option 2	Option 3	Option 4	Subtotal
4.-How often does your teacher apply the storytelling strategy to strengthen creativity and aptitude to speak English?	3,6	3,8	9,4	46,2	63
5.-How often does your teacher use the videos and songs to motivate students the authentic language practice?	3,6	3,8	9,4	46,2	63
6.- How often does your English teacher apply games based on class topic to encourage cooperation and active participation?	3,6	3,8	9,4	46,2	63
8.-When you are using the language; Which of the following aspects does your teacher give feedback with more emphasis?	3,6	3,8	9,4	46,2	63
10.-How often does your teacher develop speaking activities outside the classroom?	3,6	3,8	9,4	46,2	63
SUBTOTAL	18	19	47	231	315

Source: Students survey
 Elaborated by: Elsa Caín

CHI-SQUARE TABLE OF STUDENTS

Table 26. Chi-square table of students

O	E	(O-E)	(O-E) ²	(O-E) ² /E
0	3,6	-3,6	12,96	3,60
0	3,8	-3,8	14,44	3,80
3	9,4	-6,4	40,96	4,36
60	46,2	13,8	190,44	4,12
4	3,6	0,4	0,16	0,04
4	3,8	0,2	0,04	0,01
9	9,4	-0,4	0,16	0,02
46	46,2	-0,2	0,04	0,00
2	3,6	-1,6	2,56	0,71
4	3,8	0,2	0,04	0,01
11	9,4	1,6	2,56	0,27
46	46,2	-0,2	0,04	0,00
12	3,6	8,4	70,56	19,60
6	3,8	2,2	4,84	1,27
11	9,4	1,6	2,56	0,27
34	46,2	-12,2	148,84	3,22
0	3,6	-3,6	12,96	3,60
5	3,8	1,2	1,44	0,38
13	9,4	3,6	12,96	1,38
45	46,2	-1,2	1,44	0,03
				46,69

Source: Students survey

Elaborated by: Elsa Caín

4.4.6.1. DECISION

With 12df with a level of alpha is 0.05, so $X^2_t = 26.22$. It is accepted the H_0 if the value to calculate is less than to it $X^2 = 26.26$ but according the students table, the chi-square value calculated is 46,69, it is outside of the acceptance area, then it is accepted the alternative hypothesis that is: "The use of motivational strategies influence to encourage the speaking skill of English language in the students of 1st, 2nd and 3rd of General Bachelor Unified in the "Unidad Educativa "Los Tipines", during the school year 2014-2015".

4.5. RATING SCALE OF STUDENTS

Rating Scale is used to evaluate the academic effects after the applications of motivational activities. It was developed in the last class of the applications of the strategies. It consisted of: To apply the motivational strategies (role-play, leisure activities, storytelling, and videos & songs) in a class, one by one, only one activity for each strategy. Then it was made an observation with a rubric to get the results.

OBSERBATION TO 1st BACHELOR STUDENTS

EVALUATION AFTER THE APPLICATION OF MOTIVATIONAL STRATEGIES

Table 27. Evaluation to 1st bachelor students

MOTIVATIONAL STRATEGIES-SPEAKING SKILL ITEMS						
N°	INDICATOR	EXPECTATION				
		Exellent 5	4	3	2	Poor 1
Students´self-steem						
1	Students are really motivated to develop speaking activiites.	X				
	Students performance the activities with great confidence and effort.		x			
2	There is cooperation and collaboration of the students in group activities.	x				
3	Students feel pleased after developing communicative activities.	x				
4	Students´ participation is active.	x				
Students´ performance						
5	There is interactive speaking in communicative activities		x			
6	Students deeply involve in the situation of the activity	x				
7	Studnts are creative in the use of sound, or body language.	x				
8	Students are able to control the eye contact and gestures while performing an activity.		x			
9	Students use appropriate volume: clearly and loundly	x				
10	Students are able to develop communicative activiites with an acceptable accuracy and fluency.		X			

Source: Students´ rating scale

Elaborated by: Elsa Caín

Analysing the table; the applycation of motivational strategies help students to encourage the learning a foreign language, in this case influence positively in the development of speaking skill for most of the students improve their speaking skill feactures through motivational activities applied.

