



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER**

**“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS  
ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT  
ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD,  
SANTA ELENA PROVINCE, 2015-2016”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:**

FERNANDO RICARDO DEL PEZO ORRALA

**ADVISOR:**

ING. XAVIER ANTONIO ALMEIDA BRIONES. MSc.

LA LIBERTAD – ECUADOR

2016



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLÉS**

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SANTA ELENA PROVINCE, 2015-2016”.**

**Trabajo de Titulación**

Previo a la obtención del título:

**LICENCIADO EN INGLÉS**

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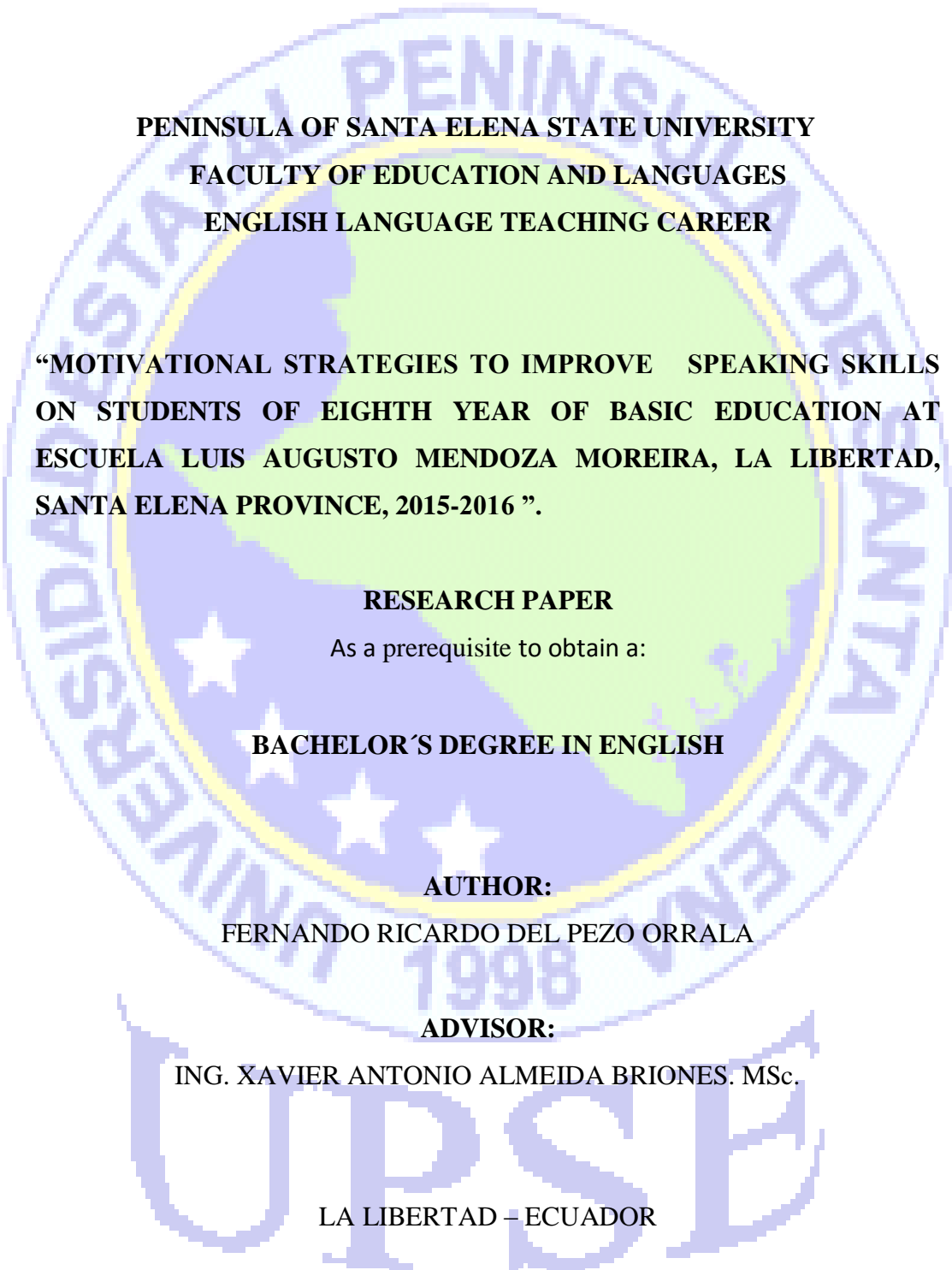
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2016

**La Libertad, August 23rd 2016**

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title "Motivational Strategies to improve Speaking Skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena Province, 2015-2016" prepared by Fernando Ricardo Del Pezo Orrala undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

---

**Ing: Xavier Antonio Almeida Briones. MSc.**

**Advisor**

**La Libertad, August 23rd 2016**

**STATEMENT OF AUTHORSHIP**

I, Fernando Ricardo Del Pezo Orrala with ID number. 0915887194 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper " Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena Province, 2015-2016", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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Fernando Ricardo Del Pezo Orrala  
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## **DEDICATION**

I take the honor to dedicate this graduation work to the persons I love in my family.

My dear parents Maria and Hugo, they have always been giving me directions and councils to enrich my knowledge, in order to highlight my life level.

All of them have been giving me a good motivation to reach such an important purpose. I am thankful for everything they were doing; they really help me to win success in my graduation project.

**Fernando**

## **ACKNOWLEDGMENT**

First of all, I would like to state my thankfulness and the best feelings to God, who allows showing up here, expressing all this to you.

My family played an important role, so that I achieve my goals, in this important way to a professional field.

I express my acknowledgement to Peninsula de Santa Elena University; they have given a good and high quality education to me. Teachers with whom I have been sharing unforgettable experiences along five years at university.

I also dedicate this work to my advisor; he gave me the best instructions, to become in an excellent teacher.

I address my congratulations at Escuela Luis Augusto Mendoza Moreira, teachers who gave me valuable help to join information and data so I can accomplish my dreams.

**Fernando**

## **DECLARATION**

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

The content of the following graduation work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University.

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FERNANDO RICARDO DEL PEZO ORRALA

ID #: 0915887194

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ENGLISH LANGUAGE TEACHING CAREER**

**RESEARCH PAPER**

**“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS  
ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT  
ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD,  
SANTA ELENA PROVINCE, 2015-2016”.**

**Author:** Fernando Ricardo Del Pezo Orrala

**Advisor:** Xavier Antonio Almeida Briones. MSc

**ABSTRACT**

This research is aimed to students and teachers, in order to improve the speaking skills in class. Motivational strategies are suggesting an opportunity to improve the speaking skills. These resources will allow bettering the English-speaking environment in class. The exploratory and observation methods allowed establishing a difficulty with the English speaking skills the results offer the implementation of the proposal demonstrated a positive increase in the motivation and the speaking activity on students meeting, the expectations of the researcher and learners. This research concerns on improving speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, through motivational strategies that will contribute to increase their performance.

**Keywords:** Motivational strategies, speaking skills.

## INTRODUCTION

English is the official language around the world today, where there are students and teachers with a great need to improve teaching and learning, Not only with competence in the educative field, but also those have who had professional performance in teaching language.

Globalization and the development of Science and technology in communication influences in the process of motivational strategies that cultivate the study of teaching and learning, where students learn the importance of the language.

In the past, students played a secondary role in the process of education. Up-to-date students enjoy with methods of active function taking part in groups, giving to the classroom an important necessary dynamic, to improve their capacity and performance, with the intercourse of new resources that informatics makes easy, as well as high and profitable equipment in up-to-date technology.

In our country the English teaching is part of the educative program, however its results are not satisfactory, students cannot carry on an English conversation when they finish high school, they have not acquired the right knowledge yet. The difference probably begins when students take English at primary school.

From the viewpoint of up-to-date methodology, the importance of motivational strategies in students is focused in factors like; songs, games and interchange activities, the Role play is one of strategies to teach speaking skills, which awake the student's interest for learning English language. With the application of motivational strategies, will help to improve speaking skills in the students.

Motivational strategies offer a didactic proposal, which pretends to recognize a real problematic that affects the schools in the country. It is pointed out an

important purpose, the development of a plan that cultivates the interchange of national students with students of English speaking countries, and an up-to-date program for teachers in the field of English language.

This research paper is organized by chapters and each one covers different aspects of this work.

Chapter I: It describes the statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter II: It is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter III: It is based on the methodology; in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV: It is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Chapter V: It shows the administrative framework, it contains the resources (institutional, human, materials, economic)

# **CHAPTER I**

## **THE STATEMENT OF THE PROBLEM**

### **1.1 TITLE**

**“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016”.**

### **1.2 STATEMENT OF THE BROBLEM**

#### **1.2.1. Context**

The world is changing every day due to new advances, particularly in Sciences of Education. Distances are shorter nowadays because of new technologies, a great variety of information and resources.

Education in many countries is still connected to traditional methods. People are trying to adapt to new changes in the process of teaching learning in Ecuador, many teachers must adapt to an innovator system of motivation, where the English language is a good resource and complement for a professional education.

The Ministry of Education (Mineduc) is responsible for promoting a plan to straighten the learning of English with the main objective to give students better opportunities in the globalized world today. “Motivational Strategies” is important for the development of our country in the XXI century.

Most Santa Elena’s schools do not have a good English teaching program since they do not have the necessary resources to teach English, teachers are not well

prepared in this field and students have not developed their speaking abilities correctly.

Escuela Luis Augusto Mendoza Moreira is not the exception to this problem, even though students are motivated and show interest in learning the English language in an interactive way, one of the factors for their low level of speaking is the lack of motivation.

Due to these prior aspects, a set of motivational strategies to improve speaking skills on students of eight year at Escuela Luis Augusto Mendoza Moreira is the goal of this research.

### **1.2.2. Critical Analysis**

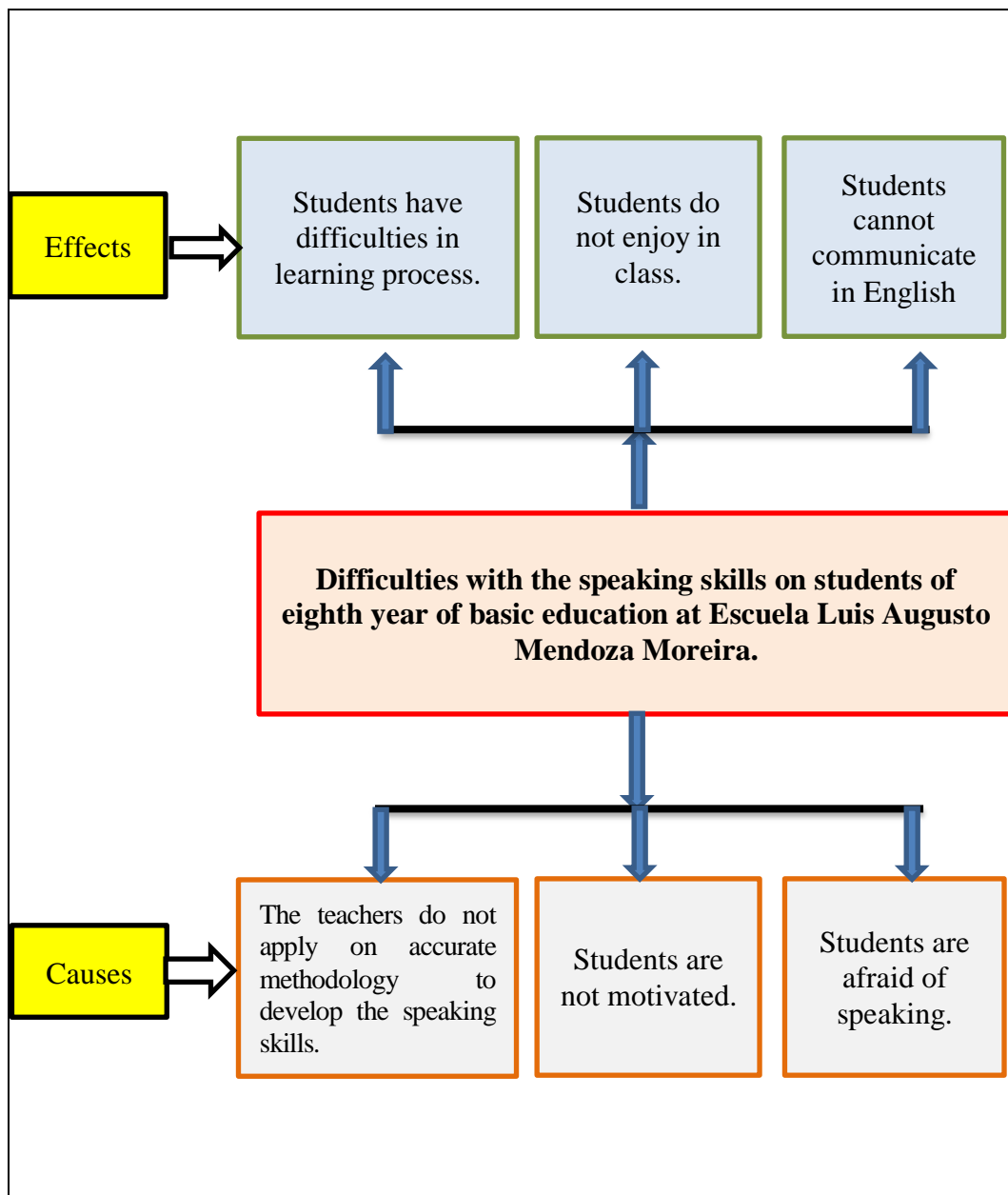
Escuela “Luis Augusto Mendoza Moreira”, is an accredited institution located in Santa Elena with great infrastructure in education, it opens its doors to new ideas with the vision of entrepreneurial educators that can change the way classes are taught.

Many problems affect the study in the learning of English language in this institution, teachers do not apply accurate methodology to develop speaking skills students do not have the right orientation or the lack of motivation makes that students do not keep on proper performance in order to acquire the English language.

It is extremely important to point out that motivational strategies will offer a more dynamics and meaningful way to learn English. Escuela “Luis Augusto Mendoza Moreira”, is an accredited institution located in Santa Elena with great infrastructure in education, it opens its doors to new ideas with the vision of entrepreneurial educators that can change the way classes are taught.

To understand the causes and consequences of the problem of investigation, a problem tree is showed.

**CHART #: 1 PROBLEM TREE**



**Author:** Fernando Ricardo Del Pezo Orrala

### 1.2.3. Problem formulation

Can speaking skills on students of eighth year basic education be improved through motivational strategies?

### 1.2.4. Guideline questions

- What are motivational strategies?
- What is the importance of motivational strategies in the students?
- What is motivation?
- Is it necessary to motivate students to improve speaking skills?

### 1.2.5. Problem Limitation

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Motivational strategies
  
- **TITLE:** “MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016”.
  
- **PROBLEM:** Difficulties with the speaking skills on students of eighth year basic education at Escuela Luis Augusto Mendoza Moreira.
  
- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.
  
- **POPULATION LIMITATION:** Students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

- **SPACE LIMITATION:** Escuela Luis Augusto Mendoza Moreira.
- **CONTEXT LIMITATION:** This investigation will be focused on motivational strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

### **1.3 SIGNIFICANCE**

There are four reasons why this research paper is important in the field of education and innovation. First, in Ecuador there aren't enough deep studies related with motivational strategies. Second, motivational researchers have found that motivational strategies that teachers use can effectively influence learner's motivation toward learning a foreign language.

Third, speaking is important as part of the skills that students must handle. They are stepping out within an adaptation process as for vocalizing; the same sounds that student's produces will help progressively in comprehension of the language

Fourth, the significance and contribution of the research paper will transcend in the educative system in order to improve the innovation that motivational strategies propose, which causes an important impact to change the curriculum design.

The viability of this research is demonstrated by the acceptance of the authorities of Escuela Luis Augusto Mendoza Moreira, its students and teachers, especially in the English area, it will allow the correct research and implementation of the proposal.

## **1.4 OBJECTIVES**

### **1.4.1. General Objective of the research**

To analyze the importance of a motivational strategies to improve speaking skills on students of eighth year basic education at Escuela Luis Augusto Mendoza Moreira, academic year 2015-2016.

### **1.4.2. Specific Objectives of the research**

- To identify motivational strategies to apply during the English classes.
- To determine the most appropriate strategies to develop the speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.
- To design, implement and evaluate the speaking skill using the motivational strategies.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 PREVIOUS RESEARCH**

English is the most popular language around the world. Through English people can achieve to understand other cultures and at the same time we show our culture. It is spoken in many countries as official language, and it is an open door to make business in this globalized world.

English has become an important instrument of success in the commercial world. This language is used to move commercial operations, activities of different levels as; shipping, exporting, transactions, projects, investment; conferences and speeches but also it is the language of science since the majority of the scientific investigations are written and published in English

English was taken to America in time of army movements to conquer new lands, as well as English was spread in European countries in order to establish English colonies to control the world. Nowadays the English language is spread more easily as a consequence the internet revolution, which breaks the distance between two speakers and humankind giving a big step in matter of communication.

In many ways, English influences in education and background of students, which are going to take active role in a professional life, with the passing time. The innovation in all fields especially in education will allow students to acquire competences within first and second language during the teaching – learning process.

The most principal skills in the English language are within a process of daily practice as following: listening, speaking, reading, and writing. These areas perform in some coordinated interchange students. They integrate each other as a chain of many links. One of the most important skills is, the ability of saying the integrate part of basic linguistics that we should be practiced every time in any conversation.

(CEFR, 2003) The Common European of Framework Reference for Languages is the tool of planning for teacher examiners, textbooks, writers, teacher trainers, and educational administrators. This tool describes: first what languages learning should do at different ages of the learning process, and second, what kind of knowledge and skills they need to develop in order to make communication more effective.

The CEFR indicates six levels of proficiency in the languages process, beginning with A1, for the first level, C2, for students of high levels of discourse. As a result, CEFR aids employer of educational institutions to compare attitudes easily, as well as international exam. Besides, the CEFR assess indicators for each language skill.

