**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN- CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

**RESEARCH PROJECT:**

**"MOTIVATIONAL TECHNIQUES TO INCREASE 6TH GRADE STUDENTS´ ORAL PROFICIENCY AT LA MODERNA SCHOOL" DURING THE SCHOOL YEAR 2015-2016**

**PREVIO A LA OBTENCION DEL TITULO DE:**

**LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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# CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

## CERTIFICO

Yo, **MARIO FERNANDO MEJÍA ALARCÓN**, certifico que el Proyecto de Investigación con el tema: "**MOTIVATIONAL TECHNIQUES TO INCREASE 6TH GRADE STUDENTS' ORAL PROFICIENCY AT LA MODERNA SCHOOL**", ha sido elaborado por los señores **JULIO CESAR ORTEGA REYES**, y **DIONISIO DAMIAN VILLANUEVA BARAHONA**, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

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## DECLARACIÓN DE AUTORÍA

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Autor                     Autor

## DEDICATION

I would like to dedicate this work first to God, who in bad times during the elaboration of this project was inside my heart giving me hope and strength to face problems in my life and helped me to get focused on this important work. Also to my family for all their support and especially to my son Damiano Martin Villanueva Carpio who is the person that I love the most. For him is my sacrifice and dedication yet I want him to be proud of me.

<div align="right">Damian Villanueva</div>

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I thank my mother who helped me not only emotionally but also economically when money was an issue; to my father who has had always a piece of advice for me and encouraged me not to give up when my life got into unhappy events. At the same time I want to show my gratitude to La Moderna school for giving me the opportunity to start my career in teaching, also ,to miss Andrea Borbor, who was the first and best boss I ever had who hired me and trusted me even when I did not have any experience teaching. To my wife and son who are everything for me, and even when things are not the way I would like them to be, they are the first reason why I decided to get better in all the aspects of my life.

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<div align="right">Damian Villanueva</div>

# DEDICATION

This research project is dedicated to my family and friends. They always inspired me to work hard and study. I specially dedicate this thesis to my beloved grandma, who is in heaven right now, but she was the person who gave me strength to get my degree; I love her so much.

Julio Ortega

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<div align="right">Julio Ortega</div>

**ABSTRACT**

This project involves the application of motivational techniques in order to improve the oral proficiency in sixth graders from La Moderna Bilingual School.

First of all, two class observations were conducted in order to evidence the research problem, and to determine the teacher´s academic performance in class.

Then, two surveys were given to the target group to evaluate the teaching process in general and the students' attitude towards the subject.

In the next stage, to validate the hypothesis, the following procedure was applied:

A pretest was given to the students, later on, the proposal was applied and finally a post test was provided to determine the effect of the independent variable on the dependent variable. The results were compared and evaluated through mathematical operations: such as percentages.

Although this study was limited in the period of time and scope, since it was applied at the end of the school year when evaluations were taken and Christmas events reduced the time in regular classes, the results were the expected, giving the answer for the research question: What is the impact of motivational techniques on the oral proficiency of this target group of 24 students?

This work revealed that through the effort of motivating students to participate during speaking activities, they showed positive attitude towards the process of developing the oral proficiency.

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# CHAPTER I

## 1. INTRODUCTION

The general approach that our project takes, deals with $6^{th}$ -grade students' oral proficiency improvement through motivation and desire to interact during English classes at "Centro Educativo Bilingue La Moderna". This is one of the main pedagogical problems in the area of T.E.F.L which has been observed in this group of pupils.

The purpose of this project is to analyze and then implement a set of the most suitable motivational class activities in order to develop their communicative skills as well as their understanding of lexical items which are normally used in real life settings.

This study also attempts to develop the English proficiency of students of 6th grade "B" in order to help them to communicate in the target language by encouraging participation and interaction.

This research work tends to explain in detail all the aspects found during the investigation, for that reason, this thesis paper is divided into four chapters.

Chapter one explores the background of the problem, which describes the characteristics of the institution where this work has been developed, as well as the probably causes for the students' low oral proficiency, the statement of the problem, the broad and specific objectives of this research project; the rationale and delimitations of the study.

Chapter two focuses on the theoretical review, which includes some of the previous research that has been done related to our work, the conceptual framework, the research questions to be answered along this study; the hypothesis in which this project is based; the variables and indicators; definition of terms and finally the summary of the chapter.

Chapter three, deals with the methods and techniques to be used in this investigation, the research population and sample, giving information about the students; research instruments such as tests, surveys and class observations; results/findings and analysis and resources, timeline, and budget.

Finally chapter four covers the following aspects: Conclusions after the motivational techniques are applied; problems and limitations found along the investigation process and recommendations.