OBSERBATION TO 2nd BACHELOR STUDENTS

Table 28. Evaluation to 2nd bachelor students

MOTIVATIONAL STRATEGIES ITEMS						
N°	INDICATOR	EXPECTATION				
		Exellent 5	4	3	2	Poor 1
Students´self-esteem						
1	Students are really motivated to develop speaking activiites.	x				
	Students performance the activities with great confidence and effort.	x				
2	There is cooperation and collaboration of the students in group activities.	x				
3	Students feel pleased after developing communicative activities.	x				
4	Students´ participation is active.	x				
Students´ performance						
5	There is interactive speaking in communicative activities		X			
6	Students deeply involve in the situation of the activity	x				
7	Studnts are creative in the use of sound, or body language.	x				
8	Students are able to control the eye contact and gestures while performing an activity.	x				
9	Students use appropriate volume: clearly and loudly	x				
10	Students are able to develop communicative activiites with an acceptable accuracy and fluency.	x				

Source: Students´ rating scale

Elaborated by: Elsa Caín

Analysing the table; the application of motivational strategies help students to encourage learning English language because it is evident motivational activities influence positively in the development of speaking skill since most of the students improve their speaking skill features and also activities spark interest to speak English in students.

OBSERBATION TO 3rd BACHELOR STUDENTS

Table 29. Evaluation to 3rd bachelor students

MOTIVATIONAL STRATEGIES ITEMS						
N°	INDICATOR	EXPECTATION				
		Exellent 5	4	3	2	Poor 1
Students´self-esteem						
1	Students are really motivated to develop speaking activiites.	X				
	Students performance the activities with great confidence and effort.	X				
2	There is cooperation and collaboration of the students in group activities.	X				
3	Students feel pleased after developing communicative activities.	X				
4	Students´ participation is active.	X				
Students´ performance						
5	There is interactive speaking in communicative activities	x				
6	Students deeply involve in the situation of the activity		x			
7	Studnts are creative in the use of sound, or body language.	x				
8	Students are able to control the eye contact and gestures while performing an activity.	x				
9	Students use appropriate volume: clearly and loundly		x			
10	Students are able to develop communicative activiites with an acceptable accuracy and fluency.	x				

Source: Students´ rating scale

Elaborated by: Elsa Caín

Analysing the table; through the application of motivational strategies encourage students to learn English language speacially encourage them to speak it. It is palpable since most of the students improve their speaking skill features and also activities spark them interest, willingness and motivation to learn a foreing language.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Motivational strategies used by teachers when teaching English to students of 1st, 2nd and 3rd of General Bachelor Unified of UEIB "Los Tipines" is low for what it constitutes weakness in learning.
- One of the main weaknesses in the institution is because there are not teachers who has been trained in English area therefore other subject teachers are intended to give English classes.
- Disinterest in learning and bad grades is given by teachers inappropriate didactic process to teach the subject, that is to say they do not use innovative resources and motivational activities.
- When there is not a combination of variety of methods and techniques like leisure activities, role play, storytelling, use of videos & songs learners are unmotivated and lose interest to learn.
- The scarce development of activities outside the classroom affects student interest.
- Low teacher training in the area influences negatively when teaching English.
- The lack of control in the lesson plans affects much since classes are improvised.

5.2. RECOMMENDATIONS

- Motivational strategies should be used as a basis to stimulate learning in student, so that this will lead to meaningful learning.
- The authorities should do arrangements to have English specialized teachers to achieve the learning outcomes positivey since professional in the area will always look for solutions to the problems.
- It is recommended to use storytelling, role play, games, videos and song to make the class interesting and enjoyable for students and even for teacher, so it is possibble to get a meaningful learning.
- Permanent training in the area is really helpful for teacher at least to have a broader idea about teaching a foreing language and that knowledge should be applied into the classroom.
- To develop activities and games outside the classroom to engage students in a positive learning for in this way they really connect in the learning processs in motivated way.
- The authorities should monitore continuously to ensure the performance of the teachers inm the English classes.

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ANNEXES

ALTERNATIVE PROPOSAL

MOTIVATIONAL ACTIVITIES

ROLE PLAYS

Objectives:

- To provide students the opportunity to communicate with a certain purpose.
- To promote students different expressions, attitudes and feelings.
- To help students to gain knowledge and skills from a variety of learning situations.
- To practice a mixture of rules and tenses of the language.

Materials:

- Dialogue script
- Board and marker

Note:

- Teachers always should do a clear demonstration
- Role play could be developed inside or outside the classroom.
- The use of extra innovative materials should be great.
- It is important to expand the knowledge by changing the fact of situation.
- Change the member of the group to develop the next activity.

Procedure

- Drill the dialogue;
- Write prompts on the board and go through them;
- After practicing the dialogue, demonstrate it with two students in the front
- Ask students to improvise similar dialogues.
- Set a time limit
- Monitor and help while students are preparing the dialogue.
- Finally ask students to perform.
- After that ask students to respect each other/ listen to all performance.
- Take note about students performance
- At the end of each presentation, give feedback where there was inefficient performance

DIALOGUE N° 1

Can you do me a favor?