The six levels that CEFR proposes are A1-A2: Primary users of the language; B1-B2: Individual users and, C1-C2: competent users of the language. Therefore, the first purpose of these guidelines is for learners to obtain B1 level of competence, this proficiency makes students acquire good background and to show for a more effective role in communication.

There is good information about the three levels of English proficiency, the most important characteristics are the following: Level A1: Students must practice everyday expressions, in order to be able to understand paragraphs overall. All these level learners are capable to interchange personal questions and answers about home, affairs, stories and closed situations, as well as the speaker says in an

easy way to understand clearly. Level A2: Students should be able to talk about classmates, family, a day to go shopping, history and other interesting places.

Students can achieve good communication in this level, and they can exercise common tasks of daily activity. They may hold a conversation in a simple way making reference of activities in the former days, related to many needs and experiences in the past.

On the eighth year EGB, students will reach a level of communication for A1 competence level (basic user) they will be able to: express common ideas of daily conversation and familiar sentences with the purpose to satisfy needs of determined class, e.g. personal interchange, introductions, numbers street directions money and customs, to make a meeting to know people, trying to make questions and answers related to their life.

They should provide good ideas in the conversation as clearly as possible, therefore, the students understand, produce and identify the language within formal or informal ways to speak. Some authors have expressed their opinions about the topic of this research in books, scientific articles, journals, etc.; the most important are the following:

Harmer. J. (2010) States that speaking, listening, writing, and reading, which may be divided in productive and receptive abilities. Receptive abilities are listening and reading, and productive skills are writing and speaking. These four abilities are really interesting; however, speaking stands out among the other. The author refers about the four types of skills.

According to Harmer,J. (2010) the speaking skills are important since the students learn to communicate through speaking activities with the guidance of teachers. Speaking activities give confidence and satisfaction in everyday tasks. This author

makes reference that the speaking activities give opportunities for students and teachers to get feedback and motivation to train each other.

According to Harmer, speaking skill is one of the most important abilities for students, speaking refers not only to many features of the language, but also the ability to complete information of the language background Harmer, J. (2012) The author states that the speaking skill is interesting in the English communication process.

Atma, S (2010) states that speaking skills are interactive processes of constricting meaning that involve producing and processing information. This author says that speaking skills involves a communicative ability to use language to talk and transmit message in different and appropriate situations.

Harmer. J, (2010) states that to improve speaking skills on students through speaking activities can give enormous confidence and satisfaction and with teacher guidance. There are four types of speaking activities for example: role-play, discussion, problem and solving. The author refers to the importance of using new systems to increase the knowledge of language, with several techniques such as: discussions, problem, solving, and role-play.

Oxford Advanced Dictionary defines that speaking skill is to express or communicative opinions, feelings, and ideas. Speaking skills might increase in many situations, while the student practice determined dialogues to make the vocabulary increase more and more.

Lundquist, J. (2010) in the first steps of language learning, there are particular sounds and syntax to learn. It means that the students have to train the interaction and pronunciation, to get an important level of knowledge. It is important to learn a second language and very different from the mother tongue language, the student has to understand a new language. The author tells about the process of

learning, and the particular sounds and syntax to know. He suggests the students have to practice intonation and pronunciation, to improve a level of learning.

The process of English learning is related to communication. This practice will encourage the students with a new motivation, to talk and use the language, Surianata, S. (2011) expresses that teachers needs to make different strategies, in order to progress within these skills. Students would be able to talk, as they follow the teacher instructions, as well as they review the right pronunciation.

According to Kimberly, D. (2013) in the process of English learning and the practice of four skills, teachers should use diverse resources as the words repetition, to clarify pronunciation and intonation, these practices are known as discipline. The teacher repeats words to improve pronunciation and intonation.

According to Harmer, J. (2012) there are many views of the place of English language in the international scene, what we have been doing and what it has been done. However, the economic and commerce factors make English become the most interesting language around the world.

One of the most important tools of learning the language is motivation of students. Teachers must innovate special strategies, in order to improve the students, work and their participation in the teaching process. When students are motivated they will learn better as they are increasing their interest in new resources and didactic material.

Motivational strategies make easier to implement methods and techniques, they are also considered as resources to enrich the bilingual education in which students learns with good ability in class, improving speaking skills, to signify an advantage in the advance and develop of knowledge around the world.

According to Kacin, S. (2013) it is the concern of the educational programs to incorporate motivational strategies, in order to achieve the necessary purposes. A method to introduce techniques in the education field is to increase all the definitions of motivation and resources to construct the educative system. This author makes reference how to integrate motivational strategies into the investigation of up-to-date process.

Keller, J. (2010) expresses that on face-to-face instruction, the teacher can make balance between the student's self-confidence and the effect of motivation. However, the learner can find obstacles in the class environment according to several conditions that identify students in different points and time. This author indicates that the teachers can make a comparison between the students of action and the result of motivation.

According to Keller, J. (2010) the ARCS model offers framework for measuring learner of motivation across four components: "attention, relevance, confidence, and satisfaction". Using these four characteristics of learning attention, relevance, confidence, and satisfaction, the students can develop the motivational strategies.

Jokelova, Z. (2013) Investigated the importance and role of relevance and confidence, in order to trust in a strong desire to success in a different speaking course to find the factors that relate more interest in motivation of students.

According to Dorney, Z. (2011) Motivational strategies are techniques that help the individual of goal-related behavior which are directly used to obtain a systematic and constructive effect in the language process. The author makes emphasize that motivational strategies provide the teacher with a wide range of options to become very much of the challenges of teaching with respect to the different strategies promoting the classroom.

According to Brophy, J. (2010) the teacher is personality and every day behavior in the classroom can become the most powerful motivation tool, this can be ranged with different characteristics that make people cheerful, well-liked and other qualities that indicate the personal adjustment, teachers attempts to socialize students will have positive view and effects to the extent that students admire their teacher, worth teacher's opinions. Moreover, the sense of belonging to the classroom tends to be high and significant when students perceive their teachers involved with them.

According to Brophy, J. (2010) teachers must be conscious of potential application of powerful ideas when selecting and implementing learning activities to allow the students to learn through engagement in authentic activities this latter require what is being learnt for accomplishing the very sort of life application at the first rank; if it is not possible to engage students in the actual life application that learning experiences are designed and structured to prepare them at least engage them in discussion or simulation of these application on the light. This author illustrates that authentic activities offer opportunities to build knowledge at the same time focusing on both the content and the instructional elements developing this content via activities allow the students to use what they are learning for authentic purposes.

According to Littlewood, D. (2005) Simulation and Role-playing are techniques where learners are asked to imagine themselves in different situations that could occur outside classroom. Simulation and role-playing are well-known techniques for establishing controlled pre- communicative language practice. Role-plays can hearten student oral fluency, or train them for specific situation that tend improve their communicative abilities.

It means that role players are very valuable kind of activities that are incorporated by many teachers in English foreign language classes to develop learner of oral competence.

Harmer, J. (2010) states that one of the best ways of encouraging discussion is to provide activities which force students to range a decision or a consensus, often as a result of choosing between specific alternatives. This author thinks that discussions fail because students are reluctant to respond, they lack self-confidence to reach a decision, to overcome this problem, and he introduces some solutions as: Buzz group and instant comment.

According to Thurmbury, S. (2005) student act when standing up in front of their colleagues and speaking a brilliant preparation for authentic speaking. This author emphasizes the best way to make students gain their self- confident is through making them present oral task in front of their classmates.

Jokelova, A. (2012) explains that confidence strategies as teaching strategies raise personal feelings of control and expectancy for success in students. These strategies involved precision of requirements, appropriate difficulty of task, instructor of assurance that the students can be successful with certain amount of effort, and attributing students of achievement to their own work.

## **2.2 PHILOSOPHICAL BASIS**

Some linguists and authors of books have expressed their opinion about these topics, among them are the following:

Papi, M. (2012) noticed that motivational strategies training, is closely related with motivational behavior of students, as following alertness, volunteering and participation, which indicates that teachers practice motivational strategies in class, to influence learners of motivational behavior.

According to Dorney, Z. (2010) motivational strategies are found in the connection between teacher and students of motivation. This author implements

motivational strategies to arouse students of motivation, because those strategies have impact.

Walker, C. (2011) Studied the motivation in language learning on students in high school level, he mentioned that the factors which contributed to demotivation of students and tried to link it with the performance of teachers. This author suggests the performance of teachers can influence with students of motivation to learn.

According to Aydin, S. (2012) a different path in researching about motivation in language learning, which is to learn about how teachers might lose motivation in teaching. This author states those prior studies regarding to this paper, will show motivational strategies, used by the teacher in teaching speaking skill, then the teacher can measure the ability and competency of students in an oral practice.

According to Hapsari, W. (2013) motivated language teacher, plays an important role in building and developing students motivation in the classroom. This author argued that motivation can be influenced through certain instructional or motivational strategies. The motivational strategies applied, are defined as method and techniques to generate and maintain the students motivation.

According to Renandya, W. (2013) there are four types of motivational strategies: teaching method, tasks, texts, materials, and tests. All those aspects should be appropriate to the students need in teaching speaking so the students have target to express their ideas freely and spontaneously. This author mentions that the methods, tasks given, tests, materials, and tests assessment should be applicable to the students need in accomplishing the goal of the learning.

Ur, P. (2012) remarks the speaking skill as the most important among four skills; listening, speaking, reading, and writing. However, the most difficult skill among four skills is speaking, because the teaching learning goal is to come to individual language use. This author is defining one problem in the motivation of students in

a higher level of education; the implication has an important effect with motivational strategies in teaching speaking to the students, who have low motivation.

According to Ur, P. (2012) said that speaking is often pointed out as a neglected skill among four skills. It is neglected because speaking itself contains linguistic and non-linguistics elements, such as: pronunciation, intonation, articulation, expression and so forth. This author in this case, considering its features and difficulty to master motivation, says it is useful to realize that teaching and learning speaking for the students must be very important to observe.

According to Rebecca, H. (2010) speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts. In spite of, speaking is often investigated and taught as if it is simply writing delivered in a different way. In *Teaching and Researching Speaking*, this author suggests that we have less understanding than we might of important meaning-making aspects of dialogue such as prosody, gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction.

According to Palmer, E. (2011) speaking is a special skill. Most people have been practicing speaking since they were young. Children repeat carefully many words to complete an idea. Students stand in front of an audience, by making effective actions, the students also learn when they listen that other students are speaking, they practice a conversation, and the teachers give the example of how a good conversation must be.

According to Hammond, D. & Nessel, D. (2011) discussions also improve logical agility and help improve speaking skill in the students. This author says that discussions between students make the language to unroll, while learners listen to others, to develop understanding more about the subject of discussions.

According to Palmer, E. (2012) the speaking skill is very important to practice, when the student reads a book, he listens the sounds he produces by himself. The students take part of the characters, the students may use his voice to bring the characters to life, understanding what the characters do or say. The author says that using the voice to portray, the actors, and the characters help the students to see that it is not just boring words on the book.

## **2.3 FUNDAMENTAL CATEGORIES**

### **2.3.1. English Language**

English is nowadays a world and international language. A West Germanic language, spoken in middle age times at first. It is normally the first language for all countries around the world. United Kingdom, Canada, United States, Australia, Ireland, as well as few nations in the Caribbean Sea, which comprise the English speaking countries.

Commercial and politic interchanges are easier, using English spoken in different nations. English is mentioned as the international language, and the second one in many countries. Statistics tells about 2 billion people speaking English, to communicate commercial and social relations everywhere.

### **2.3.2. Teaching Learning Process**

Harmer, J. (2012) said that learning a language is a process in action. Students do not find enough to have an elementary background. A student must develop a right skill to interchange with other people. English as a foreign language makes possible the communication among different nationalities. This author states that learning a language is a process of dedication. It is not only necessary to know grammar and translation to express an idea in the English language, but also to develop an ability to speak and understand the language.

### **2.3.3. Motivation**

Motivation is one of the main instruments to help the actions of students. Motivation influences and indicates an interesting purpose and the projection of one or more techniques. Teachers must observe motivational strategies, which can be applied for learners of motivation, in order to make them part of the process of learning. The scholars experience suggests to students who are closely motivated, to be working with a strong love for learning, and to show a real interest in the didactic material.

According to Harmer, J. (2012) motivation is approved in most sectors of learning, it is fundamental in the process and background in class. Teachers must avoid daily routine and trying to make many efforts as needed. Therefore, motivation is so important that it makes our understanding develop toward a complete knowledge that students will show in their coming professional work.

### **2.3.4. Motivational Strategies**

Motivational strategies are very important instruments to define the teaching of a language. It is the inspiration and the student's self-determination. The desire of progress is natural in everyone in a competence and difference of a social circle. The desire to carry out a travel might give a motivation that influences to study a new language.

### **2.3.5. Speaking skills**

According to Brown, H. (1987) speaking is an interchange activity to give way and significance to this skill, which involves good performance, for giving and taking and information. The speaking methods in a personal treatment in which the students are in practice of two skills as following: listening and talking. So learners take the chance to question and answer, beginning to a new conversation.

Surianata, S. (2011) said that speaking is one of the greatest skills among students. Speaking makes easy the interchange to increase capabilities in an important way. The process of communication develops in the students the ability to show new ideas and commentaries, the proposal of suggestions to solve obstacles and difficulties of everyday life. The author comments speaking skills for students is the most important way to increase capabilities in the language knowledge. The art of exchanges views in a conversation help the students to see the solution that everyone needs to improve his life.

## **2.4 LEGAL BASIS**

The Constitution of Ecuador in its article 26 expresses that - Education is a fundamental right for all individuals during the lifetime. The state is engaged to provide this resource as a normal duty in the country. The state also guarantees the policy institution as a priority investment, in order to protect with peace and security to all citizens.

According to article 37 of The Law of intercultural education, the Government guarantees the access to education and the Code of Childhood and adolescent, states that children have the right to benefit from a quality education.

## **2.5 HYPOTHESIS**

The speaking skills on students of eighth year basic education at Escuela Luis Augusto Mendoza Moreira will be improved by the implementation of motivational strategies.

## **2.6 VARIABLES OF STUDY**

**Dependent Variable:** Speaking skills.

**Independent Variable:** Motivational strategies.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

This research was based on quantitative and qualitative methodology; these methods allowed obtaining specific results about student's improvement the speaking skills of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad Santa Elena province 2015-2016.

##### **3.1.1 Quantitative Method**

This method was used to collect data related to the use of Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena province 2015-2016.

##### **3.1.2 Qualitative Method**

This paper used the deductive method in order to gather information about motivational strategies to improve speaking skills, the researcher interviewed several professionals and specialists: the principal, directors, English teachers and students at Escuela Luis Augusto Mendoza Moreira 2015-2016.

##### **3.1.3 Inductive-deductive method**

This paper used both inductive and deductive approaches. The deductive method was used to obtain the needed information about motivational strategies to improve speaking skills, studied, contrasted among authors, and finally simplified for the paper. In contrast, for the inductive method the researcher started with

small observations to make assumptions about the students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

In this research, several professionals were interviewed: The principal of the School (MSc. Soraya De La A Gamboa), teachers (2), specialists (2) and students of eighth year of basic education (44).

#### **3.1.4 Scientific Method**

This method allowed showing the use of motivational strategies to improve the speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

#### **3.1.5 Observation Method**

This method contributed to find out detailed information about causes and effects of the problem related to the use of motivational strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

### **3.2 LEVEL OR TYPE OF RESEARCH**

#### **3.2.1 Field Research**

It was important and necessary to get updated information about the use of motivational strategies to improve the speaking skills on students; it was applied in the context of eighth year of basic education since it is the target population involved in the problem.

### **3.2.2 Bibliographic Research.**

It was used to search and select scientific-theoretical foundation on the subject of investigation, the use of motivational strategies to improve speaking skill in the process of learning English on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira. In this research different paper of others, authors about the English learning process and speaking skills were reviewed.

### **3.2.3 Correlational Research.**

This method was used to measure the degree of relationship between the stated problem (The low level of speaking skills of eighth year of basic education) and the proposal (The use of motivational strategies).

### **3.2.4 Applied Research.**

This type of research was used to apply surveys and interviews to the students, teachers, specialists and principal of the institution in order to verify the importance of using motivational strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

## **3.3 POPULATION AND SAMPLE**

### **3.3.1 Population**

The population of this research was composed by all the 44 students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, the principal of the institution (1), English teachers (2) and English language experts (2)

**Chart #2: Population**

<b>Nº</b>	<b>Description</b>	<b>Quantity</b>	<b>%</b>
01	Director at Escuela Luis Augusto Mendoza Moreira	1	2.04 %
02	English Teachers at Escuela Luis Augusto Mendoza Moreira	2	4.08 %
03	English Language Experts	2	4.08 %
04	Students of Eighth year of basic education at Escuela Luis Augusto Mendoza Moreira	44	89.79 %
<b>TOTAL</b>		<b>49</b>	<b>100 %</b>

**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala

### **3.3.2 Sample**

Since the size of the population is manageable, the 100 % of the population was studied. It means that no sample size formula was applied.

### 3.4 VARIABLES OPERATIONALIZATION

**Independent Variable:** Motivational Strategies.

**Chart #3: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
Motivational strategies are techniques that help the individual of goal-related behavior which are directly used to obtain a systematic and constructive effect in the language process.	Learning	Activities	Does your English teacher motivate you in the class?	Syllabus
	Process	Conversations	Does your teacher use Motivational Strategies in your English classes?	Lesson Plans
	Methodological Strategies		How do you consider the use of motivational strategies in the English Learning Process?	Interview
	Task	Do you consider that the use of motivational strategies could contribute to improve your speaking skills?	Survey	
			Which of these motivational strategies would you like your teacher use to improve the speaking skills in the classroom?	Camera
				Video-Camera

**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Dependent Variable:** Speaking skills

**Chart #4: Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
The Speaking skill is often pointed out as a neglected skill among four skills. It is neglected because speaking itself contains linguistic and non-linguistics elements, such as: pronunciation, intonation, articulation, expression and so forth.	Teaching learning process	Methodology strategies	Have you practiced role-plays with exercises and activities that support your speaking skills?	Interview
	Receptive and reproductive abilities development	Didactic	Do you consider that discussions with exercises and activities could contribute to improve your speaking skills?  Do you agree with the implementation of motivational strategies to improve your speaking skills?	Survey

**Source:** Luis Augusto Mendoza Moreira.

**Author:** Fernando Ricardo Del Pezo Orrala.

## **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

The following techniques were applied during this research: Survey and interview.