## 1.1. BACKGROUND OF THE PROBLEM

Centro Educativo Bilingüe La Moderna, located at km. 2 ½ via Samborondon, has always been recognized by its holistic way to educate children,

based on values and bilingual teaching, since 1982 when everything started. The school has kept growing every year little by little and it has not stopped.

During this time, La Moderna has seen twenty seven graduate courses of young kids that later continued their studies at the most important universities, not only in our country, but also abroad.

### 1.1.1 MISION AND VISION OF THE SCHOOL

Without any doubts, the mission and a vision of an educational institution are crucial in the development of its students because they represent the real purpose the school has and the instructional goals to reach.

At La Moderna, the mission is clear and easy to understand, it is based on integral formation of kids and youth with Christian values, encouraging freedom and responsibility; having the bilingual communication as its strongest characteristic.

The vision states the desire to reach international levels of education based on innovation, providing leaders to our society.

### 1.1.2 STRUCTURE OF THE SCHOOL

Starting from new buildings, new equipment and new people working as teachers, administrators and students; the school is divided into La Moderna Junior, which are the little ones: pre kinder and first grade, this section has a coordinator who is in charge of the proper functioning of everything related not

only to the learning process; this includes Spanish and English teachers, but also to the correct use of facilities and equipment.

The next section to describe is Primary; it has also its own building including the auditorium which is used for the most important events during the school year. Primary has a head coordinator who is responsible for all the Spanish teachers and the correct use of facilities and technological resources.

In primary, the English area is managed by the English coordinator who is in charge of all the English teachers in the following subjects: Language, Science, Computer Lab, Listening and Speaking and Oral Skills.

In secondary, there are two coordinators one for the Spanish area and one for the English area, taking care of all the aspects concerning to the good functioning of the section.

Being English an important part of La Moderna, it has been necessary to have a head coordinator who is in charge of the proper administration of all the sections together including, Moderna Junior, Primary and Secondary levels.

## 1.1.3 THE TOTAL NUMBER OF STUDENTS

The number of students and teaching staff has increased considerably from the last year up to the moment of this research project. By the end of 2014 the total number of students in the institution was 725 students. By the end of this year (2015) the number has increased to1200 pupils. Since this research project focuses on primary level, it is important to compare the number of students in this section. During the scholastic year 2103-2014 the primary section had 218

students while at the end of 2015 the number increased to 350. This significant increase tells us the big change that the institution is facing and with it, the responsibility with parents and the community.

## 1.1.4 TARGET GROUP: SIX GRADE STUDENTS

The average age in this group of students is between 10 and 11 years old; there are 11 boys and 12 girls in sixth grade "B".

Since the time of observation and follow up activities with this target group, some of their abilities in English were identified, some of them have good writing or reading skills, but unfortunately most sixth graders have a low oral proficiency, nonetheless, there are also good aspects to consider for example, they share good behavior which is fundamental in the teaching learning process.

Most of them enjoy pair and group work, where they really collaborate to each other giving ideas and developing their own knowledge, there are few of them who would rather work alone, not because they are not too sociable, since they are always playing with the rest of the class during break and during free time in the school, but they just prefer working by their own.

Another activity that they really enjoy is reading stories, even though some of them do not have good understanding of the text. They ask questions about the vocabulary words and look at the pictures in order to follow the sequence of events in the stories.

This group of students shares some interests such as: playing sports, listening to music and watching TV programs or movies which can be perfectly used by teachers in other to get their attention during classes; 6th grade students also enjoy competitions such as spelling and other game activities.

## 1.1.5 TEXTBOOK AND TEACHING MATERIALS

Some other aspects to mention which directly influence the pedagogical development of sixth grade students are the quality of instructional materials and the technology.

The text book in 6th grade is Journeys 3.1 including the student book, practice book and the teacher´s guide.

The student book contains 3 units divided into 15 lessons; all of them starting with a vocabulary section followed by an interesting story and grammar explanation at the end of each lesson.

In each lesson there are writing exercises which are related to each story; they encourage team work with some group activities to work inside the classroom.

The name of the units are, unit 1 "Good Citizens", unit 2 is "Express Yourself" and the last unit´s name is Learning Lessons along these units there are stories which tell a good message for the students. To mention some examples we have the Fine, fine School where the message is that no matter how productive the school can be, there are some other things which can only be learnt out of the

school with friends and family; this tells us the importance of the familiar nucleus for kids in our society.

Other good message comes from the story "The trial of Cardigan Jones" written by Tim Egan which tells us why it is necessary to think carefully and consider all the facts before getting conclusions, especially when judging people who can be innocent.