STUDENT A: Hi.

STUDENT B: Hello. What's the matter?

STUDENT A: I don't have money for my snack.

Can you do me a favor?

STUDENT B: Ok, so tell me.

STUDENT A: Could you borrow me 1 dollar.

STUDENT B: Oh, I am sorry. I don't have enough.

STUDENT A: Ok, don't worry. I am gonna ask Mary.

STUDENT B: Yeah, She seems to have money.

STUDENT A: Mary, Could you borrow me 1 dollar for my snack.

STUDENT C: Sure, here you have.

STUDENT A: Thanks a lot, I will give you back tomorrow.

STUDENT C: No, I am gonna ask you when I need it.

STUDENT A: Oh, thanks, you are such a nice girl.



DIALOGUE N° 2

Waiting for a Doctor

MOTHER: Daughter, get up. You are going to be late.

DAUGHTER: I'm not feeling well, Mother.

MOTHER: What's the matter?

DAUGHTER: I have a terrible fever.

MOTHER: You should go to the healthy center.

DAUGHTER: I feel weak. Maybe you should call the Doctor.

MOTHER: Ok. I am going to try.

DAUGHTER: Try Mom, Try Mom, please.

MOTHER: Ok. Give me your phone.

Hello. Is there Doctor Gomes.

DOCTOR: Yes. I am. What's the matter?

MOTHER: My daughter has a terrible fever. Could you come to my home?.

DOCTOR: Yes. So give me your address.

MOTHER: Sure. It is just behind to Los Tipines school.

DOCTOR: Perfect, I am coming in this moment.



DIALOGUE N° 3

New classmates

STUDENT A: Oh excuse me!
STUDENT B: That's Ok.
STUDENT A: What course are you in?
STUDENT B: In 1rst Bachellor.
STUDENT A: Me too.
STUDENT B: We're all in 1rst Bachellor.
STUDENT A: Ok. I am------(name). Nice to meet you.
STUDENTS: Nice too meet you too. You're welcome.



STUDENT A: Thanks a lot.
STUDENT C: Where are you from?
STUDENT A: I am from------(place). And you?
STUDENT C: I am from------(place).
Our teacher has arrived. We 'll talk then.

DIALOGUE N° 4

Excuse me! That's my book

STUDENT A: There's ---- (name) and ---(name). Let's go say
hello.
STUDENT B: Ok.
STUDENT C: Excuse me! That's my book.
STUDENT B: No, it isn't. Look, here's my name.
STUDENT D: Student C ---(name)! Is this your book?
STUDENT C: Yes, it is.... I'm really sorry.
STUDENT A: That's ok.
STUDENT A: Mmmm, A crazy boy, any way. Let's have
something for snack.
STUDENT B: Ok.



DIALOGUE N° 5

Neighbour's dog

STUDENT A: Hi ----. You look worried. Why?

STUDENT B: I think I have killed our neighbour's dog.

STUDENT C: What happened?

STUDENT B: I ran over it with my bike.

STUDENT A: Why don't you apologize to him.

STUDENT B: To the dog? I told you, it is dead.

STUDENT C: Nooo, to your neighbour.

STUDENT B: Are you crazy? He will kill me.

STUDENT A: No. You should do it.

STUDENT B: Ok, Come on with me now.

STUDENT C: I'm sorry, but I have killed your dog.

NEIGHBOUR: What happened?

STUDENT B: I ran over your dog with my bike.

NEIGHBOUR: Never mind, it was an old dog.

STUDENT B: Thanks God. I was really afraid for that.

SONGS

SONG N° 1

Five wolves



Five little wolves have the wolf,
white and black – behind the broom.
She had five and five was rosen
and to all of them soup gave the Mom.

ACTIVITY N° 1: Miming the song.

Time: 10 minutes

Objective: To practice authentic language and vocabulary.

Development:

- Give students the lyric of the song, familiarize the song
- Make students to listen the song twice.
- Ask students to stand up and sing it with mims for three times.
- Make student to listen the song for the last time and make comment on it.

SONG N° 2



Round and round.

Round and round the garden
like a little cat.
One step, two step
Tickle under there!

Round and round the garden
Like a little dog.
One step, two step
Tickle under there!

Round and round the garden
Like a little rabbit.
One step, two step
Tickle under there!
Tickle under there!
Tickle under there!

ACTIVITY N° 2: Tickle under there.