### **3.5.1 Techniques**

#### **3.5.1.1. Survey**

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution; it was allowed to get results about the advantages and disadvantages of the implementation of the speaking skills to promote in the students of eighth year of basic education.

#### **3.5.1.2. Interview**

This technique was used to obtain direct information from the Principal at Escuela Luis Augusto Mendoza Moreira, from the first interviewed it was possible to know the use of the Motivational Strategies to verify which methodologies have been applied and the importance of speaking skills in this institution.

### **3.5.2 Instruments**

#### **3.5.2.1. Camera, video-camera**

This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the use of motivational strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

### **3.5.2.2. Notebook**

This instrument was used to take notes of the different activities developed throughout this research.

### **3.5.2.3. Questionnaire**

It is a document with several questions, which was elaborated to get information about the stated problem of the learning process and the development of speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.

### 3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

**Chart #5: Data Collection plan**

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve speaking skills on students.
2. From which people or objects?	The eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.
3. About what aspects?	Speaking skills using the Motivational Strategies
4. Who?	Fernando Ricardo Del Pezo Orrala.
5. To Whom?	Director, Students, English teachers.
6. When?	2015 - 2016.
7. Where?	At Escuela Luis Augusto Mendoza Moreira.
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and video camera.

**Source:** Luis Augusto Mendoza Moreira school.

**Author:** Fernando Ricardo Del Pezo Orrala

### 3.7 DATA PROCESSING PLAN

Chart N° 6: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of speaking skills was determined through surveys directed to students and English teachers of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, the use of Motivational Strategies to improve speaking skills on students.</p>	<p>Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others. Besides an interview with the English teacher.</p>	<p>The use of motivational strategies would improve speaking skills on students.</p>	<p>Motivational strategies will improve speaking skills in the process of learning English on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.</p>	<p>Implementing the Motivational Strategies will improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira.</p>

**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

### **3.8 ANALYSIS AND INTERPRETATION OF RESULTS**

#### **3.8.1 Interview directed to the principal of basic education at Escuela Luis Augusto Mendoza Moreira authorities**

**Question 1:** Do you consider English as an important subject for the students of this institution?

**Interpretation:** The director of the institution MSc. Soraya De La A Gamboa, considered that English is a relevant and international subject necessary to make stronger background of students in their professional life.

**Question 2:** Do you consider that the application of Motivational Strategies in a class is an important factor in the learning process?

**Interpretation:** The Director considered that is very important to apply these motivational strategies to improve speaking and comprehension on students. .

**Question 3:** What are the most important advantages of using Motivational Strategies during the Teaching-Learning process?

**Interpretation:** The principal said that is very important to implement motivational strategies so students feel the desire of exchanging opinions with their classmates within the classroom environment.

**Question 4:** Do the teachers apply Motivational Strategies in their classes?

**Interpretation:** The director said that the teachers must apply motivational strategies, as one of indispensable requirements in the learning process, in order to make students they arrive to success.

**Question 5:** Have you ever worked with discussions as Motivational Strategies that contribute to the learning process in a class?

**Interpretation:** The Principal said that it is very interesting to know about motivational strategies within a discussion or conversation, to develop speaking skills. Students need the interaction to boost their oral skills.

**Question 6:** Do you consider that discussions, roles-plays, games with speaking exercises could be a good resource to improve speaking skills in the English language?

**Interpretation:** The director made reference about the application of motivational strategies, which allow learners to improve speaking; as an important skill to interchange in dialogues.

**Question 7:** Would you support the implementation motivational strategies exercises that contribute to improve speaking skills on students of eighth year basic education of your institution?

**Interpretation:** The director said that it is fundamental to practice motivational strategies, which are not applied in some institutions. The class turns routinely boring without this resource; teachers must innovate so the students with no doubt reach the success they need to improve in learning.

## INTERVIEW TO SPECIALISTS

**Question 1:** Do you consider that Motivational Strategies could improve the quality of learning process?

**Interpretation:** All specialists MSc. Rodrigo Salazar, and Lcdo. Luis Suarez considered that motivational strategies very important in the learning process for teenagers at high school. The development of games, videos, dialogues and songs, which students will enjoy in taking part in class.

**Question 2:** What are the advantages of using Motivational Strategies in the learning process of a class?

**Interpretation:** One specialist said that is important the motivational strategies in the learning process in class, because its advantages on students allow to improve their speaking skills. The second specialist mentioned that motivational strategies develop in the learning process, for example the practice of a short paragraph and personal commentaries will increase the motivational strategies between teacher and student.

**Question 3:** Do you think that the use of Motivational Strategies would improve speaking skills on the students?

**Interpretation:** All specialists agreed that motivational strategies depend exclusively for the teacher, to practice good motivation, for making the students eager to learn, in a more active way.

**Question 4:** What suggestions would you give to teachers that want to implement Motivational Strategies in the classroom?

**Interpretation:** The specialists suggested that teachers should implement motivational strategies in class, in different topics, in order to improve the background in class.

**Question 5:** What suggestions would you give to students that use Motivational Strategies in the classroom?

**Interpretation:** The specialists suggested that students to pay more attention in class, wherever a teacher is carrying out any activity, which they are going to express in the learning process.

**Question 6:** Do you know any Motivational Strategies used to improve the speaking skills in the English language?

**Interpretation:** They said that they know some motivational strategies to improve speaking skills, for example, conversations, discussions, games in which the teacher takes place in order to get more action in class.

### 3.8.2 Survey directed to students

**Question 1:** Do you like English?

**Objective:** To determine the opinion of students about the English.

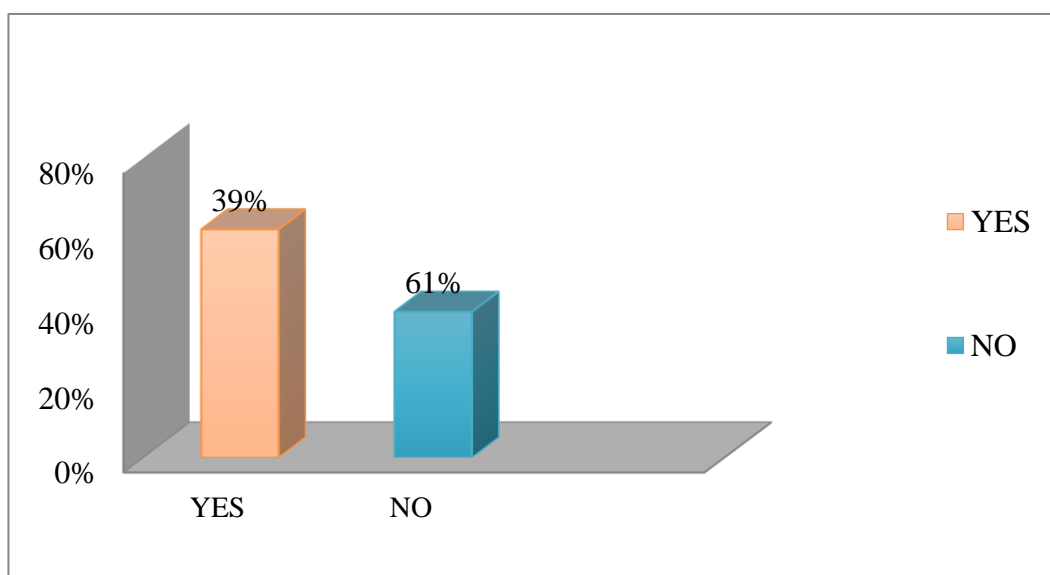
**Chart N° 7: Preference of the English Subject**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Yes</b>	17	39. %
<b>No</b>	27	61. %
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 1: Preference of the English Subject**



**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most of students decided that the English teaching is important within - Learning process, only few students said that it is not so important.

**Question 2:** How do you consider your English classes?

**Objective:** To determine the English classes on students.

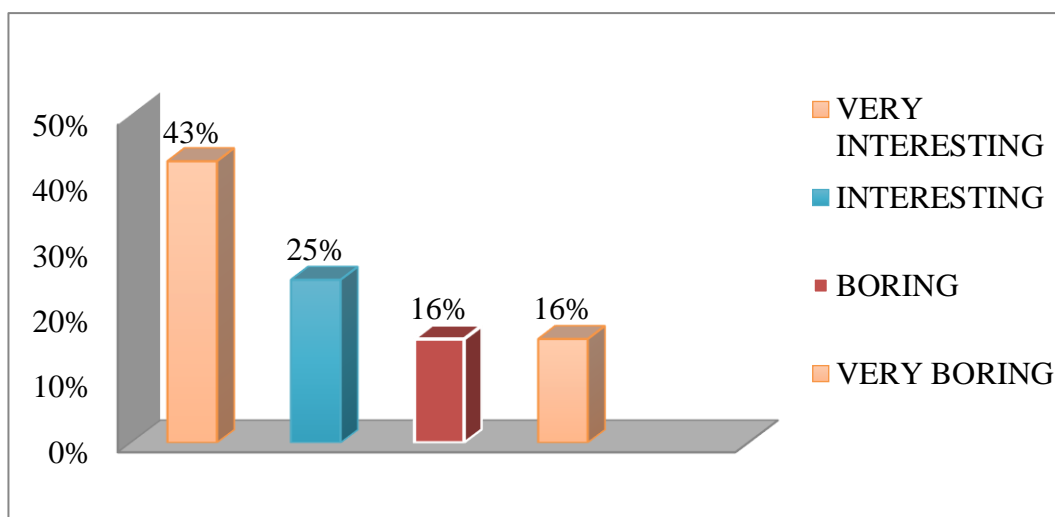
**Chart N° 8: Importance of the English classes**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Very interesting</b>	19	43 %
<b>Interesting</b>	11	25 %
<b>Boring</b>	7	16 %
<b>Very boring</b>	7	16%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 2: Importance of the English classes**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most of students approved that the English classes are very interesting, only few students indicated that the English classes are not necessary.

**Question 3:** Does your English teacher motivate you in the class?

**Objective:** To determine the motivation of students in class.

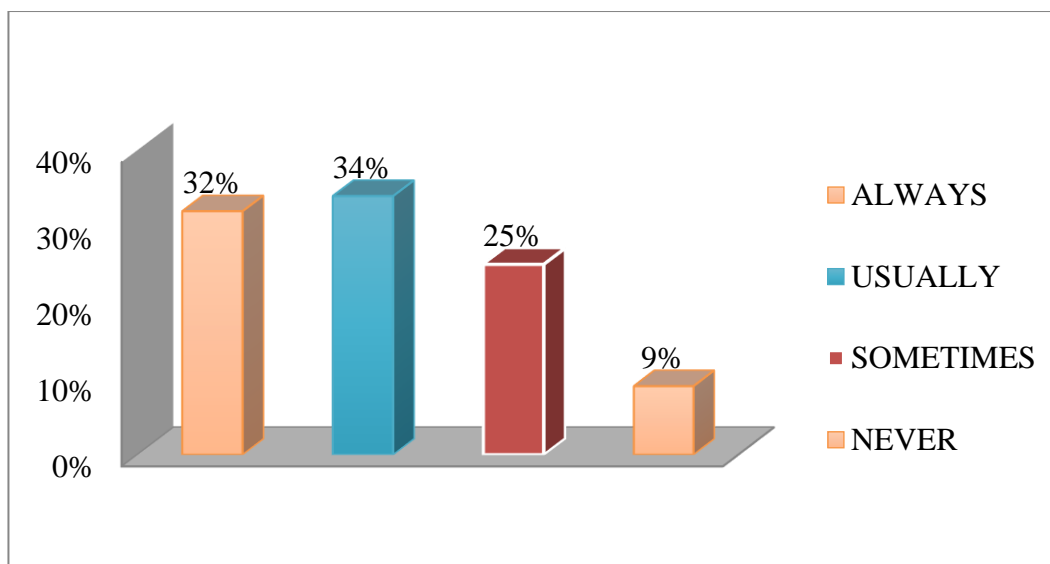
**Chart N° 9: Motivation in class**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Always</b>	14	32 %
<b>Usually</b>	15	34%
<b>Sometimes</b>	11	25 %
<b>Never</b>	4	9%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 3: Motivation in class**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** With little differences, the most students usually are motivated in class while a few others, students are not motivated in class.

**Question 4:** Does your teacher use Motivational Strategies in your English classes?

**Objective:** To determine the use of motivational strategies in the English classes on students.

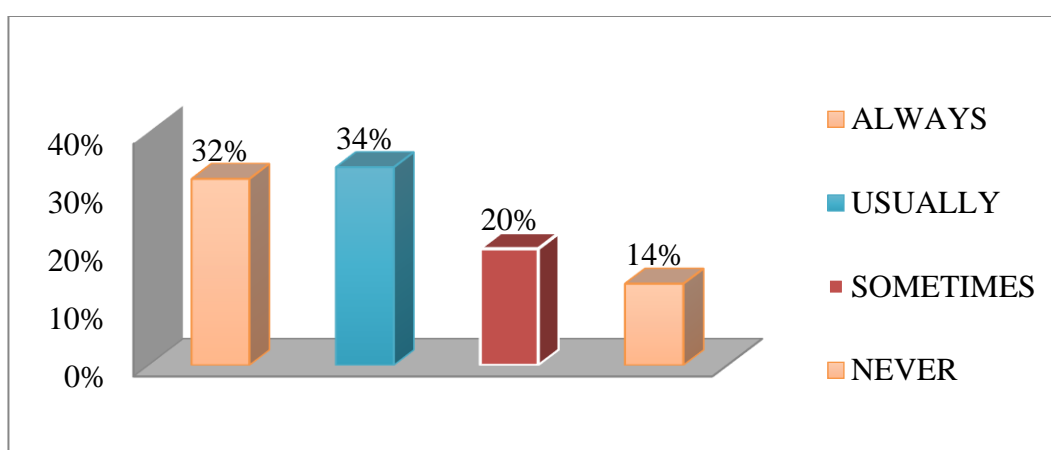
**Chart N° 10: Use of motivational strategies in class**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Always</b>	14	32 %
<b>Usually</b>	15	34%
<b>Sometimes</b>	9	20 %
<b>Never</b>	6	14%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 4: Use of motivational strategies in class**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most students said that the teacher usually uses motivational strategies in the English classes, the rest of students said not.

**Question 5:** How do you consider the use of motivational strategies in the English learning process?

**Objective:** To determine the use of motivational strategies in the English learning process.

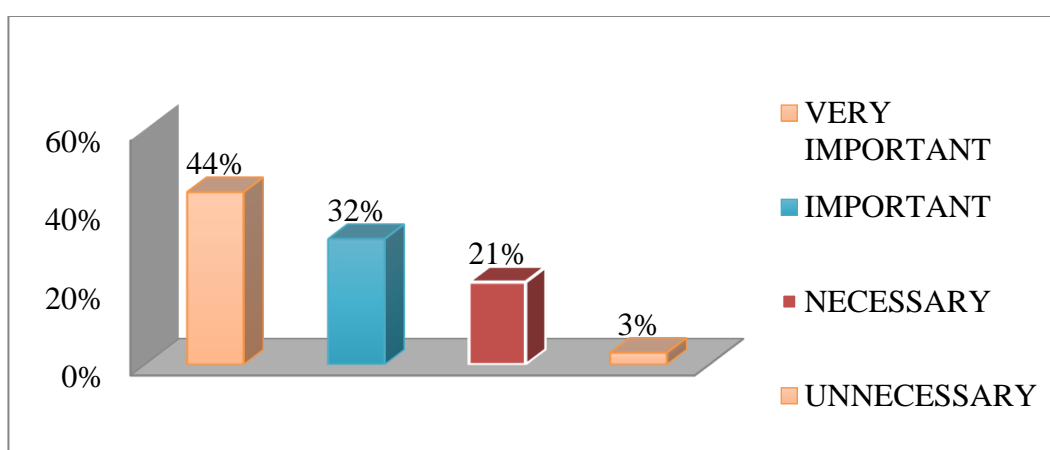
**Chart N° 11: Motivational strategies in the English learning process**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Very important</b>	15	44 %
<b>Important</b>	11	32 %
<b>Necessary</b>	17	21%
<b>Unnecessary</b>	1	3%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 5: Motivational strategies in the English learning process**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most students said that is very important the use of motivational strategies in the learning-process.

**Question 6:** Do you consider that the use of motivational strategies could contribute to improve your speaking skills?