One of the best stories along the book is definitely "Roberto Clemente" not just because the message of the will to overcome adversity, but also because it is a true story. To sum up this review of the book it is clear that each story fulfills more than just reading or grammar, it involves values which are vital for kids especially nowadays.

The practice book includes a number of grammar, reading and writing exercises; the oral skills are presented in spelling activities and exercises in which the teacher can arrange speaking tasks.

## 1.1.6 INITIAL COMPLICATIONS IN THE ENGLISH CLASS

La Moderna, has won awards in education from the Ecuadorian Ministry de Education and the government itself, because of its high educational level.

Nonetheless, this year some pedagogical complications have occurred, most kids, look bored and not motivated during the English classes, they seem to

have difficulties to learn the language, situation that has affected their oral proficiency and the correct development of the teaching process in general.

It is necessary to emphasize that if this problem could be solved, the school would get into international standards of quality; but if this process took too long, the result would be the opposite.

The Centro Educativo Bilingue la Moderna, is suffering a drastic change which is called by the new authorities "the Evolution of the school." Since it has now new owners, and with them, new and big investment; everything seems to be better than the old days.

## 1.1.7 INITIAL ASPECTS TO BE IMPROVED

According to class observations done to this group of students from 6th grade in this institution, some aspects which need to be improved were noticed; for instance the period of time which takes to start classes is too long due to very active students.

This situation could be solved if teachers would use some more effective techniques to start their lessons. Another thing observed was the tendency from students to answer to the teacher in Spanish, even though teachers were speaking English most of the time as it is supposed to be done.

## 1.1. STATEMENT OF THE PROBLEM

What is the impact of the application of motivational techniques in

six graders' oral proficiency at La Moderna School?

## 1.2. PURPOSE OF THE STUDY
### BROAD OBJECTIVE:

- To improve oral proficiency in 6<sup>th</sup> grade students at La Moderna School through the application of appropriate motivational techniques.

### SPECIFIC OBJECTIVES:

- To identify the causes for sixth grade students´ low oral proficiency in English.
- To characterize the most suitable motivational techniques.
- To determine the impact of the application of motivational techniques on sixth grade students' oral proficiency.

## 1.3. RATIONALE OF THE STUDY
The early class observations of this particular group of learners, evidenced problems related to their low oral proficiency, the desire to solve this problem has inspired the researchers to develop this investigation aimed at the improvement of their motivation to practice their oral skills.

It is necessary then to conduct scientific research to find the most suitable pedagogical methods, techniques and approaches in order to enhance their communication in the foreign language.

Taking into consideration the facilities that the Principal provides about "Learning by enjoying", the project will aim at teaching English through games, sports and activities so that 6th grade students from La Moderna School can improve their oral proficiency in a fun, dynamic way, get high grades at the end of the year and make them able to face real life situations in the target language.

The importance of this research is that the results of it will also help teachers to prepare more interesting lessons and create a nice, warm classroom atmosphere for the students.

The intention of this research is to contribute with the theoretical aspects related to the learners' development of oral skills through the application of motivational techniques which are very important in learners at this age since it is clear that without motivation or desire to learn, then, the effort to teach would be in vain; techniques like games, competitions, the elaboration of role plays and the constant and appropriate use of visuals and technology are essential in order to reach the most important goal of language: effective communication.

Referring to the methodological aspects, this investigation could serve as foundation for future researchers and their work; the topic of this project is one of the most important points of discussion and investigation since oral communication is probably the most significant of all the ways to communicate in

any language and in this case, in English; and from this work, more and more researches will focus in other aspects that are not discussed here.

On the practical aspect it is necessary to mention who the beneficiaries of this research are; starting with students, while having better techniques in English classes; they will participate more actively in class, their grades will obviously be better thus, their motivation to keep learning will increase, students will also feel eager to use the target language outside of the school, like for example at home.

The results of this work will also help teachers to prepare more interesting, interactive lessons and create a nice, warm atmosphere in the classroom.

The effective application of these motivational techniques will have other beneficiaries such as parents since they want the best for their children and as it is known, education is the most valuable gift they can give to their children.

The institution itself will acquire more prestige among other institutions because it will be recognized for its excellent English educational improvement, and so, more and more students will register in order to be part of this remarkable process of teaching and learning.

To reach the objectives of this study, it is imperative then, to apply research instruments, such as: class observations, and surveys to detect the possible causes of the problem, a pretest and a posttest to validate the hypothesis, and a critical analysis of the students' final grades in English at their school.

## 1.4. **SCOPE AND DELIMITATIONS OF THE STUDY**

As it is already known, the school chosen is Centro Educativo Bilingue La Moderna, located at Samborondon, km. 2 ½; this is a bilingual institution where the students and teachers must speak English all the time.