Time: 8 Minutes

Objective: To practice the authentic language and vocabulary

Development:

- Give students the lyric of the song, familiarize the song
- Makes students listen the song twice.
- Ask students to work in pairs. A and B switching the role.
- First make a demonstration with a volunteer. Circle the student's palm with finger. In "Round and round the garden".
- Walk fingers slowly up arm, step by step. In the phrase "One step...two step..."
- Tickle suddenly student's arm. In the phrase "Tickle under there".
- Ask students to perform it while listening the song.

SONGS N° 3



Little chicks are squeaking

Little chicks are squeaking
pio, pio, pio
when they're really hungry,
they say pio, pio
mama hen is looking
for some corn and flour
to feed all her little chicks
so there won't be any mixed
under her big long fat wings
they sleep very comfortably
until a new day will be
little chicks will fall asleep
when they wake up in the morn
all they want is food and corn
there goes mama hen again
taking care and feeding them
under her big long fat wings
they sleep very comfortably
until a new day will be
little chicks will fall asleep

ACTIVITY N° 3: Discussing

Time: 10 Minutes

Objective: To practice the authentic language and vocabulary.

Development:

- Give students the lyric of the song, familiarize the song
- Makes students listen the song once.
- Make a big discussion about the songs by making questions and let them to make question to you. For example. What is this song about?
- Makes students listen for second time and make other questions like Do you like this song? Why?..How important is the Mama hen for little chicks?
- Makes students three time and make a general discussion by making some more questions such as How many chicks do you think that the mama hen have? And so on.

SONG N° 4

With my donkey of Savannah

With my donkey of Savannah, I ´m going to Belen.

With my donkey of Savannah, I ´m going to Belen.

If they see me, if they see me, I ´m going to Belen.

If they see me, if they see me, I ´m going to Belen.

Tuqui, tuqui, tuqui, tuqui,

Tuqui, tuqui, tuqui, tuqui, ta.

Hurry up my little donkey,

We are almost there.



Tuqui, tuqui, tuqui, tuqui,

Tuqui, tuqui, t

uqui, tuqui, ta.

Hurry up my little donkey,

We are going to see Jesus.

ACTIVITY N° 4: Singing in choro

Time: 30 Minutes

Objective: To practice the authentic language.

Development:

- Give students the lyric of the song, familiarize the song
- Makes students listen the song three times.
- Make groups of six students.
- Leave the classroom and ask students to separate each group to prearing for singinG in choro like in Christmas. Give a limit of time and monitore the task.
- Make a comment about the use of imagination and creativity while singing.
- Then, get into the classroom and ask the groups to perform it as best as they could.
- Make a comment about each group´s performance and prize with encouraging words to the students who do the best.

VIDEOS

VIDEO N°1: The Simpsons



ACTIVITY N° 1.

Dialog role playing.

Play the video first. Replay, stopping after each line and having students in that role, repeating the lines. Then replay without the sound on and have student re-enact the dialog. Works great!

VIDEO N°2: Mr. Bean's animated cartoon.



ACTIVITY N° 2.

Silent viewing activity.

To play the video segment without sound and use silent viewing as a way of arousing students' interest and stimulation. Make student to observe the behavior of the character' relationship to each other. After it, ask students about a general idea about the video. Then replaying the video segment with the sound on so that students can compare their impressions.

ACTIVITY N° 3.

Reproduction

When students have already seen a section, they will be using memory to reproduce either what is being said, or to describe what is happening, or what has just happened.

VIDEO N°3: Hom alone



ACTIVITY N° 4.

What will happen next?

Prediction is a strong language teaching technique that is perfect with video. Play the video and then stop part way and ask students to predict what will happen next. Works great with commercials.

ACTIVITY N° 5.

Describing a scene

Play the video at least two times. Then asks studnets to describe it as much as they can. Students will get so motivated watching something real and trying to talk about the scene, the action.

STORYTELLING

STORY N° 1: Little Red Riding Hood

One day, Little Red Riding Hood's mother said to her, "Take this basket of fruit to your grandma's hut, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood went. On her way she met the Big Wolf who asked, "Where are you going, little girl?" "To my grandma's, Mr. Wolf!" she answered.

The Wolf then ran to her grandmother's hut much before Little Red Riding Hood, and knocked on the door. When Grandma opened the door, he hid her in the closet. The wolf then wore Grandma's clothes and lay on her bed, waiting for Little Red Riding Hood.