**Objective:** To determine the use of motivational strategies to improve speaking skills.

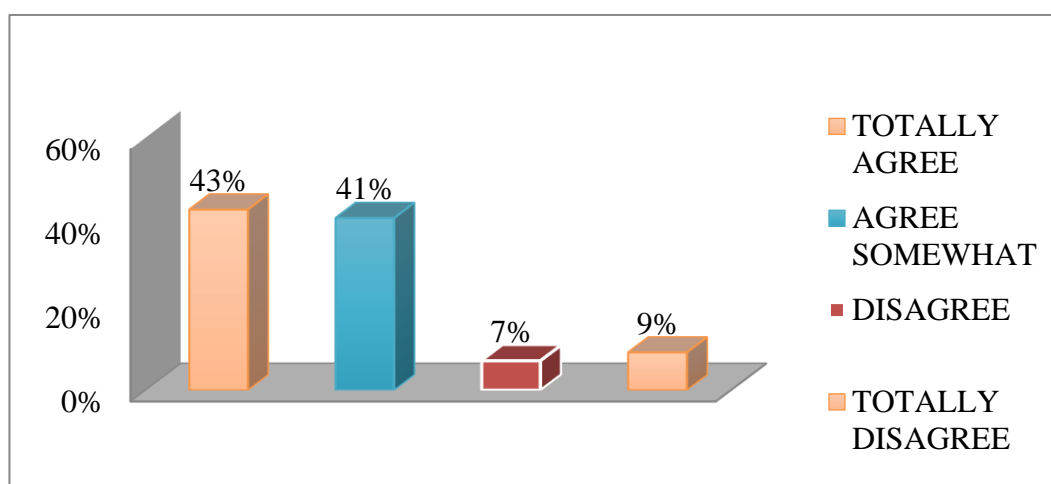
**Chart N° 12 : Contribution of motivational strategies to the speaking skills**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	19	43 %
Agree somewhat	18	41 %
Disagree	3	7 %
Totally disagree	4	9%
Total	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 6: Contribution of motivational strategies to the speaking skills**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most students said that the use of motivational strategies will contribute to improve the speaking skills on students, and only a few students said the opposite.

**Question 7:** Which of these motivational strategies would you like your teacher use to improve the speaking skills in the classroom?

**Objective:** To determine the use of motivational strategies in the English classroom.

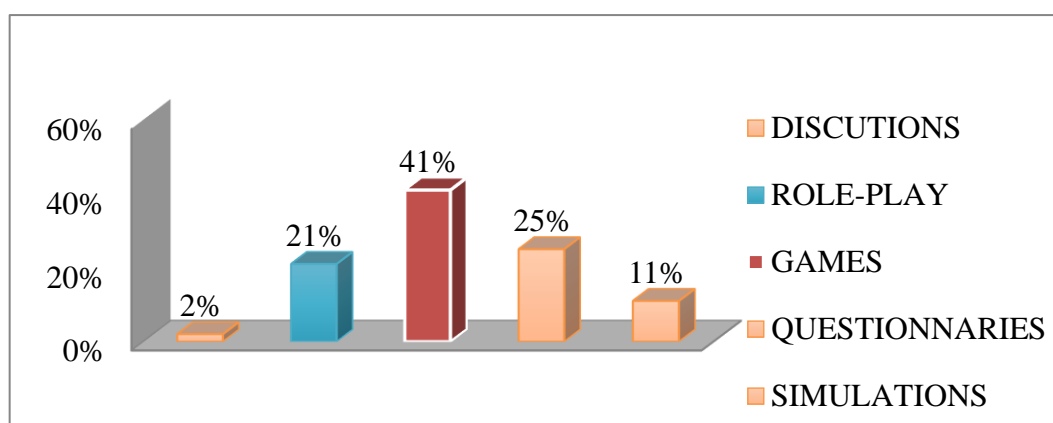
**Chart N° 13: Motivational strategies with speaking skills in class**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Discussions</b>	1	2 %
<b>Role-play</b>	9	21 %
<b>Games</b>	18	41 %
<b>Questionnaires</b>	11	25%
<b>Simulations</b>	5	11%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 7: Motivational strategies with the speaking skills in class**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** Most of students approved that using games as motivational strategies will improve the speaking skills on students in the classroom, only a few students do not approve.

**Question 8:** Have you practiced role-plays with exercises and activities that support you are speaking skills?

**Objective:** To determine the use of role-plays in the students.

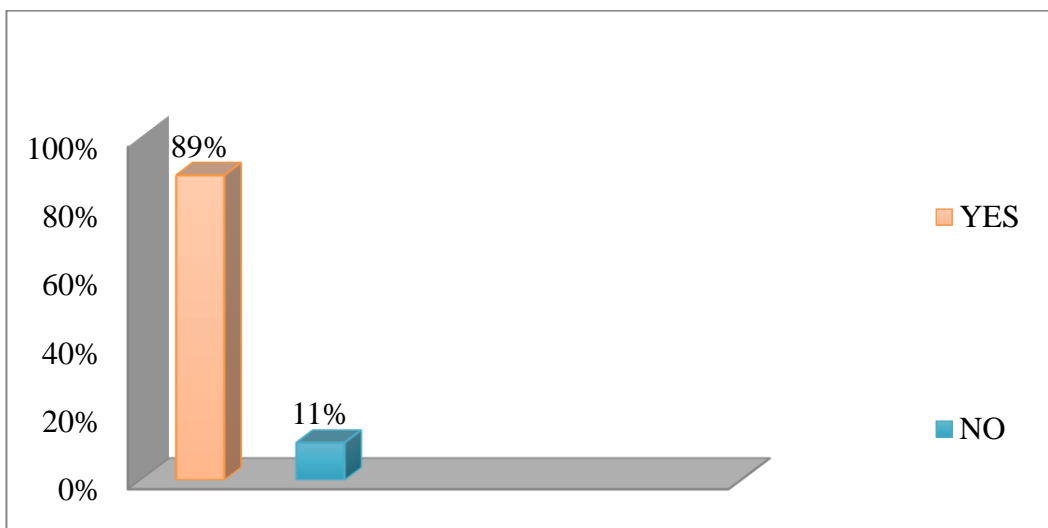
**Chart N° 14: Exercises and activities in class**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	39	89 %
No	5	11 %
Total	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 8: Exercises and activities in class**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** The majority of students said that they have practiced role-plays as motivational strategies to improve speaking skills, and only few students said that have not practiced.

**Question 9:** Do you consider that discussions with exercises and activities could contribute to improve your speaking skills?

**Objective:** To determine the use of discussions and activities on students.

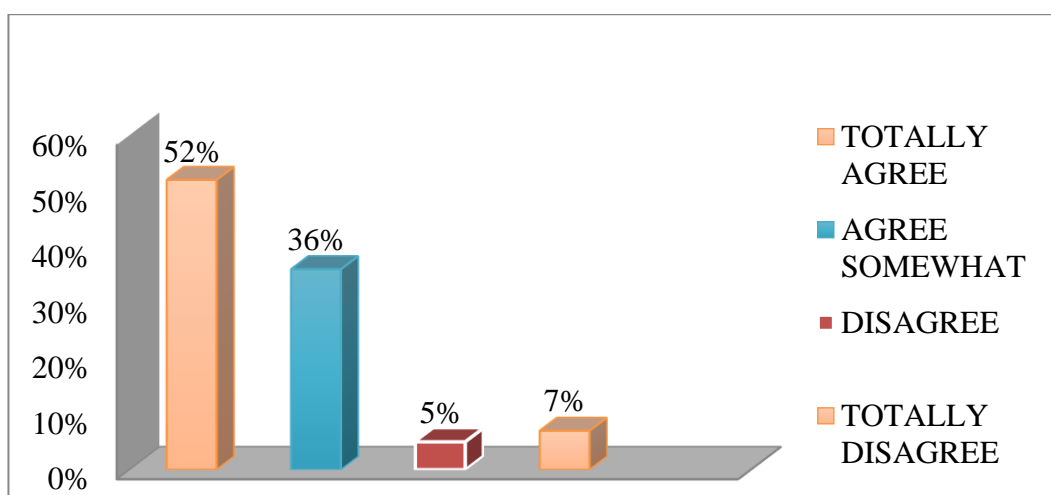
**Chart N° 15: Improving the speaking skills**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Totally agree</b>	23	52 %
<b>Agree somewhat</b>	16	36%
<b>Disagree</b>	2	5%
<b>Totally Disagree</b>	3	7%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 9: Improving the speaking skills**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** The majority of students totally agreed using discussions and activities will improve speaking skills, and only few students agreed.

**Question 10:** Do you agree with the implementation of motivational strategies to improve your speaking skills?

**Objective:** To determine the implementation of motivational strategies on students.

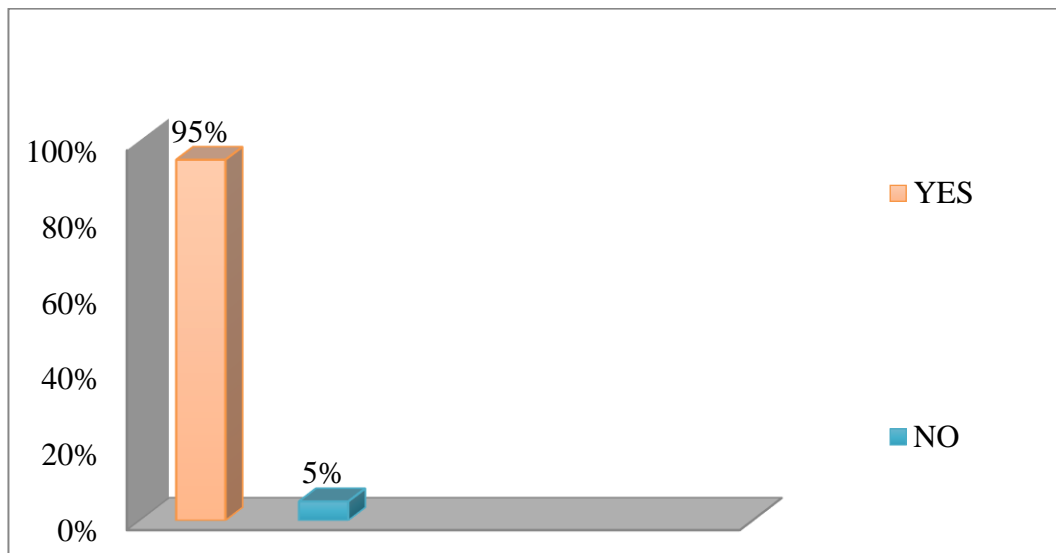
**Chart N° 16: Implementation of motivational strategies**

ALTERNATIVES	FREQUENCY	PERCENTAGE
<b>Yes</b>	42	95 %
<b>No</b>	2	5%
<b>Total</b>	44	100%

**Source:** Luis Augusto Mendoza Moreira School

**Author:** Fernando Ricardo Del Pezo Orrala.

**Graphic N° 10: Implementation of motivational strategies**



**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

**Interpretation:** The majority of students agreed with the implementation of motivational strategies to improve speaking skills, and only few students did not.

### **3.8.3 Interview directed to English teachers**

**Question 1:** Do you consider that the use of Motivational Strategies is important in the English teaching-learning process?

**Interpretation:** The teachers Lcda. Mirna Neira and Lcda Gabriela Suarez considered that the motivational strategies are very important in the English teaching-learning process so students develop an English vocabulary, which enables them to take part in an active conversation.

**Question 2:** How often do you use Motivational Strategies in your English classes?

**Interpretation:** The English teachers expressed, that motivational strategies are necessary to improve speaking skills on students in the English classes.

**Question 3:** Have you ever used motivational strategies that contribute to improve the speaking skills?

**Interpretation:** The English teachers considered that motivational strategies contribute in the teaching-learning process. It is important to practice dialogues, role-plays and games, in class daily, with the purpose to develop speaking skills.

**Question 4:** Why do you think that motivational strategies with exercises and activities could contribute to improve the speaking skills?

**Interpretation:** All the English teachers said that motivational strategies with activities, contribute to improve speaking skills on students, they can take part in an answer-question activity, which will allow students to improve their ability in an English conversation.

**Question 5:** What suggestions would you give to teachers that want to implement motivational strategies in the classroom?

**Interpretation:** The English teachers suggested that motivational strategies are necessary to improve speaking skills in the English learning process in classroom. The teachers must innovate with different strategies, in order to keep dynamic classes, and make more attractive the interchange between student and teacher, this resource will take them enjoy a successful class.

**Question 6:** What suggestions would you give to students that use motivational strategies in the classroom?

**Interpretation:** The English teachers suggested that motivational strategies are very important on students. The practice of motivational strategies will prepare them to improve their background. So students will be ready to perform with a higher level of competence in their enterprise and commercial relations.

### 3.8.4 Results chart- students

**Chart N° 17: Results chart- students**

N°	QUESTIONS	YES		NO							TOTAL		
		Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you like English?	27	61%	17	39%						44	100	
2	How do you consider your English classes?	Very interesting		Interesting		Boring		Very boring					
		19	43%	11	23%	7	16%	7	16%			44	100
3	Does your English teacher motivate you in the class?	Always		Usually		Sometimes		Never					
		14	32%	15	34%	11	25%	4	9%			44	100
4	Does your teacher use Motivational Strategies in your English classes?	Always		Usually		Sometimes		Never					
		14	32%	15	34%	9	20%	6	14%			44	100
5	How do you consider the use of Motivational Strategies in the English learning process?	Very imp		Important		Necessary		Unnecessary					
		15	44%	11	32%	17	21%	1	3%			44	100
6	Do you consider that the use of Motivational Strategies could contribute to improve your speaking skills in the classroom?	Totally agree		Agree somewhat		Disagree		Totally disagree					
		19	43%	18	41%	3	7%	4	9%			44	100
7	Which of these Motivational Strategies would you like your teacher use to improve the speaking skills in the classroom?	Discussions		Role-play		Games		Questionnaires		Simulations			
		1	2%	9	21%	18	41%	11	25%	5	11%	44	100
8	Have you practiced role-plays with exercises and activities that support your speaking skills?	Yes	89%	No	5%						44	100	

**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala

#### **3.8.4.1 Analysis of results – students**

Results showed that students considered that the use of motivational strategies are very important in the teaching-learning process, they also considered that the use of motivational strategies will improve the speaking skills in the classroom. As result it was evidenced that motivational strategies will help the students in the speaking skills. On the other side, they considered that using motivational strategies will help their speaking skills in the classroom.

#### **3.8.5.1 Analysis of results – English teachers**

Results showed that motivational strategies are very important during the Teaching – Learning process on students, they also considered that their students do not speak in English, that is one of the reasons why their speaking skills have not been developed satisfactorily, in order to solve this problem English teachers believed that the use of motivational strategies could bring a solution since it will allow their students to work on their own schedule and rhythm. On the other side, English teacher considered that the use of motivational strategies will improve speaking skills on students.

## **3.9 CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1 Conclusions**

1. Many students of eighth grade have not developed their speaking skills properly.
2. The Director of Escuela Luis Augusto Mendoza Moreira and students of eighth year basic believe that activities as games, role-plays are important in the learning process.
3. English teachers do not use motivational strategies to improve speaking skills in the teaching-learning process.

### **3.9.2 Recommendations**

1. – It is recommended the students improve their speaking skills in order to reach a high level of English.
2. - It is necessary to implement activities as games role-plays to improve the English learning process.
3. - It is recommended the teachers use of motivational strategies to improve the speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira in order to improve the learning process.

## CHAPTER IV

### PROPOSAL

#### 4.1 INFORMATIVE DATA

##### Title of proposal

Implementation of Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena province, 2015-2016.

**Executing Institution:** Escuela Luis Augusto Mendoza Moreira.

##### Illustration N° 1: Escuela Luis Augusto Mendoza Moreira.



**Source:** Escuela Luis Augusto Mendoza Moreira.

**Beneficiaries**

Students of eighth year of basic education.

**Location:**

La Libertad, Santa Elena Province.

**Estimated time for execution**

3 Months

**Responsible**

**Author:** Fernando Ricardo Del Pezo Orrala.

**Advisor:** Ing. Xavier Almeida Briones, MSc.

**Budget**

\$ 1, 241, 25 (American dollars)

**4.2 PROPOSAL BACKGROUND**

During the teaching practices done by the researcher at Escuela “Luis Augusto Mendoza Moreira” it was observed that students of eighth year of basic education had mistaken and difficulties with the speaking skill, affecting their communication in this language, which should be amended with the purpose of create solid bases from the beginning through the end of the high school stage.

The purpose of this paper is to apply motivational strategies to develop speaking skills with an important effect on students especially in their motivation towards the English teaching and learning process on emphasis on their speaking ability.

The implementation of motivational strategies to improve speaking skills has 20 activities designed to make students improve their speaking ability during the class, according to the Ministry of Education text content, and with the description of the introduction, objective and target language.

### **4.3 SIGNIFICANCE**

This proposal it is important because is aimed to present an alternative to improve the speaking skills on students in a motivational way but also it constitutes a tool for teachers to apply a dynamic and active process in their classes. With the motivational strategies, the learners with practice language will start developing the speaking skill and the beginning of primary school will contribute that students reach a good level of competence in the English language at the moment of graduating from high school.

### **4.4 OBJECTIVES**

#### **4.4.1 General Objective:**

To improve the speaking skills of eighth year of basic education at “Escuela Luis Augusto Mendoza Moreira” through the implementation of motivational strategies.

#### **4.4.2 Specific Objectives:**

1. To evaluate the speaking level on students of eighth year basic.
2. To design motivational strategies to improve speaking skills on students of eighth year of basic education at “Escuela Luis Augusto Mendoza Moreira”.

3. To implement motivational strategies on students of eighth year of basic education at Escuela “Luis Augusto Mendoza Moreira”.
4. To evaluate the motivational strategies used during the speaking skills on students of eighth year of basic education at Escuela “Luis Augusto Mendoza Moreira”.

#### **4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The implementation of motivational strategies will help students of eighth year to develop their speaking skills. The motivational strategies are based on activities, and instructions to develop speaking skills in class and make the students learn the English language in an active way, which include role-plays, games, oral presentations, board games, short conversations and dialogues.

It is composed of a considerable number of strategies that reflect the contents of six units to be covered during the school year; it provides the teacher with instructions for their application

##### **4.5.1 Benefits of using motivational strategies**

The implementation of motivational strategies will benefit students of eighth year in the following ways:

1. Students will enjoy English.
2. Students will be encouraged to speak English in classes.
3. Students will increase their speaking in skills.

### 1.5.2 Motivation

According to McGroarty, M. (2002: 69-89) motivation comes from people. She states that motivation also comes from different surroundings and the environment of schools doing the teaching learning process. She also says that motivation should be developed by working in different kinds of groups during the class.