When Little Red Riding Hood arrived to the hut, she entered and went to Grandma's bedside. "My! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the wolf. "My! What big ears you have, Grandma!" said Little Red Riding Hood. "All the better to hear you with, my dear!" said the wolf. "What big teeth you have, Grandma!" said Little Red Riding Hood. "All the better to eat you with!" growled the wolf pouncing on her. Little Red Riding Hood screamed and the woodcutters in the forest came running to the hut. They beat the Big Bad Wolf and rescued Grandma from the closet. Grandma hugged Little Red Riding Hood with happiness. The Big Bad Wolf ran away never to be seen again. Little Red Riding Hood had learnt her lesson and never spoke to strangers ever again.

ACTIVITY N° 1.

Telling the story with a puppet

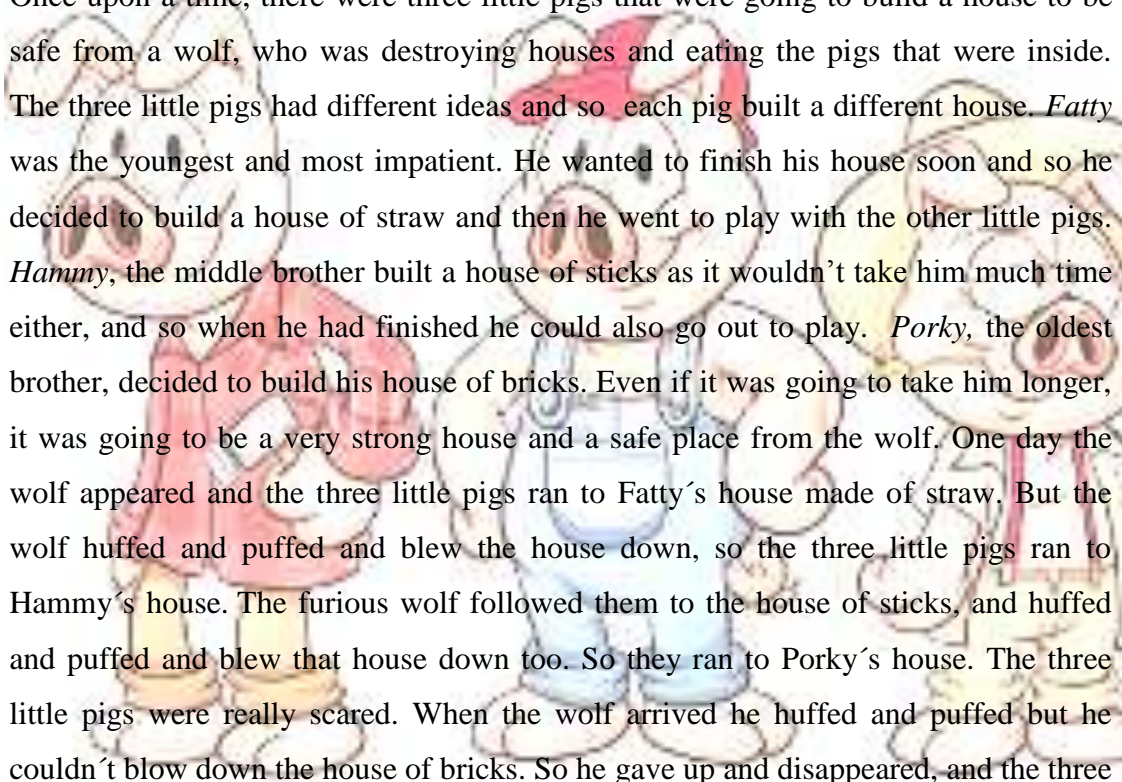
Familiarize the story and tell it at least three times. Make students to sit in circle form and ask them to take the puppet and make it to tell the story to the rest, only one idea for each students and then he/she should pass to the next one.

ACTIVITY N° 2.

Making a Role play

Make groups and ask students to make a role play and they should prepare. Each of them should take some a small part of the story and prepare. There should be a time limit for it. It is important to monitor the task. After that, ask for a group to come to the front and perform it. It is important to take note and give a feedback after the performance of each group.

STORY N° 2: The three little pigs



Once upon a time, there were three little pigs that were going to build a house to be safe from a wolf, who was destroying houses and eating the pigs that were inside. The three little pigs had different ideas and so each pig built a different house. *Fatty* was the youngest and most impatient. He wanted to finish his house soon and so he decided to build a house of straw and then he went to play with the other little pigs. *Hammy*, the middle brother built a house of sticks as it wouldn't take him much time either, and so when he had finished he could also go out to play. *Porky*, the oldest brother, decided to build his house of bricks. Even if it was going to take him longer, it was going to be a very strong house and a safe place from the wolf. One day the wolf appeared and the three little pigs ran to *Fatty's* house made of straw. But the wolf huffed and puffed and blew the house down, so the three little pigs ran to *Hammy's* house. The furious wolf followed them to the house of sticks, and huffed and puffed and blew that house down too. So they ran to *Porky's* house. The three little pigs were really scared. When the wolf arrived he huffed and puffed but he couldn't blow down the house of bricks. So he gave up and disappeared, and the three little pigs never saw him again.

ACTIVITY N° 3: Telling the story with draws.

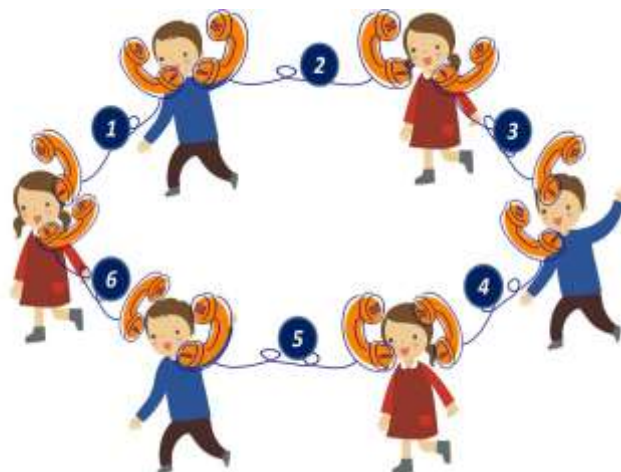
Tell the story for three times. Then ask learners to represent it by drawing the different stages in sequence. Then make students to work in pairs and ask them to practice telling the story switching the turn by following the sequence of the draws. It is important to monitor the students' task. Finally ask for at least two groups to do it in front of the class.

LEISRUE ACTIVITIES

Games based on didactic point o view outside the classroom.

GAME N° 1

TELEPHONE



Time: 10 minutes

Objective: To improve students' capacity to remember words and sentences.

Note: It is recommended to repeat the game at least twice in the same time.

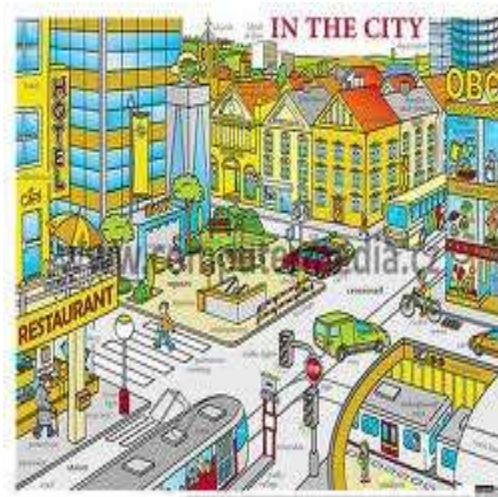
The game is appropriate to develop in the stadium.

Development:

- Divide class into two groups, and arrange one group in a straight line and the other ones should go to the other side of the stadium.
- Ask for a volunteer. Take him/her far away of the groups and give a message (one sentence or more, depending on student level).
- Tell the students run to the first member of the fist group and whisper the message.
- Each member passes the message, by whispering, by nunning to the one to the other side of the stadium.
- When the message reaches the end, the last person should run to the teacher and tell the message that he/she heard.
- Finally, check the message and if it is wrong it should be claryfied closest to the original.

GAME N° 2

YESTERDAY I WENT TO THE CITY (Riobamba)



Time: 10 minutes

Objective: To practice vocabulary and expression related to the past

To improve students' capacity to remember words.

Note: The teacher should give enough examples to better understand of students.

It is recommended to repeat the game at least twice in the same time.

Development:

- Divide class into groups of 6 or more
- The game consists of saying nouns by using the expression: Yesterday I went to Riobamba and I bought...
- The first student who begins the game says, for example: Yesterday I went to Riobamba and I bought apples, then the second student is going to make his/her sentence in this way: repeating this the first students' sentence and adding another noun. For example: Yesterday I went to Riobamba and I bought apples and vegetables then the third one will have to say Yesterday I went to Riobamba and I bought apples, vegetables and bread and so on until to the final students of the group.
- Finishing with the first group, it is time to start with the next group the same thing, and so on.

GAME N° 3

THE KING.



Time: 15 minutes

Objective: To practice vocabulary, the use of articles and countable & uncountable nouns.

Note: The teacher should give enough explanations to better understand of students.