When learning a language with motivation, learners will achieve the goal to learn the target language with an extrinsic motivation caused by a number of factors such as games, fun and rewards.

### 4.5.3 What are Motivational Strategies?

There are many different skills and techniques to promote a method of teaching language. Motivational strategies make reference of much aspect to influence in a teaching-method, to win a systematic and constructive purpose, the makes easier the teacher's work and provide resources to face and innovate a dynamic class.

**Chart N° 18: Strategies to develop speaking**

Strategies to develop speaking	
Role-plays	Conversations
Games	Interviewer
Oral presentation	Discussions
Dialogues	Information gap activities
Board Games	Simulations

**Source:** Luis Augusto Mendoza Moreira School.

**Author:** Fernando Ricardo Del Pezo Orrala.

#### **4.5.4 Role-plays**

A role-play is a game in which the learner interchanges with topic stories, they can be improvised or learners need to prepare a presentation based on a charter they practice English words, dialogues in groups or pairs. Role-play can also be practiced on line. Students may speak with other students involving in the learning of new words, they can send messages or a simple chat with another, will make a student keep the use of English words that will be increasing their vocabulary.

#### **4.5.5 Games**

Games are usually taken for amusement or entertainment; it may be a useful tool in the field of education. Many games are considered as a simple work to practice in class, it increases the dynamic activity in groups. Learners learn better, when they are facing a problem in defiance of another group. A competence of who sings best is another resource that a teacher can apply, to make students interest. The key elements of a game are the interaction.

#### **4.5.5 Oral Presentations**

Oral presentation is about to give an address in public audience, they also indicate a public display to teach or to show knowledge in a conversation.

#### **4.5.7 Dialogues**

A dialogue is an interchange between two people, or spoken conversation with more people trying to clarify a subject.

#### **4.5.8 Board games**

This game uses counters and pieces which are placed on a board surface, with rules, the game is based on strategies and dice movements, it normally has a goal that players have to make.

#### **4.5.9 Conversation**

Conversation is a system of interchange a natural message between people; it currently alights in a spoken treatment. As a written speech, it is not considered as a conversation, when conversation skills increase, the mark is an interesting part in socialization. The progress of conversational skills in a second language is an usual key of teaching- learning.

#### **4.5.10 Interview**

Interviewer is an interchange where questions are asked and answers given. In shared parlance the word. Interview mentions to a one – on – one conversation with one person acting in the role of the interviewer responds, with participants taking turns speaking. Interviews typically contain a transmission of information from interviewee to interviewer, which is usually the crucial determination of the interview.

#### **4.5.11 Discussions**

Discussion is the action in which people talk about something and express each other opinion or ideas.

#### **4.5.12 Information gaps Activities**

Information gap activity can be a great way to get students talking and practicing the grammar and vocabulary, two students will be asking each other questions to

which they do not know the result; these questions are called referential questions. The objective of the activity is for the students are to determine certain information, whether about the other person or related to a definite activity.

#### **4.5.13 Simulations**

Simulation are very comparable to role-plays cut what makes simulations diverse that role-plays is that they are more elaborate, in simulation, students can take items to the class to make an accurate environment.

### **4.6 CHARACTERISTIC OF THE ACTIVITIES.**

**Personalization:** Students talk about their own personal stories, and experiences.

**Contextualization:** The activities are an easy contextualization to picture a familiar circle from learners.

**Peer learning:** It encourages learners to use their background, while speaking and interchange in class, they share with their classmates.

**Motivational:** The activities involve the students through the teacher's stimulation the purpose is to obtain high stages of motivation, in order to reach the normal practice of the language.

## 4.7 CONTENT OF THE 8<sup>TH</sup> GRADE ENGLISH BOOK

This is the current English book of eighth year; it has six units in which the proposal is based to develop the speaking skills.

**Chart N° 19: English Book Content**

Unit	Title	Communication	Grammar
Pages 2-5	<b>Let's get started.</b>		
<b>1</b> Pages 6-13	<b>What's your name?</b>	Ask about favorites -Introduce yourself	Simple present of be: -Affirmative statements -Negative statements -subject pronouns Questions with be Yes/no questions -information questions: What? How old? Who?
<b>2</b> Pages 14-20	<b>This is Brian.</b>	-Introduce people -Ask where people and things are: where is? Where are?	Prepositions of place: in, on, above, under, at, behind, in front of Possessive adjectives: my, your, his, her, our, your, their.
Page 21	<b>Progress check unit 1 and 2</b> <b>Test-taking Tip:</b> familiarize yourself with the entire test.		
Pages 22 Pages 23	<b>Game 1: Pack it up!</b> <b>Project 1: A snapshot of me.</b>		
<b>3</b> Pages 24-31	<b>Where are you from?</b>	-Talk about where people are from -Ask for and give personal information	Nouns: singular and plural forms this/ that; these those Articles: a and an
Pages 32-33	Wide angle 1: from one country to another.....		
<b>4</b> Pages 34-40	<b>Can you repeat that, please?</b>	-Ask about birthdays -Ask questions: When? What time? What day?	Can for request Questions words: when, what time, what day (am/is/are) Prepositions of time: in, month, on, day, at, time.
Page 41	<b>Progress check units 3 and 4</b> <b>Test-taking tip:</b> budget your time.		
<b>5</b> Pages 42-49	<b>I have two sisters.</b>	-Ask about your family -Describe people	Possessive forms of nouns Simple present of have; any -Affirmative and negative statements -yes/no questions Information questions with How many
<b>6</b> Pages 52-58	<b>I'm not crazy about hip-hop</b>	Talk about likes and dislikes	Simple present of like -Affirmative and negative statements -yes/no questions Object pronouns: me, you, him, her, it, us, you, them.
Pages 60-61	Wide angle2: potter teens.		

**Source:** English Book Level-1 (Ecuadorian Ministry of Education)

**Author:** Fernando Ricardo Del Pezo Orrala.

**Chart N° 20: Strategies applied in class**

UNITS	COMMUNICATION AND GRAMMAR TOPICS	NAME OF THE STRATEGY
<p><b>UNIT 1</b> <b>WHAT'S YOUR NAME?</b></p>	<p>The alphabet Introduce yourself Ask about your favorites Verb to be W.h Questions</p>	<p>Game: Spelling Role-plays: Introduce your best friends Simple present of verb be Am/is/are</p>
<p><b>UNIT 2</b> <b>THIS IS BRIAN</b></p>	<p>Introduce people Ask where people and things are. Where is / where are? Prepositions of place</p>	<p>Game: prepositions of place: in, on, above, under, behind, in front of</p>
<p><b>UNIT 3</b> <b>WHERE ARE YOU FROM</b></p>	<p>Talk about where people are from An / an</p>	<p>Board Game: Nouns: Singular and plural forms This/that; these/those</p>
<p><b>UNIT 4</b> <b>CAN YOU REPEAT THAT PLEASE?</b></p>	<p>The use of can Ask about birthdays</p>	<p>Interviewer Can for requests Question words When, What time.</p>
<p><b>UNIT 5</b> <b>I HAVE TWO SISTERS</b></p>	<p>Talk about your family Describe people</p>	<p>Ball Game Simple present of have Affirmative and negative statements.</p>
<p><b>UNIT 6</b> <b>I AM NOT CRAZY ABOUT HIP-HOP</b></p>	<p>Talk about likes and dislikes</p>	<p>Conversation: Simple present of like Affirmative and negative statements.</p>

Source: Luis Augusto Mendoza Moreira School.  
Author: Fernando Ricardo Del Pezo Orrala.

## 4.8 ACTIVITIES TO BE DEVELOPED DURING THE IMPLEMENTATION OF THE PROPOSAL.

### Activity # 1


<b>Theme:</b> Regular and Irregular verbs	<b>Strategy:</b> Games	<b>Setup:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Picture cards
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**Objective:** To identify verbs and use them in sentences

**Motivational Strategies**

miércoles, 12 de octubre de 2016

### STRATEGY 1 GAME



**Games**


Games are usually taken for amusement or entertainment; it may be a useful tool in the field of education. Many games are considered as a simple work to practice in class, it increases the dynamic activity in groups. Learners learn better, when they are facing a problem in defiance of another group. A competence of who sings best is another resource that a teacher can apply, to make students interest. The key elements of a game are the interaction.

**Procedure:**

1. Have students form groups of four.
2. Ask them to put the cards face down.
3. Explain students they have to take turns in order to pick up a picture card and they must say the verb that represents the picture followed by a sentence using that verb.
4. The winner student would be the one that says more correct sentences within the group.
5. Reward winner students with extra points.

**Example:**

I run in the park.	I watch TV.
I play soccer every day.	I dance in the disco.



**Datos personales**

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**Archivo del blog**

- 2016 (12)
- octubre (12)
  - STRATEGY 12 INTERVIEW
  - STRATEGY 11 ORAL PRESENTATION
  - STRATEGY 8 GAME
  - STRATEGY 1 GAME
  - STRATEGY 2 BOARD GAME DICE
  - STRATEGY 3 ROLE PLAY
  - STRATEGY 5 ROLE PLAY
  - STRATEGY 6: INTERVIEW
  - STRATEGY 7 BALL GAMES
  - STRATEGY 9 BOARDS GAME
  - STRATEGY 10 GAME

<http://fernandodelpezo.blogspot.com/2016/10/strategy-1-game.html>

Source: Implementation of the proposal

Author: Fernando Ricardo Del Pezo Orrala

## Activity # 2

<b>Theme:</b> Adverbs of frequency	<b>Strategy:</b> Board game	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Board game dice
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**Objective:** To use adverbs of frequency.

**Motivational Strategies**

miércoles, 12 de octubre de 2016


### STRATEGY 2 BOARD GAME DICE



**Board games**

This game uses counters and pieces which are placed on a board surface, with rules, the game is based on strategies and dice movements, it normally has a goal that players have to make.

**Datos personales**



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**Archivo del blog**

2016 (12)

octubre (12)


- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME

**Procedure:**

1. Divide the class in two groups
2. Explain students that they have to tell sentences using adverb of frequency.
3. Select one student to model the activity.
4. Have learners play the game.
5. The first student to reach the finish is the winner.

**Example**

I always get up six o' clock in the morning.  
I sometimes take the bus.  
I never play the violin.



**STRATEGY 3 ROLE PLAY**

STRATEGY 4 ORAL PRESENTATION

STRATEGY 5 ROLE PLAY

STRATEGY 6: INTERVIEW

STRATEGY 7 BALL GAMES

STRATEGY 9 BOARDS GAME

STRATEGY 10 GAME

<http://fernandodelpezo.blogspot.com/2016/10/strategy-2-board-game-dice.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala

### Activity # 3

<b>Theme:</b> At the restaurant	<b>Strategy:</b> Role play	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Flash cards
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**Objective:** To Talk about food at the restaurant.

Motivational Strategies

miércoles, 12 de octubre de 2016

### STRATEGY 3 ROLE PLAY

**Objective:** To Talk about food at the restaurant

A role-play is a game in which the learner interchanges with topic stories, they can be improvised or learners need to prepare a presentation based on a charter they practice English words, dialogues in groups or pairs. Role-play can also be practiced on line. Students may speak with other students involving in the learning of new words, they can send messages or a simple chat with another, will make a student

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2016 (12)

- octubre (12)
- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME
- STRATEGY 2 BOARD GAME DICE
- STRATEGY 3 ROLE PLAY

**Procedure:**

1. Divide the class into groups of 4 students.
2. Explain students that they have to play the role like customers
3. Another student plays the role like waiter

**Example**

**Waiter:** Good morning, Sir.  
**Customer:** Good morning,  
**Waiter:** What can I do for you?  
**Customer:** I would like chicken soup, salad, fried potatoes, and orange juice, coffee and chocolate desert... please.  
**Waiter:** Your order in ten minutes!

**AT THE RESTAURANT RO...**

STRATEGY 5 ROLE PLAY  
 STRATEGY 6: INTERVIEW  
 STRATEGY 7 BALL GAMES  
 STRATEGY 9 BOARDS GAME  
 STRATEGY 10 GAME

<http://fernandodelpezo.blogspot.com/2016/10/strategy-3-role-play.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala

## Activity # 4

<b>Theme:</b> Daily routine	<b>Strategy:</b> Oral Presentation	<b>Set up:</b> Whole class	<b>Time: 30</b> minutes	<b>Materials:</b> Pictures
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**Objective:** To talk about daily routine.

**Motivational Strategies**

domingo, 9 de octubre de 2016

### STRATEGY 4 ORAL PRESENTATION



Oral presentation is about to give an address in public audience, they also indicate a public display to teach or to show knowledge in a conversation.

**Objective:** To talk about daily routine.

**Datos personales**



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**Archivo del blog**

2016 (12)

octubre (12)


- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME

**Procedure:**

1. Divide the class in groups
2. Give each pair a picture about daily routine.
3. Have each pair talk about daily activities using the pictures given

**Example**

Every day I get up at six o' clock.  
Then, I eat my breakfast.  
I go to school at seven o' clock.  
I usually finish class at one o' clock.  
In the evening, I like to watch television



- STRATEGY 2 BOARD GAME DICE
- STRATEGY 3 ROLE PLAY
- STRATEGY 4 ORAL PRESENTATION
- STRATEGY 5 ROLE PLAY
- STRATEGY 6: INTERVIEW
- STRATEGY 7 BALL GAMES
- STRATEGY 9 BOARDS GAME
- STRATEGY 10 GAME

Publicado por Fernando Del Pezo en 18:47

[http://fernandodelpezo.blogspot.com/2016/10/strategy-4-oral-presentation\\_9.html](http://fernandodelpezo.blogspot.com/2016/10/strategy-4-oral-presentation_9.html)

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 5

<b>Theme:</b> Introduce yourself	<b>Strategy:</b> Role play	<b>Set up:</b> Whole class	<b>Time:</b> 25 minutes	<b>Materials:</b> Copies
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**Objective:** To introduce people.

**Motivational Strategies**

jueves, 6 de octubre de 2016

### STRATEGY 5 ROLE PLAY



**Datos personales**



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**Archivo del blog**

2016 (12)

octubre (12)

- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION


**Objective:** To introduce people.

**Procedure:**

1. Introduce a conversation
2. Model a short dialogue with one of the students.
3. Present questions and phrases for introducing oneself.
4. Have students working in pairs asking and answering questions.

**Example:**

John: Hello, good morning.	Peter: Fine, thank you.
John: What is your name?	John: How are you?
Peter: My name is Peter.	Peter: I am eleven years old.
John: How are you?	John: Nice to meet you.



Publicado por Fernando Del Pezo en 11:32

[http://fernandodelpezo.blogspot.com/2016/10/strategy-5-role-play\\_6.html](http://fernandodelpezo.blogspot.com/2016/10/strategy-5-role-play_6.html)

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala

## Activity # 6

<b>Theme:</b> What is your favorite hobby?	<b>Strategy:</b> Interview	<b>Set up:</b> Pairs	<b>Time:</b> 25 minutes	<b>Materials:</b> Copiew
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**Objective:** To talk about hobbies and interests

**Motivational Strategies**

jueves, 6 de octubre de 2016

### STRATEGY 6: INTERVIEW

Interview is an interchange where questions are asked and answers given. In shared parlance the word. Interview mentions to a one – on – one conversation with one person acting in the role of the interviewer responds, with participants taking turns speaking. Interviews typically contain a transmission of information from interviewer to interviewed, which is usually the crucial determination of the interview.

**Datos personales**



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**Archivo del blog**

2016 (12)

- octubre (12)
- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME
- STRATEGY 2 BOARD GAME DICE
- STRATEGY 3 ROLE PLAY

**Objective:** to talk about hobbies and interests

**Procedure:**


**Work in pairs to practice an interview.**

1. Hand over a copy of the interview about hobbies
2. Explain students that they will ask about hobbies

**Example**

**Student A:** What is your favorite hobby?  
**Student B:** My favorite hobby is listening to music.  
**Student A:** What is your favorite color?  
**Student B:** My favorite color is yellow.  
**Student A:** What is your favorite food?  
**Student B:** My favorite food is chicken.

CONVERSATION 1



<http://fernandodelpezo.blogspot.com/2016/10/strategy-6-interviewer.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 7


<b>Theme:</b> Verb to have	<b>Strategy:</b> Ball game	<b>Set up:</b> Whole class	<b>Time:</b> 25 minutes	<b>Materials:</b> Ball
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**Objective:** To talk about family using verb of have

**Motivational Strategies**


jueves, 6 de octubre de 2016

**STRATEGY 7 BALL GAMES**



Objective: To talk about family using verb of have

**Datos personales**



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**Archivo del blog**

2016 (12)


- octubre (12)
- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME

**Procedure:**

1. To explain students that they will pass the ball and tell sentences with the verb to have using new vocabulary.
2. Each student has to say a sentence.

**Examples**

I have two brothers	She has one sister
He has one brother.	He has five brothers.
She has one brother.	I have one cousin.



20151209 0001

STRATEGY 2 BOARD GAME DICE

STRATEGY 3 ROLE PLAY

STRATEGY 4 ORAL PRESENTATION

STRATEGY 5 ROLE PLAY

STRATEGY 6: INTERVIEW

STRATEGY 7 BALL GAMES

STRATEGY 9 BOARDS GAME

STRATEGY 10 GAME

<http://fernandodelpezo.blogspot.com/2016/10/strategy-7-ball-games.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 8


<b>Theme:</b> Places in the town	<b>Strategy:</b> Game	<b>Set up:</b> Whole class	<b>Time:</b> 15 minutes	<b>Materials:</b> Pictures markets
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**Objective:** To draw and guess about the places in the town.

**Motivational Strategies**

miércoles, 12 de octubre de 2016

### STRATEGY 8 GAME




**Objective:** To draw and guess about the places in the town.

**Procedure:**


1. Divide the class into two groups and choose two volunteers per each group.
2. Explain the students that they are going to draw on the board, then the others students guessing the picture.
3. Each student has 30 seconds to draw.

**Example**

It is a stadium.                      It is a park.  
 It is a museum.                      It is a mall.  
 It is a church.                      It is a restaurant.



**Datos personales**



**Fernando Del Pezo**

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**Archivo del blog**

2016 (12)

octubre (12)

- STRATEGY 12 INTERVIEW
- STRATEGY 11 ORAL PRESENTATION

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Publicado por Fernando Del Pezo en 10:29

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No hay comentarios:

- STRATEGY 8 GAME
- STRATEGY 1 GAME
- STRATEGY 2 BOARD GAME DICE
- STRATEGY 3 ROLE PLAY
- STRATEGY 4 ORAL PRESENTATION
- STRATEGY 5 ROLE PLAY
- STRATEGY 6: INTERVIEW
- STRATEGY 7 BALL GAMES
- STRATEGY 9 BOARDS GAME
- STRATEGY 10 GAME

<http://fernandodelpezo.blogspot.com/2016/10/strategy-8-game.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 9

<b>Theme:</b> Adverbs of frequency	<b>Strategy:</b> Boards game	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Board game dice
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**Objective:** To tell sentences using adverbs of frequency

<http://fernandodelpezo.blogspot.com/2016/10/strategy-9-boards-game.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 10


<b>Theme:</b> Daily routine	<b>Strategy:</b> Oral presentation	<b>Set up:</b> Individual	<b>Time:</b> 25 minutes	<b>Materials:</b> Flash cards
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**Objective:** To talk about daily routine.

**Motivational Strategies**


miércoles, 12 de octubre de 2016

**STRATEGY 10 ORAL PRESENTATION**



Objective: To talk about daily routine.

**Datos personales**



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**Archivo del blog**

2016 (12)


- octubre (12)
- STRATEGY 12 INTERVIEW
- STRATEGY 10 ORAL

**Procedure:**

1. Divide the class in groups
2. Give each student a picture about daily routine.
3. Have each student talk about daily activities using the pictures given

**Example**

Every day I get up at six o' clock.  
Then, I eat my breakfast.  
I go to school at seven o' clock.  
I usually finish class at one o' clock.  
In the evening, I like to watch television



DAILY ROUTINE

Publicado por Fernando Del Pezo en 11:20

<http://fernandodelpezo.blogspot.com/2016/10/strategy-11-oral-presentation.html>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 11

<b>Theme:</b> What is your favorite hobby	<b>Strategy:</b> Interview	<b>Set up:</b> Work in pairs	<b>Time:</b> 30 minutes	<b>Materials:</b> Copies
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**Objective:** To Talk about favorite hobby

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 12

<b>Theme:</b> Snow white and the seven dwarfs	<b>Strategy:</b> Role play	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Papers
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**Objective:** To Relate the story about snow white and the seven dwarfs.

The screenshot shows a Blogger post on the website 'Motivational Strategies' by Fernando Del Pezo. The post is dated 'domingo, 16 de octubre de 2016' and is titled 'STRATEGY 12 ROLE PLAY'. It features a photograph of students in a classroom setting, some wearing Santa hats. The text of the post explains that role-play is a game where learners interchange with topic stories, can be improvised, or require preparation based on a charter. It mentions practicing English words, dialogues in groups or pairs, and role-play on a line. It also notes that students can speak with others, send messages, or chat to increase their vocabulary.

This screenshot shows the detailed content of the Blogger post. It includes the following sections:

- Objective:** To Relate the story about snow white and the seven dwarfs.
- ROLE PLAY** (with a video player showing students in costumes)
- Procedure:**
  1. Explain students that they will relate the story snow white and the seven dwarfs.
  2. Each student has to say a phrase
- Story**

Long ago, in a last kingdom for away, there was a beautiful princess by the name of snow white. She became a prettiest girl as she was growing up. She was living along with a stepmother who had hateful feelings for princess. She called a hunter one day and orders him to kidnap the girl in the forest, and kill her. The hunter was not so cruel, and let the princess to go. But one day.....

At the bottom, it says 'Publicado por Fernando Del Pezo en 21:33' and 'No hay comentarios:'.

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 13

<b>Theme:</b> Like and dislike	<b>Strategy:</b> Conversation	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Flash cards
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**Objective:** To talk about like and dislike

Motivational Strategies

martes, 18 de octubre de 2016

### STRATEGY 13 CONVERSATION



Conversation is a system of interchange a natural message between people; it currently alights in a spoken treatment. As a written speech, it is not considered as a conversation, when conversation skills increase, the mark is an interesting part in socialization. The progress of conversational skills in a second language is an usual key of teaching- learning.

**Objective:** To talk about expressing likes and dislikes

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**Archivo del blog**

- 2016 (13)
  - octubre (13)
    - STRATEGY 13 CONVERSATION
    - STRATEGY 12 ROLE PLAY
    - STRATEGY 11 INTERVIEW
    - STRATEGY 10 ORAL PRESENTATION

**Procedure:**

1. Explain students that they will tell sentences using likes and dislikes.
2. Each student takes a flash card.

**Example**

I like eating fruit.	She dislikes playing football.
I don't like drinking coffee.	He likes watching action movies.
She likes playing tennis.	He dislikes watching drama movies
She dislikes playing football.	I like playing basketball.



**STRATEGY 13 CONVERSATION**

Publicado por Fernando Del Pezo en 9:58 No hay comentarios:

Recomendar esto en Google

**STRATEGY 1 GAME**  
**STRATEGY 2 BOARD GAME DICE**  
**STRATEGY 3 ROLE PLAY**  
**STRATEGY 4 ORAL PRESENTATION**  
**STRATEGY 5 ROLE PLAY**  
**STRATEGY 6: INTERVIEW**  
**STRATEGY 7 BALL GAMES**  
**STRATEGY 9 BOARDS GAME**

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 14

<b>Theme:</b> Adverbs of frequency	<b>Strategy:</b> Board Game	<b>Set up:</b> Whole class	<b>Time:</b> 10 minutes	<b>Materials:</b> Board game dice
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**Objective:** To tell sentences with adverbs of frequency

The screenshot shows a Blogger post on the website 'fernandodelpezo.blogspot.com'. The page title is 'Motivational Strategies'. The post date is 'martes, 18 de octubre de 2016'. The post title is 'STRATEGY 14 BOARD GAME'. Below the title is a video thumbnail showing two men in a classroom setting. The text below the video reads: 'This game uses counters and pieces which are placed on a board surface, with rules, the game is based on strategies and dice movements, it normally has a goal that players have to make.' To the right of the post is a sidebar with 'Datos personales' for Fernando Del Pezo, 'Ver todo mi perfil', and an 'Archivo del blog' section listing other posts like 'STRATEGY 13 CONVERSATION' and 'STRATEGY 12 ROLE PLAY'.

This screenshot shows the 'Procedure' and 'Example' sections of the blog post. The 'Objective' is 'To talk about countries and nationalities.' The 'Procedure' consists of four steps: 1. Divide the class into groups of 4; 2. Have students roll their dice to determine the order of the players; 3. Explain students to ask and questions using countries and nationalities; 4. Model question. The 'Example' section shows a dialogue: Student A: 'Where are you from?' Student A: 'What is your nationality?' Student B: 'I am from Colombia.' Student B: 'Colombian.' Below the text is a video thumbnail titled 'BOARDS GAME' showing two men in a classroom.

<http://fernandodelpezo.blogspot.com/>

Source: Implementation of the proposal

Author: Fernando Ricardo Del Pezo Orrala.

## Activity # 15

<b>Theme:</b> Describing picture	<b>Strategy:</b> Game	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Flash cards
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**Objective:** To describe picture using flash cards

**Motivational Strategies**

martes, 18 de octubre de 2016

### STRATEGY 15 GAME



Games are usually taken for amusement or entertainment; it may be useful tool in the field of education. Many games are considered as a simple work to practice in class, it increases the dynamic activity in groups. Learners learn better when they are facing a problem in defiance of another group. A competence of who sings best is another resource that a teacher can apply, to make students interest. The key elements of a game are the interaction

elements of a game are the interaction

Objective: To talk about describing picture using adjectives

**Procedure:**

1. Each student takes a picture
2. Explain students that they are going to describe picture.

**Example**

She is Shakira.	He is Justin Bieber.
She is from Colombia.	He is from United States
She is a singer.	He is a singer.
She is short	He is tall
She is beautiful.	He is handsome.



**Datos personales**



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**Archivo del blog**

- ▼ 2016 (15)
- ▼ octubre (15)
- STRATEGY 15 GAME
- STRATEGY 14 BOARD GAME
- STRATEGY 13 CONVERSATION
- STRATEGY 12 ROLE PLAY
- STRATEGY 11 INTERVIEW

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 16

<b>Theme:</b> Can/Can't	<b>Strategy:</b> Conversation	<b>Set up:</b> Work in pairs	<b>Time:</b> 30 minutes	<b>Materials:</b> Cellphones
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**Objective:** To ask and answer the questions using can/can't

The screenshot shows a Blogger post on the website fernandodelpezo.blogspot.com. The post title is "STRATEGY 16 CONVERSATION" and it is dated "martes, 18 de octubre de 2016". The main content includes a photograph of two students in a classroom setting. Below the photo, there is a paragraph of text explaining conversation as a system of interchange and its role in learning. To the right of the main content, there is a sidebar with the author's profile, "Fernando Del Pezo", and a list of other blog posts under the heading "Archivo del blog".

This screenshot shows the continuation of the Blogger post. It details the "Objective" and "Procedure" for the activity. The objective is to ask and answer questions using "Can / Can't". The procedure involves dividing the class into pairs and explaining the task. An "Example" section provides sample dialogues between two people (A and B) using "can" and "can't". Below the example, there is a video player titled "CONVERSATION 2" showing students in a classroom. A sidebar on the right lists other strategies from the blog, such as "STRATEGY 11 INTERVIEW" and "STRATEGY 10 ORAL PRESENTATION".

**http://fernandodelpezo.blogspot.com/**  
**Source:** Implementation of the proposal  
**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 17

<b>Theme:</b> Lemon tree	<b>Strategy:</b> Musical	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Paper
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**Objective:** To listen the music and complete the chart

The screenshot shows a Blogger page for 'fernandodelpezo.blogspot.com'. The main heading is 'Motivational Strategies' with a date of 'martes, 10 de octubre de 2016'. The sub-heading is 'STRATEGY 17 MUSICAL'. Below this is a video thumbnail showing two students sitting on chairs. The text below the video reads: 'Musical is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color.'

The 'Objective' section states: 'To listen the music and complete chart'. The 'Procedure' section lists two steps: '1. Explain students that they will listen the music and complete the chart.' and '2. Each student sings the music and completes the chart.'

The 'Examples' section includes a poem: 'I'm sitting here in the boring room / It's just another rainy Sunday afternoon / I'm wasting my time / I got nothing to do / I'm hanging around / I'm waiting for you / But nothing ever happens and I wonder'.

Below the text is another video thumbnail with the word 'MUSICAL' overlaid. On the right side of the page, there is an 'Archivo del blog' (Blog Archive) section showing a list of posts from 2016, with 'STRATEGY 17 MUSICAL' and 'STRATEGY 16 CONVERSATION' listed under the month of 'octubre (17)'.

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 18

<b>Theme:</b> Regular and Irregular verbs	<b>Strategy:</b> Oral presentation	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Flash cards
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**Objective:** To tell sentences with regular and irregular verbs using flash cards

Motivational Strategies

martes, 18 de octubre de 2016

### STRATEGY 18 ORAL PRESENTATION

Oral presentation is about to give an address in public audience, they also indicate a public display to teach or to show knowledge in a conversation.

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**Archivo del blog**  
 2016 (18)  
 octubre (18)  
 STRATEGY 18 ORAL PRESENTATION  
 STRATEGY 17 MUSICAL  
 STRATEGY 16 CONVERSATION  
 STRATEGY 15 GAME

Motivational Strategies

Objective: To talk about professions.

**Procedure:**

- Distribute each student a flash card about regular and irregular verbs.
- Explain to students that they have to say sentences using regular and irregular verbs.

**Example**

I play soccer.	He reads a book	She listens the music.
I swim in the pool.	He plays the piano.	I sing a song.
He cooks a chicken.	She opens the door.	He takes a shower.

**GAME 3**

Publicado por Fernando Del Pezo en 12:49 No hay comentarios:

**STRATEGY 14 BOARD GAME**  
 STRATEGY 13 CONVERSATION  
 STRATEGY 12 ROLE PLAY  
 STRATEGY 11 INTERVIEW  
 STRATEGY 10 ORAL PRESENTATION  
 STRATEGY 8 GAME  
 STRATEGY 1 GAME  
 STRATEGY 2 BOARD GAME DICE  
 STRATEGY 3 ROLE PLAY  
 STRATEGY 4 ORAL PRESENTATION  
 STRATEGY 5 ROLE PLAY  
 STRATEGY 6: INTERVIEW  
 STRATEGY 7 BALL GAMES  
 STRATEGY 9 BOARDS GAME

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 19

<b>Theme:</b> Simple past	<b>Strategy:</b> Role play	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Flash cards
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**Objective:** To tell sentences in simple past using flash cards

Motivational Strategies

martes, 18 de octubre de 2016

### STRATEGY 19 ROLE PLAY

A role-play is a game in which the learner interchange with topics stories, this they can be improvised or learners need to prepare a presentation based on a charter they practice English words, dialogues in groups or pairs. Role play can also be practiced on line. Students may speak with another students involving in the learning of new words, they can send messages or a simple chat with another, will make a student tis keep the use of English words that will be increasing their vocabulary.

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**Archivo del blog**

2016 (19)

- octubre (19)
  - STRATEGY 19 ROLE PLAY
  - STRATEGY 18 ORAL PRESENTATION
  - STRATEGY 17 MUSICAL
  - STRATEGY 16 CONVERSATION
  - STRATEGY 15 GAME
  - STRATEGY 14 BOARD GAME

Motivational Strategies

Objective: To tell sentences in simple past using regular and irregular verbs

**Procedure:**

- 1.- Divide the class into two groups
- 2.- Explain students that they will tell sentences in simple past using regular and irregular verbs.

**Example**

I played soccer last night.  
He cooked chicken last weekend.  
We played basketball last friday.  
They went to the shopping last week  
I painted the house last monday.  
I wrote a letter last tuesday

CONVERSATION IN PAST 2

**STRATEGY 13 CONVERSATION**  
STRATEGY 12 ROLE PLAY  
STRATEGY 11 INTERVIEW  
STRATEGY 10 ORAL PRESENTATION  
STRATEGY 8 GAME  
STRATEGY 1 GAME  
STRATEGY 2 BOARD GAME DICE  
STRATEGY 3 ROLE PLAY  
STRATEGY 4 ORAL PRESENTATION  
STRATEGY 5 ROLE PLAY  
STRATEGY 6: INTERVIEW  
STRATEGY 7 BALL GAMES  
STRATEGY 9 BOARDS GAME

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## Activity # 20

<b>Theme:</b> Introduce yourself	<b>Strategy:</b> Dialogue	<b>Set up:</b> Whole class	<b>Time:</b> 30 minutes	<b>Materials:</b> Paper
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**Objective:** To talk about yourself

**Motivational Strategies**

martes, 18 de octubre de 2016

### STRATEGY 20 DIALOGUE



A dialogue is an interchange between two people, or spoken conversation with more people trying to clarify a subject.

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**Archivo del blog**

- 2016 (20)
- octubre (20)
- STRATEGY 20 DIALOGUE
- STRATEGY 19 ROLE PLAY
- STRATEGY 18 ORAL PRESENTATION
- STRATEGY 17 MUSICAL

**Objective:** To ask and answer questions about favorite things

**Procedure:**


1. Explain students that they will talk about favorite things.
2. Each student answer and question

**Examples:**

Talking about favorites thing

What is your favorite color?	Purple.
What is your favorite kind of music?	Pop.
What is your favorite sport?	Kung Fu.

**DIALOGUE**



**Archivo del blog**

- 2016 (20)
- octubre (20)
- STRATEGY 20 DIALOGUE
- STRATEGY 19 ROLE PLAY
- STRATEGY 18 ORAL PRESENTATION
- STRATEGY 17 MUSICAL
- STRATEGY 16 CONVERSATION
- STRATEGY 15 GAME
- STRATEGY 14 BOARD GAME
- STRATEGY 13 CONVERSATION
- STRATEGY 12 ROLE PLAY
- STRATEGY 11 INTERVIEW
- STRATEGY 10 ORAL PRESENTATION
- STRATEGY 8 GAME
- STRATEGY 1 GAME
- STRATEGY 2 BOARD GAME DICE
- STRATEGY 3 ROLE PLAY
- STRATEGY 4 ORAL PRESENTATION
- STRATEGY 5 ROLE PLAY
- STRATEGY 6: INTERVIEW
- STRATEGY 7 BALL GAMES
- STRATEGY 9 BOARDS GAME

<http://fernandodelpezo.blogspot.com/>

**Source:** Implementation of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.

## 4.9 STRATEGIES OF IMPROVEMENT

Chart N° 21 Strategies of Improvement.