Development:

- Divide the class into two groups, group A and group B.
- There is a King for the groups.
- The king asks about bringing many things of the landscape.
- The king asks to both groups the same thing. For example: The king asks a leaf. The king asks a stone. The king asks for some land. And so on.
For looking each thing should go one by one switching the turn.
- The students should hurry up because there is a competition.
- The king only accepts the thing of the student who first arrives.
- Then the king counts things accepted of each group.
- Then, the winner group will be the ones who have more things than the others.
- To conclude it is important to make sentences with each object and ask students to repeat them. For example: It is a stone. It is a leaf. And so on.

GAME N° 4

FINDING SCHOOL THINGS



Time: 8 minutes

Objective: To talk about likes and dislikes.

To practice the speaking skill.

Note: The teacher should give enough examples to better understand of students.

Development:

- Divide your students into four groups.
- Give each team a list of questions about the area around the school
- Explain where students are allowed to run during the information chase.
- Make sure it is a small and closed area. A school playground would be great.
- All questions should check students' knowledge of that area. For example:
How many windows are there in the school?, What colour are the seats?, How many steps are there from the first to second floor of the main building?, What color is the bathroom?, What color of sweater is the coffee seller's?, How many rooms are there in the first floor? and so on.
- Before the activity teacher should ensure the answer of the questions.
- Students write the answers on an answer sheet and bring it back to the teacher when they complete.
- Each group should make a report of the task in sentences. For example: There is 10 steps from the first to second floor.
- Check carefully the both reports and declare winners the best work.

GAME N° 5

PASSING A SMALL BALL



Time: 10 minutes

Objective: To practice about how to introduce.

Development:

Have students sitting down in circle.

Use a small ball.

Teacher should stand up without looking at students.

Use the word pass to indicate students to pass the ball and stop to retain it.

Students who stayed with the ball will be asked to a question by the teacher.

Questions should be about “Introduce yourself”, in this way:

What is your name?

How old are you?

What is your favorite color? And so on.

Continuous the game until to ask around the half of the learners.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS

ESCUELA DE IDIOMAS

ENCUESTA DIRIGIDA A LOS DOCENTES DE BACHILLERATO GENERAL UNIFICADO DE LA UNIDAD EDUCATIVA “LOS TIPINES” SOBRE LA APLICACIÓN DE LAS ESTRATEGIAS DE MOTIVACIÓN EN EL DESARROLLO DE LA DESTREZA DE HABLAR EL IDIOMA INGLÉS.

INFORMACIÓN PERSONAL

Lugar: Unidad Educativa “Los Tipines”.

Fecha: Junio 2015

Investigadora: Elsa Caín.

Objetivo: Determinar las estrategias motivacionales para desarrollar la destreza de hablar el idioma Inglés.

Instrucciones: Lea detenidamente las preguntas y responda con veracidad, señale las alternativas con una x y tome el tiempo necesario para responder las preguntas.

CUESTIONARIO

1.-¿Generalmente, con cuál de estos elementos usted motiva a sus estudiantes en el aprendizaje del Idioma Inglés?

- a. Juegos
- b. Puntos extras
- c. Palabras motivadoras
- d. Títeres
- e. Posters
- f. Ninguno

2.-¿En su opinión; qué nivel de importancia tiene la aplicación de las estrategias motivacionales (Dramatización, actividades lúdicas, contar cuentos, videos y canciones) en el aprendizaje del idioma Inglés?

- a. Valioso
- b. Muy importante
- c. Importante
- d. Poco importante
- e. No es importante

3.-Para la aplicación de la dramatización como una actividad interactiva a favor del desarrollo de la destreza de hablar, generalmente, ¿Generalmente, cuál de las siguientes técnicas usted aplica?

Dramatización basada en:

- a. Diálogos del texto
- b. Situaciones reales del estudiantes
- c. Ninguno

4.-¿Con qué frecuencia usted aplica la estrategia contar cuentos para fortalecer la creatividad y la aptitud de hablar en los estudiantes?

- a. Usualmente
- b. A veces
- c. Ocasionalmente
- d. Rara vez

5.-¿Cuán a menudo usted usa los videos y canciones para motivar a los estudiantes la práctica del lenguaje auténtico

- a) Usualmente
- b) A menudo
- c) Ocasionalmente
- d) Rara vez

6.-¿Cuán a menudo realiza actividades lúdicas a favor de la cooperación y la participación activa en el aprendizaje del Inglés?

- a) Casi siempre
- b) Frecuentemente
- c) A veces
- d) Casi nunca

7.-¿En su opinión; en qué porcentaje está enfocada al desarrollo de las destreza hablar.