BEFORE OF THE PROPOSAL	AFTER OF THE PROPOSAL
<p>1. Students have traditional classes.</p> <p>2. Traditional English material.</p> <p>3. Low level of motivation to speak in English.</p> <p>4. Low level of interaction with teachers and students.</p>	<p>1. Students classes are Dynamic.</p> <p>2. English classes are using motivational strategies.</p> <p>3. Students improved their motivation.</p> <p>4. Increase the level of interaction with teachers and students.</p>

**Source:** Design of the proposal

**Author:** Fernando Ricardo Del Pezo Orrala.



**ESCUELA DE EDUCACION BASICA  
"LUIS AUGUSTO MENDOZA MOREIRA"  
AÑO LECTIVO 2015 - 2016**



**DIAGNOSTIC TEST RUBRIC**

**Chart N° 22: Test Rubric**

<b>SPEAKING RUBRIC</b>	<b>NEEDS IMPROVEMENT</b>	<b>GOOD</b>	<b>VERY GOOD</b>	<b>EXCELLENT</b>
<b>ACCURACY</b>	Grammar structures used for the oral language production were not good.	Students used grammar structures with some mistakes, which affected the comprehension of messages.	Students had very few mistakes in grammar.	Grammar structures applied for students were completely accurate.
<b>PRONUNCIATION</b>	Students' pronunciation was not clear and message was not comprehended.	Students' pronunciation was not nearly clear sometimes, however they were normally right.	Students' Pronunciation was good and did not make interference with conversation.	Students' pronunciation was completely clear and message was fully understood.
<b>FLUENCY</b>	Students did not have fluency during the oral production of the language.	Students' fluency was average with some hesitations.	The oral production of the target language was fluent with few hesitations.	Students' fluency was excellent.
<b>VOCABULARY</b>	Students had inadequate vocabulary words to produce their ideas and opinions orally.	Students use an adequate vocabulary with some errors in words that are not related to the topic.	Student applied vocabulary they were studying and very useful for the oral activity.	Vocabulary used for students during the oral production of the language was excellent for the speaking task.
<b>CONTENT</b>	Students' message was not clear and it had lots of inconsistencies.	Student was able to produce their oral sentences and correct answers but they frequently showed little coordination with the ideas structure, vocabulary and tense.	Student could make ideas and correct answers, however they were wrong about tenses, and were able to rectify themselves.	Student could make oral ideas words and answers easily in right sentences tenses and structures.

**Source:** Escuela Luis Augusto Mendoza Moreira.

**Author:** Fernando Ricardo Del Pezo Orrala.

#### 4.10 RESULTS OF THE IMPLEMENTATION PRE- TEST

**Chart N° 23: Results before of the implementation.**

##### PRE -TEST

N°	STUDENTS	Pro.	Int.	Flu.	Gram	Voc.	Total
1	ALVIA JAIME EDWIN ARIEL	1	1	1	1	1	5
2	AQUINO GONZABAY KEVIN HUMBERTO	1	1	1	1	2	6
3	BALON ROSALES JOFFRE STEVEN	1	1	1	1	1	5
4	BAQUERIZO NEVAREZ JAIRO ANTONIO	1	1	1	1	1	5
5	BETANCOURT POMA JULIO ALVARO	2	1	1	1	2	7
6	DE LA CRUZ REYES BRYAN ARIEL	1	1	1	1	2	6
7	DE LA CRUZ TIGRERO JESUS FRANCISCO	1	1	1	1	1	5
8	DOMINGUEZ GONZABAY JEAN HENRRY	1	1	1	1	1	5
9	GARCIA PANCHANA KEVIN EDU	1	1	1	1	1	5
10	GONZABAY MERCHAN ALDO FERNANDO	1	1	1	1	1	5
11	GONZABAY QUIRUMBAY MARCOS MANUEL	1	1	1	1	1	5
12	GONZALEZ BAZAN JUAN CARLOS	1	1	1	1	1	5
13	GRANIZO VELASTEGUI MIGUEL ANGEL	1	1	1	1	1	5
14	LUCIN ALVARADO JULIO DENILSON	1	1	1	1	1	5
15	MACIAS PERERO JAIRO GASTUVO	2	1	1	1	1	6
16	MARTINEZ ORRALA JONATHAN ARIEL	1	1	1	1	1	5
17	MATEO GIL CARLOS JOEL	1	1	1	1	1	6
18	MATEO LIMONES GEOVANNY FABRICIO	1	1	1	1	1	5
19	MAZZINI POZO ABRAHAM ISAAC	1	1	1	1	1	5
20	MERCHAN GONZALEZ JEREMY ALEXANDER	1	1	1	1	1	5
21	NEIRA DELGADO SIMON ISSAC	1	1	1	1	1	5
22	NEIRA ONCE BYRON JOSÉ	1	1	1	1	1	5
23	NUÑEZ SANCHEZ KENNETH LEONARDO	1	1	1	1	1	5
24	PALMA MOSQUERA LUIS ARAMANDO	1	1	1	1	1	5
25	POZO RODRIGUEZ JEAN CARLOS	1	1	1	1	1	5
26	QUINDE RICARDO ANDY JUSTIN	1	1	1	1	1	5
27	REYES BARRETO OSWALDO DANIEL	1	1	1	1	1	5
28	REYES RAMIREZ GERALD DALEMBER	1	1	1	1	1	5
29	REYES SALAZAR VICTOR ANDRES	1	1	1	1	1	5
30	RIVERA OLAVES ANIBAL STEVEN	1	1	1	1	1	5
31	ROCA TOMALA BRYAN ALEXANDER	1	1	1	1	1	5
32	TIGRERO DEL PEZO JHON DAVIE	1	2	1	1	1	6
33	TOLEDO SOLIS FERNANDO JOSE	1	1	1	1	2	6
34	TOMALA CLEMENTE WELLINGTON JAIR	1	1	1	1	1	5
35	TOMALA CARCHI RAUL DANIEL	1	1	1	1	1	5
36	TOMALA DEL PEZO ALLAN ANDRES	2	1	1	1	1	6
37	TOMALA SORIANO FREDDY GUSTAVO	1	1	1	1	1	5
38	TORRES HIDALGO JANDRY CALED	1	1	1	1	1	5
39	VELASTEGUI BALON EDUARDO	1	1	1	1	1	5
40	VERA ORRALA BRYAN JAMPOL	1	2	1	1	1	6
41	VILLAMAR REYES DANNY RAMIEX	1	1	1	1	1	5
42	YUMICEBA CEDEÑO LUIS ALEXANDER	1	1	1	1	1	5
43	YUVI SUAREZ GUILLERMO ALBERTO	1	1	1	1	1	5
44	ZAMORA CALLE JORGE MOISES	2	1	1	1	1	6

**Author:** Fernando Ricardo Del Pezo Orrala.

**TOTAL AVERAGE 5, 25**

## 4.11 RESULTS OF THE IMPLEMENTATION POST-TEST

**Chart N°24: Results After of the Implementation.**

### POST-TEST

N°	STUDENTS	Pro.	Int.	Flu.	Gram	Voc.	Total
1	ALVIA JAIME EDWIN ARIEL	2	2	1	1	2	8
2	AQUINO GONZABAY KEVIN HUMBERTO	2	2	1	1	2	8
3	BALON ROSALES JOFFRE STEVEN	2	2	1	1	2	8
4	BAQUERIZO NEVAREZ JAIRO ANTONIO	2	2	1	1	2	8
5	BETANCOURT POMA JULIO ALVARO	2	2	1	2	2	9
6	DE LA CRUZ REYES BRYAN ARIEL	2	2	1	2	2	9
7	DE LA CRUZ TIGRERO JESUS FRANCISCO	2	2	1	1	2	8
8	DOMINGUEZ GONZABAY JEAN HENRRY	2	1	1	1	2	7
9	GARCIA PANCHANA KEVIN EDU	2	1	1	1	2	7
10	GONZABAY MERCHAN ALDO FERNANDO	2	1	1	1	2	7
11	GONZABAY QUIRUMBAY MARCOS MANUEL	2	1	1	1	2	7
12	GONZALEZ BAZAN JUAN CARLOS	2	1	1	1	2	7
13	GRANIZO VELASTEGUI MIGUEL ANGEL	2	1	1	1	2	7
14	LUCIN ALVARADO JULIO DENILSON	2	1	1	1	2	7
15	MACIAS PERERO JAIRO GASTUVO	2	2	1	2	2	9
16	MARTINEZ ORRALA JONATHAN ARIEL	2	1	1	1	2	7
17	MATEO GIL CARLOS JOEL	2	1	1	1	2	7
18	MATEO LIMONES GEOVANNY FABRICIO	2	1	1	1	2	7
19	MAZZINI POZO ABRAHAM ISAAC	2	2	1	2	2	9
20	MERCHAN GONZALEZ JEREMY ALEXANDER	2	2	1	2	2	9
21	NEIRA DELGADO SIMON ISSAC	2	2	1	2	2	9
22	NEIRA ONCE BYRON JOSÉ	2	2	1	2	2	9
23	NUÑEZ SANCHEZ KENNETH LEONARDO	2	2	1	2	2	9
24	PALMA MOSQUERA LUIS ARAMANDO	2	2	1	2	2	9
25	POZO RODRIGUEZ JEAN CARLOS	2	1	1	2	2	8
26	QUINDE RICARDO ANDY JUSTIN	2	1	1	2	2	8
27	REYES BARRETO OSWALDO DANIEL	2	2	1	1	2	8
28	REYES RAMIREZ GERALD DALEMBER	2	1	1	2	2	8
29	REYES SALAZAR VICTOR ANDRES	2	2	1	1	2	8
30	RIVERA OLAVES ANIBAL STEVEN	2	2	1	2	2	9
31	ROCA TOMALA BRYAN ALEXANDER	2	2	1	2	2	9
32	TIGRERO DEL PEZO JHON DAVIE	2	2	1	2	2	9
33	TOLEDO SOLIS FERNANDO JOSE	2	2	1	2	2	9
34	TOMALA CLEMENTE WELLINGTON JAIR	2	2	1	2	2	9
35	TOMALA CARCHI RAUL DANIEL	2	2	1	2	2	9
36	TOMALA DEL PEZO ALLAN ANDRES	2	2	1	2	2	9
37	TOMALA SORIANO FREDDY GUSTAVO	2	1	1	2	2	8
38	TORRES HIDALGO JANDRY CALED	2	2	1	2	2	9
39	VELASTEGUI BALON EDUARDO	2	1	1	2	2	8
40	VERA ORRALA BRYAN JAMPOL	2	2	1	2	2	9
41	VILLAMAR REYES DANNY RAMIEX	2	1	1	1	2	7
42	YUMICEBA CEDEÑO LUIS ALEXANDER	2	1	1	1	2	7
43	YUVI SUAREZ GUILLERMO ALBERTO	2	1	1	2	2	8
44	ZAMORA CALLE JORGE MOISES	2	2	1	2	2	9

**Author: Fernando Ricardo Del Pezo Orrala.**

**TOTAL AVERAGE 8, 16**

## 4.12 RESULTS OF THE IMPROVEMENT

**Chart N°25: Results of the Improvement**

### DIAGNOSTIC TEST

N°	STUDENTS	PRE-TEST	POST-TEST	0% OF IMPROVEMENT
1	ALVIA JAIME EDWIN ARIEL	5	8	30%
2	AQUINO GONZABAY KEVIN HUMBERTO	6	8	20%
3	BALON ROSALES JOFFRE STEVEN	5	8	30%
4	BAQUERIZO NEVAREZ JAIRO ANTONIO	5	8	30%
5	BETANCOURT POMA JULIO ALVARO	7	9	20%
6	DE LA CRUZ REYES BRYAN ARIEL	6	9	30%
7	DE LA CRUZ TIGRERO JESUS FRANCISCO	5	8	30%
8	DOMINGUEZ GONZABAY JEAN HENRRY	5	7	20%
9	GARCIA PANCHANA KEVIN EDU	5	s7	20%
10	GONZABAY MERCHAN ALDO FERNANDO	5	7	20%
11	GONZABAY QUIRUMBAY MARCOS MANUEL	5	7	20%
12	GONZALEZ BAZAN JUAN CARLOS	5	7	20%
13	GRANIZO VELASTEGUI MIGUEL ANGEL	5	7	20%
14	LUCIN ALVARADO JULIO DENILSON	5	7	20%
15	MACIAS PERERO JAIRO GASTUVO	6	9	30%
16	MARTINEZ ORRALA JONATHAN ARIEL	5	7	20%
17	MATEO GIL CARLOS JOEL	6	7	10%
18	MATEO LIMONES GEOVANNY FABRICIO	5	7	20%
19	MAZZINI POZO ABRAHAM ISAAC	5	9	40%
20	MERCHAN GONZALEZ JEREMY ALEXANDER	5	9	40%
21	NEIRA DELGADO SIMON ISSAC	5	9	40%
22	NEIRA ONCE BYRON JOSÉ	5	9	40%
23	NUÑEZ SANCHEZ KENNETH LEONARDO	5	9	40%
24	PALMA MOSQUERA LUIS ARAMANDO	5	9	40%
25	POZO RODRIGUEZ JEAN CARLOS	5	8	30%
26	QUINDE RICARDO ANDY JUSTIN	5	8	30%
27	REYES BARRETO OSWALDO DANIEL	5	8	30%
28	REYES RAMIREZ GERALD DALEMBER	5	8	30%
29	REYES SALAZAR VICTOR ANDRES	5	8	30%
30	RIVERA OLAVES ANIBAL STEVEN	5	9	40%
31	ROCA TOMALA BRYAN ALEXANDER	5	9	40%
32	TIGRERO DEL PEZO JHON DAVIE	6	9	30%
33	TOLEDO SOLIS FERNANDO JOSE	6	9	30%
34	TOMALA CLEMENTE WELLINGTON JAIR	5	9	40%
35	TOMALA CARCHI RAUL DANIEL	5	9	40%
36	TOMALA DEL PEZO ALLAN ANDRES	6	9	30%
37	TOMALA SORIANO FREDDY GUSTAVO	5	8	30%
38	TORRES HIDALGO JANDRY CALED	5	9	40%
39	VELASTEGUI BALON EDUARDO	5	8	30%
40	VERA ORRALA BRYAN JAMPOL	6	9	30%
41	VILLAMAR REYES DANNY RAMIEX	5	7	20%
42	YUMICEBA CEDEÑO LUIS ALEXANDER	5	7	20%
43	YUVI SUAREZ GUILLERMO ALBERTO	5	8	30%
44	ZAMORA CALLE JORGE MOISES	6	9	30%

**Author:** Fernando Ricardo Del Pezo Orrala.

#### 4.13 ANALYSIS OF PRE & POST – TESTS RESULTS

Important results indicated before the practice of the proposal, 26, 25% of students presented a low level in speaking skills, after the implementation, they showed a profit in their level about 40, 80%, in consequence the motivational strategies had reached its purpose.

The information will be displayed in percentages in order to get a more interesting view of what their scores were at the beginning, and what the group showed at the of the month.

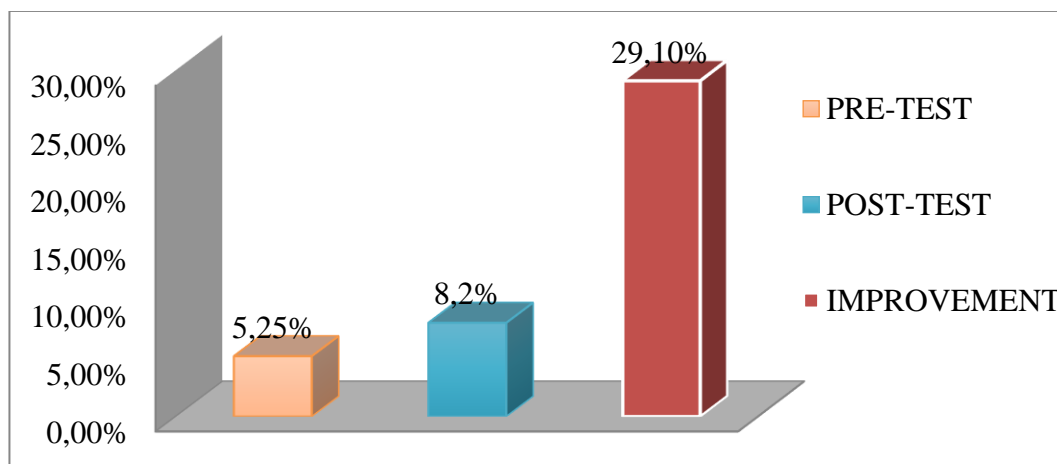
**Chart N°26: Pre-and Post-test Result**

GENERAL TABLE		
BEFORE	AFTER	IMPROVEMENT
5,25	8,16	2,91
26,25%	40,80%	14,55%

Source: “Escuela Luis Augusto Mendoza Moreira”.

Author: Fernando Ricardo Del Pezo Orrala

**Graphic N° 11: Pre-and Post-test Result**



Source: “Escuela Luis Augusto Mendoza Moreira”.

Author: Fernando Ricardo Del Pezo Orrala

## **4.14 CONCLUSIONS AND RECOMMENDATIONS**

### **4.14.1 Conclusions**

1. Motivational strategies are powerful tools to improve the speaking skills.
2. Motivational strategies contribute to enhance confidence on students.
3. The application of different motivational strategies like role-plays, games, discussions, and simulations contributed to improve the speaking skills on students of eighth year basic education at Escuela Luis Augusto Mendoza Moreira.