- a) 100 por ciento
- b) 75 por ciento
- c) 50 por ciento
- d) 25 por ciento
- e) 10 por ciento

8.-Si el estudiante está haciendo uso del lenguaje, ¿Cuál de los siguientes aspectos refuerza con mayor énfasis?

- a. La precisión y la fluidez
- b. Lenguaje corporal
- c. Pronunciación Ninguno

9.-¿Qué estrategia usa frecuentemente para desarrollar actividades comunicativas?

- a. Grupal
- b. En parejas
- c. Individual

10.-¿Por lo general, cada cuánto usted planifica actividades a desarrollarse fuera del aula de clase?

- a. 1 a 2 veces a la semana
- b. 1 vez a la semana
- c. 1 vez al mes
- d. Casi nunca



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Instrucciones: Lea detenidamente las preguntas y responda con veracidad, señale las alternativas con una x y tome el tiempo necesario para responder las preguntas.

CUESTIONARIO

1.-Con cuál de estos elementos su profesor/a le motiva en el aprendizaje del Idioma Inglés?

- a. Juegos
- b. Puntos extras
- c. Palabras motivadoras
- d. Títeres
- e. Posters
- f. Ninguno

2.-¿Qué nivel de importancia tiene para usted las actividades motivadoras (canciones, videos, juegos cuentos, dramatización) en el aprendizaje del idioma Inglés?

- a. Valioso
- b. Muy importante
- c. Importante
- d. Poco importante
- e. No es importante

3.-¿A cuál de las siguientes opciones su profesor/a da más prioridad para el desarrollo de la dramatización como una actividad interactiva para mejorar la destreza de hablar el idioma Inglés?

Dramatización basada en:

- a. Diálogos del texto
- b. Diálogos de situaciones reales del estudiante
- c. Ninguno

4.-¿Con qué frecuencia su profesor/a aplica la estrategia contar cuentos para fortalecerle la creatividad y la aptitud de hablar Inglés?

- a. Usualmente
- b. A veces
- c. Ocasionalmente
- d. Rara vez

5.-¿Cuán a menudo su profesor/a usa los videos y canciones para motivar a los estudiantes la práctica de lengua extranjera producido por los hablantes nativos?

- a. Usualmente
- b. A menudo
- c. Ocasionalmente
- d. Rara vez

6.-¿Con qué frecuencia su profesor/a de aplica juegos para desarrollar un tema de clase, a favor de la cooperación y la participación activa?

- a. Casi siempre
- b. Frecuentemente
- c. A veces
- d. Casi nunca

7.-¿En qué porcentaje cree Ud. que las clases de Inglés están enfocadas al desarrollo de la destreza de hablar?

- a) 100 por ciento
- b) 75 por ciento
- c) 50 por ciento
- d) 25 por ciento
- e) 10 por ciento

8.-Cuando usted está haciendo uso del lenguaje, ¿Cuál de los siguientes aspectos refuerza o profundiza su profesor/a con mayor énfasis?

- a. El uso correcto de la gramática y la fluidez
- b. Lenguaje corporal (gestos, contacto de los ojos,)
- c. Pronunciación
- d. Ninguno

9.-¿Qué estrategia aplica su profesor/a frecuentemente para realizar actividades comunicativas?

- a. Grupal
- b. En parejas
- c. Individual

10.- ¿Con qué frecuencia su profesor/a realiza actividades fuera del aula de clase?

- a. 1 a 2 veces a la semana
- b. 1 vez a la semana
- c. 1 vez al mes
- d. Casi nunca

RATING TABLE ABOUT EVALUATION OF MOTIVATIONAL STRATEGIES

Evaluation about the application of motivational strategies

MOTIVATIONAL STRATEGIES ITEMS						
N°	INDICATOR	EXPECTATION				
		Excellent 5	4	3	2	Poor 1
Students´self-steem						
1	Students are really motivated to develop speaking activities.					
	Students performance the activities with great confidence and effort.					
2	There is cooperation and collaboration of the students in group activities.					
3	Students feel pleased after developing communicative activities.					
4	Students´ participation is active.					
Students´ performance						
5	There is interactive speaking in communicative activities					
6	Students deeply involve in the situation of the activity					
7	Students are creative in the use of sound, or body language.					
8	Students are able to control the eye contact and gestures while performing an activity.					
9	Students use appropriate volume: clearly and loudly					
10	Students are able to develop communicative activities with an acceptable accuracy and fluency.					

Source: Students´ rating scale

Elaborated by: Elsa Caín

PICTURES

Unidad Educativa Intercultural Bilingue “Los Tipines”



Socializing the application of role play as motivational strategy to English teacher and students.



Developing the game “passing a ball” outside the classroom.