### **4.14.2 Recommendations**

1. It is recommended to train teachers on motivational strategies.
2. It is important that teacher not only use motivational strategies but also other activities that allow the cooperative autonomous learning
3. It is recommended to apply motivational strategies in order to improve the speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 RESOURCES

##### 5.1.1 Material

DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Paper ream	2	\$ 4.00	\$ 8.00
Prints	600	\$ 0.15	\$ 90.00
Copies	150	\$ 0.05	\$ 7.25
Ink Cartridge	2	\$25.00	\$ 50.00
Flash drive	1	\$15.00	\$ 15.00
		<b>TOTAL</b>	<b>\$ 170,25</b>

##### 5.1.2 Technology

DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Internet Service /month	6	\$ 16.00	\$ 96.00
Laptop	1	\$600.00	\$600.00
Camera	1	\$ 250.00	\$ 250.00
		<b>TOTAL</b>	<b>\$ 946.00</b>

##### 5.1.3 Financial resources

DESCRIPTION	QUANTITY	PRICE	TOTAL COST
Transportation	5	\$20.00	\$ 100.00
Lunch and snacks	1	\$10.00	\$ 10.00
Unexpected expenses	1	\$15.00	\$ 15.00
		<b>TOTAL</b>	<b>\$ 125.00</b>
<b>TOTAL BUDGET</b>	<b>\$ 1.241.25</b>		

## 5.2 TIMETABLE

	ACTIVITIES	2015-2016																	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUGU	SEP	OCT	NOV	DIC
	Presentation of research	X																	
2.	Approval of the proposal		X																
3.	Socialization with research		X																
4.	Elaboration of Chapter I		X	X															
5.	Approval of Chapter I			X															
6.	Elaboration of Chapter II				X	X	X	X											
7.	Approval of Chapter II								X										
8.	Elaboration of Chapter III								X										
9.	Approval of Chapter III								X										
10.	Elaboration of Chapter IV							X	X	X									
11.	Approval of Chapter IV									X	X	X	X						
12.	Elaboration of Chapter V									X	X	X		X	X			X	
13.	Approval of Chapter V									X	X	X				X			
14.	Elaboration and application					X	X	X	X	X									
15.	Delivery of final work																X		
16.	Pre defense																	X	X
17.	Project defense																		X

**Author:** Fernando Ricardo Del Pezo Orrala

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# APPENDIX

## **Appendix N° 1: Interview directed to the principal**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLES**

**This interview will help to obtain important input for a research paper titled “Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena province 2015-2016”.**

**Question 1:** Do you consider English as an important subject for the students of this institution?

**Question 2:** Do you consider that the application of Motivational Strategies in a class is an important factor in the learning process?

**Question 3:** What are the most important advantages of using Motivational Strategies during the Teaching-Learning process?

**Question 4:** Do the teachers apply Motivational Strategies in their classes?

**Question 5:** Have you ever worked with discussions as motivational strategies that contribute to the learning process in a class?

**Question 6:** Do you consider that discussions, roles-plays, games with speaking exercises could be a good resource to improve speaking skills in the English language?

**Question 7:** Would you support the implementation motivational strategies exercises that contribute to improve speaking Skills on students of eighth year basic education your institution?

**Thank you for your valuable support**

## **Appendix N° 2: Interview directed to specialist**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLES**

**This interview will help to obtain important input for a research paper titled “Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena province 2015-2016”.**

**Question 1:** Do you consider that Motivational Strategies could improve the quality of learning process?

**Question 2:** What are the advantages of using Motivational Strategies in the learning process of a class?

**Question 3:** Do you think that the use of Motivational Strategies would improve speaking skills on the students?

**Question 4:** What suggestions would you give to teachers that want to implement Motivational Strategies in the classroom?

**Question 5:** What suggestions would you give to students that use Motivational Strategies in the classroom?

**Question 6:** Do you know any Motivational Strategies used to improve the speaking skills in the English language?

**Thank you for your valuable support**

### Appendix N° 3: Survey Students



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLES**

**Dear student, this survey will help to obtain important input for a research paper, please take 5 minutes to fill it out honestly; all the answers will be used exclusively for this work. Thanks in advance.**

**1. Do you like English?**

- 1.1 Yes
- 1.1 No

**2. How do you consider your English classes?**

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

**3. Does your English teacher motivate you in the class?**

- 3.1 Always
- 3.2 Usually
- 3.3 Sometimes
- 3.4 Never

**4. Does your teacher use Motivational Strategies in your English classes?**

- 4.1 Always
- 4.2 Usually
- 4.3 Sometimes
- 4.4 Never

**5. How do you consider the use of motivational strategies in the English Learning Process?**

- 5.1 Very important
- 5.2 Important
- 5.3 Necessary
- 5.4 Unnecessary

**6. Do you consider that the use of motivational strategies could contribute to improve the speaking skills?**

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

**7. Which of these motivational strategies would you like your teacher use to improve the speaking skills in the classroom?**

- 7.1 Discussions
- 7.2 Role-Play
- 7.3 Games
- 7.4 Questionnaires
- 7.5 Simulation

**8. Have you practiced role-plays with exercises and activities that support your speaking skills?**

8.1 Yes

8.2 No

**9. Do you consider that discussions with exercises and activities could contribute to improve your speaking skills?**

9.1 Totally agree

9.2 Agree somewhat

9.3 Disagree

9.4 Totally disagree

**10. Do you agree with the implementation of motivational strategies to improve your speaking skills?**

10.1 Yes

10.2 No

**Thank you for your valuable support**

## **Appendix N° 4: Interview Directed to English Teacher.**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLES**

**This interviewer will help to obtain important input for a research paper titled “Motivational Strategies to improve speaking skills on students of eighth year of basic education at Escuela Luis Augusto Mendoza Moreira, La Libertad, Santa Elena province 2015-2016”.**

**Question 1:** Do you consider that the use of Motivational Strategies is important in the English Teaching –Learning process?

**Question 2:** How often do you use Motivational Strategies in your English classes?

**Question 3:** Have you ever used motivational strategies that contribute to improve the speaking skills?

**Question 4:** Why do you think that motivational strategies with exercises and activities could contribute to improve the speaking skills?

**Question 5:** What suggestions would you give to teachers that want to implement Motivational Strategies in the classroom?

**Question 6:** What suggestions would you give to students that use motivational strategies in the classroom?

**Thank you for your valuable support**

## Appendix N° 5: Diagnostic Test Rubric

### DIAGNOSTIC TEST RUBRIC

SPEAKING RUBRIC	NEEDS IMPROVEMENT	GOOD	VERY GOOD	EXCELLENT
<b>ACCURACY</b>	Grammar structures used for the oral language production were not good.	Students used grammar structures with some mistakes which affected the comprehension of messages.	Students had very few mistakes in grammar.	Grammar structures applied for students were completely accurate.
<b>PRONUNCIATION</b>	Students' pronunciation was not clear and message was not comprehended.	Students' pronunciation was not nearly clear sometimes, however they were normally right.	Students' Pronunciation was good and did not make interference with conversation.	Students' pronunciation was completely clear and message was fully understood.
<b>FLUENCY</b>	Students did not have fluency during the oral production of the language.	Students' fluency was average with some hesitations.	The oral production of the target language was fluent with few hesitations.	Students' fluency was excellent.
<b>VOCABULARY</b>	Students had inadequate vocabulary words to produce their ideas and opinions orally.	Students use an adequate vocabulary with some errors in words that are not related to the topic.	Student applied vocabulary they were studying and very useful for the oral activity.	Vocabulary used for students during the oral production of the language was excellent for the speaking task.
<b>CONTENT</b>	Students' message was not clear and it had lots of inconsistencies.	Student was able to produce their oral sentences and correct answers but they frequently showed little coordination with the ideas structure, vocabulary and tense.	Student could make ideas and correct answers, however they were wrong about tenses, and were able to rectify themselves.	Student could make oral ideas words and answers easily in right sentences tenses and structures.

**Source:** Escuela Luis Augusto Mendoza Moreira.

**Author:** Fernando Ricardo Del Pezo Orrala.



**Appendix N° 6: Diagnostic Test**  
**ESCUELA DE EDUCACION BASICA**  
**“LUIS AUGUSTO MENDOZA MOREIRA”**  
**AÑO LECTIVO 2015 - 2016**



**Student:** \_\_\_\_\_  
**Course:** 8<sup>th</sup> Basic year  
 Pezo.

**Date:** \_\_\_\_\_  
**Teacher:** Fernando Del

**1. - ANSWER THE QUESTIONS ACCORDING TO THE PICTURE**

**Describe yourself**  
 What is your hobby?

1



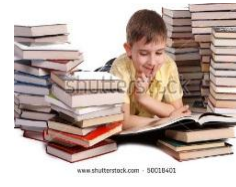
2



3



4



My hobby is -----

What is your favorite kind of music?

1



2



3



4



My favorite kind of music is -----

**2 - LOOK AT THE PICTURE**

What is your favorite singer/ band?

1



2



3

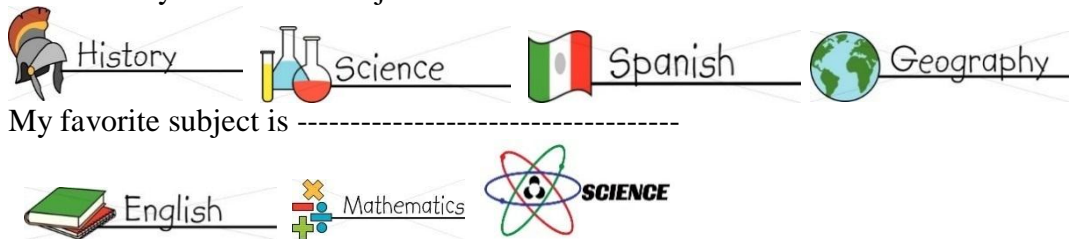


4



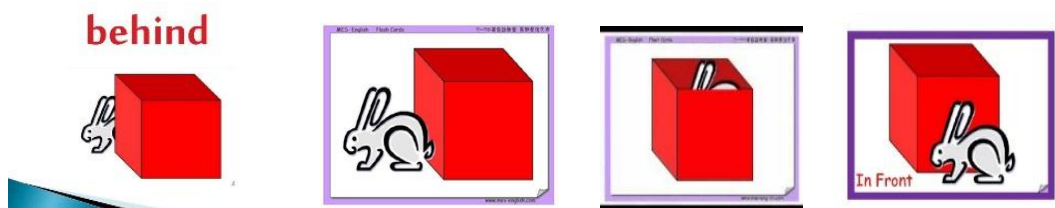
My favorite singer is -----

3 - What is your favorite subject?



**4. - PREPOSITION OF PLACES**

Where is the rabbit?



The rabbit is -----

**5. - LOOK AT THE PICTURES**

Where are famous people from?'

Where is she/he from?

What is his / her nationality?



He /she is from.....

His/ her nationality is .....



**6. - LOOK AT THE PICTURE AND ANSWER THE QUESTIONJS**


Can / can't


Can you .....



Yes, ----- No, -----

## Appendix N° 7: Ministerio de Educación

 **Ministerio de Educación**

 **Ministerio de Educación**

Oficio Nro. MINEDUC-CZ5-24D02-2016-1148-OF  
La Libertad, 24 de agosto de 2016

**Asunto:** RESPUESTA A AUTORIZACIÓN PARA REALIZAR TRABAJO DE TITULACIÓN EN LA U.E. LUIS AUGUSTO MENDOZA MOREIRA

Sra. Master Of Arts  
Glenda Beatriz Pinoargote Parra  
Directora de la Escuela de Idiomas y Carrera Licenciatura en Inglés  
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
En su Despacho

De mi consideración:


En respuesta a oficio No. CLI-UPSE-2016-152-OF de fecha 18 de agosto de 2016, en la que solicita autorización para efectuar investigación en la Unidad Educativa "LUIS AUGUSTO MENDOZA MOREIRA", Este Distrito de Educación autoriza realizar Proyecto de Investigación "MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA MOREIRA , LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016" del Sr. FERNANDO RICARDO DEL PEZO ORRALA, estudiante egresado de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la Carrera Licenciatura en Inglés. Para el efecto se recomienda lo siguiente:


- Se coordinará en primera instancia con la Autoridad del Establecimiento Educativo.
- Se cumplirá lo dispuesto en el Art. 146 del Reglamento General a la LOEI. No se puede suspender el servicio educativo en la institución
- Se delegará un docente responsable que estará presente durante las actividades planificadas.
- La participación en esta actividad no debe representar un gasto extra para los estudiantes o para sus familias.
- Considérese importante que dicha actividad fortalezca la salud física, mental y emocional de los estudiantes, y estrechen los lazos afectivos con las personas de su entorno.

Considerándose lo citado este Despacho autoriza lo solicitado.

Con sentimientos de distinguida consideración.

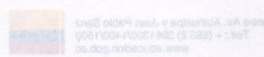
Atentamente,

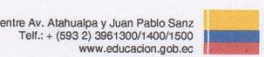
  
David Israel Sabando Elizalde  
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN



Referencias:  
- MINEDUC-CZ5-24D02-UDAC-2016-2601-E

Anexos:  
- 24d02-2601-e.pdf

 **Ministerio de Educación**

 **Ministerio de Educación**

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz  
Telf.: + (593 2) 3961300/1400/1500  
www.educacion.gob.ec

\* Documento generado por Outpar

1/2

**Appendix N° 8: Accepted Letter to Apply the Proposal**



**ESCUELA DE EDUCACION BASICA  
"LUIS AUGUSTO MENDOZA MOREIRA"  
AÑO LECTIVO 2015 – 2016**



**La Libertad, 9 de Diciembre del 2015**

**MSc.**

**Glenda Pinoargote Parra, MAD  
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLES.  
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Presente

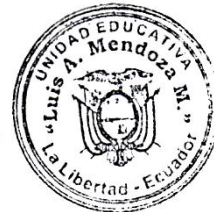
De mis consideraciones:

Por medio del presente, el que suscribe Ing. Luis Villao Villao, en calidad de Rector de la Institución "Luis Augusto Mendoza Moreira" doy la autorización al estudiante **FERNANDO RICARDO DEL PEZO ORRALA** con **C.I. 0915887194**, para que realice su proyecto de tesis **"MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"**.

Particular que comunico para los fines pertinentes

**Atentamente,**

**Ing. Luis Villao Villao  
RECTOR**



**Appendix N° 9: Certificate of the Proposal Application**



**UNIDAD EDUCATIVA  
“LUIS AUGUSTO MENDOZA MOREIRA”  
La Libertad-Ecuador**



**La Libertad, 23 de Enero del 2016**

**OFICIO No. 049 - MDO - EDEB – JML**

**Doctora**

**Nelly Panchana Rodríguez**

**DECANA DE LA FACULTAD DE CIENCIAS DE LA EDUCACION E  
IDIOMAS**

**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**

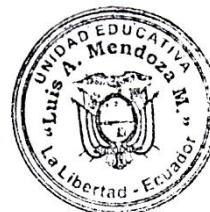
En uso de mis atribuciones,

**CERTIFICADO**

Por medio del presente, el que suscribe Ing. Luis Villao Villao, en calidad de Rector de la Institución certifico que el Sr. **FERNANDO RICARDO DEL PEZO ORRALA** con **C.I. 0915887194**, egresado de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en Inglés, ha realizado la implementación de su proyecto de tesis en nuestra Institución Educativa con el tema: **“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA MOREIRA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016”**.

Particular que comunico para los fines pertinentes

**Atentamente,**



**Ing. Luis Villao Villao  
RECTOR**

Appendix N° 10: Certificado Del Director De Tesis

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 26 de Agosto del 2016

**CERTIFICACIÓN DEL DIRECTOR DE TESIS**

El suscrito, XAVIER ANTONIO ALMEIDA BRIONES, tutor del trabajo de titulación del egresado DEL PEZO ORRALA FERNANDO RICARDO.

**CERTIFICO:**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHT YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016”**, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Particular que informo para los fines correspondientes.

Atentamente,

Ing. Xavier Almeida B. MSc.  
**DOCENTE TUTOR**

## Appendix N° 11: Certificado Antiplagio

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 26 de Agosto del 2016

### CERTIFICADO ANTIPLAGIO

**006-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2016**

En calidad de tutor del trabajo de titulación denominado **“MOTIVATIONAL STRATEGIES TO IMPROVE SPEAKING SKILLS ON STUDENTS OF EIGHT YEAR OF BASIC EDUCATION AT ESCUELA LUIS AUGUSTO MENDOZA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016”** elaborado por el estudiante DEL PEZO ORRALA FERNANDO RICARDO, egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Ing. Xavier Almeida B. MSc.

C.I.:0913534749  
DOCENTE TUTOR



**Illustration N° 2: Interview to principal**

**MSc: SORAYA DE LA A GAMBOA**



**Source: Escuela Luis Augusto Mendoza Moreira**

**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N°3: Interview to specialist**

**MSc: RODRIGO SALAZAR**



**Source: Escuela Luis Augusto Mendoza Moreira**

**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 4: Interview to English teachers**

**Lcda: GABRIELA SUAREZ.**



**Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 5: Lc: Mirna Neira**



**Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala**

### Illustration N° 6: Survey to Students



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

### Illustration N° 7: Explaining the Activity of Proposal



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

**Illustration N° 8: Instructions of Proposal**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 9: Test before Proposal**



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

**Illustration N° 10: Test after Proposal**



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

## ACTIVITY APPLYING THE PROPOSAL

### Illustration N° 11: Activity Identifying Professions



Source: Escuela Luis Augusto Mendoza Moreira

Author: Fernando Ricardo Del Pezo Orrala

### Illustration N° 12: Activity Describing Picture



Source: Escuela Luis Augusto Mendoza Moreira

Author: Fernando Ricardo Del Pezo Orrala

**Illustration N° 13: Activity Using Prepositions**



**Source:** Escuela Luis Augusto Mendoza Moreira  
**Author:** Fernando Ricardo Del Pezo Orrala

**Illustration N° 14: Activity Telling the Time**



**Source:** Escuela Luis Augusto Mendoza Moreira  
**Author:** Fernando Ricardo Del Pezo Orrala

**Illustration N° 15: Activity Spelling the Alphabet**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 16: Activity Relating the Story**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 17: Activity Using Verbs in Sentences**



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

**Illustration N° 18: Activity Talking Hobbies and Preferences**



Source: Escuela Luis Augusto Mendoza Moreira  
Author: Fernando Ricardo Del Pezo Orrala

**Illustration N° 19: Activity Talking about Daily Routine**



**Source:** Escuela Luis Augusto Mendoza Moreira  
**Author:** Fernando Ricardo Del Pezo Orrala

**Illustration N° 20: Activity Using Can/Can't**



**Source:** Escuela Luis Augusto Mendoza Moreira  
**Author:** Fernando Ricardo Del Pezo Orrala

**Illustration N° 21: Activity Matching Countries and Nationalities**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**

**Illustration N° 22: Activity Using Adverbs of Frequency in Sentences**



**Source: Escuela Luis Augusto Mendoza Moreira**  
**Author: Fernando Ricardo Del Pezo Orrala**