This study was aimed at the students' evaluation to determine their strengths and weaknesses prior to the search, preparation, and implementation, of the most appropriate motivational techniques to improve students' oral communication skills in English.

Since sixth grade students have 18 English periods during the week, and only 15 in Spanish, it is imperative for teachers to find the way to keep them motivated and willing to participate in class, otherwise they will feel bored and totally reluctant to interact with the English teacher and classmates.

Conducting more effective and dynamic lessons by implementing the most suitable pedagogical techniques, turns into  a paramount goal in order to encourage students to participate more actively in class, and as a consequence to develop their oral proficiency in the English language.

The total population of this study involves a class of 23 students from 6th grade at La Moderna School; 4 English teachers and   the head of the English department.

This research is meant to develop oral proficiency in English, which includes two essential language skills: listening and speaking through motivational techniques. It is worth mentioning; that it does not include other skills such as:

writing or reading, not because they are not important,   but all the effort made in this work is guided to the development of sixth graders' effective oral communication in the target language in real life situations.



*Figure 1. La Moderna High School and Primary Sections*

# CHAPTER II

## 2.1. INTRODUCTION

This chapter covers different aspects such as the theoretical review, which deals with existing theories, key concepts, as well as previous national and international research projects related to the application of different teaching methods, techniques and approaches to improve learners´ oral proficiency; it also allows the researchers to compare and contrast previous work related to the topic and find some aspects not investigated so far.

The conceptual framework comes from the theoretical review; it describes in detail all the aspects and concepts related to the dependent and independent variables of the project. It also leads the research process and refines the methodology to be used.

This chapter also includes the research questions, the hypothesis in which the investigation is based, the variables and indicators and the definition of terms that are essential in this work.

## 2.2. THEORETICAL REVIEW

Previous research, conducted by Ecuadorian professionals, has served as a guide to develop this study, and to formulate a new proposal, focusing on the most suitable ways to improve the students´ proficiency in the English language. It has

been proved that communicative interaction is essential in the English learning process.

The following research projects have been found at Universidad Laica Vicente Rocafuerte in Guayaquil-Ecuador:

## 2.2.1 ECUADORIAN RESEARCH PROJECTS

1.  The researchers Andrea Pluas Saico and Yinsheng Zhou in the project "Communicative Language Teaching (CLT) Activities for Encouraging an Improvement in the Students' Oral Expression from 1st Course Sections "A" – "F" at Eloy Alfaro High School during the Academic Year 2013-2014" designed CLT activities such as role plays and information gap adjusted to the students' pedagogical needs in order to facilitate and promote their oral expressions at Eloy Alfaro High School. (Pluas & Zhou, 2013)

    It has been detected that Communicative Language Teaching (CLT) activities foster the teaching of English language in an interactive, dynamic way; it means that these researchers found suitable pedagogical strategies to improve the students' motivation and their oral expression. The effectiveness of the application of CLT in this school was evident due to the high grades of students from "Eloy Alfaro High School" at the end of the teaching process.

    Another important aspect to be considered in the research mentioned above is the crucial role of the interaction in the target language among

students and students-teacher, through the application of motivational techniques

2.  The researchers Elena Montoya and Leticia Rodriguez in their research project "Communicative Activities to Enhance Oral Performance in 8th C Grade Students at Unidad Educativa Bernardino Echeverria Ruiz during the School Year 2013-2014" proposed the application of communicative activities such as short interviews, oral tasks related to personal information, short dialogues, etc. to enhance meaningful interaction in 8th grade students (Montoya & Rodriguez, 2015).

These activities, implemented by the teacher are valuable resources which trigger students´ motivation, interest and willingness to use the target language in a useful and active way.

Conversely, something else could be incorporated, not only the communicative activities, but also other dynamic, interactive, pedagogical strategies that could enhance the students' motivation and their subsequent participation in class.

3.  Cindy Vera in her research work: "Using Communicative Activities to Increase Students' Production in English Grammar Classes at Francisco de Orellana High School" suggested the use of communicative activities when teaching grammar (Vera, 2016).

Using the correct grammar structures when speaking the target language, makes people more educated.

Even though in the lines above, it has been mentioned the impact of communicative activities in the students´ correct use of grammar in the English learning process, it is also necessary to add that with the application of motivational techniques such as games, competitions and sports not only inside, but also outside the classroom, the learners will also develop their oral skills.

## 2.2.2 INTERNATIONAL RESEARCH PROJECTS

Other projects related to the development of oral proficiency have been conducted abroad:

1. Marie Elizabeth Perera from University of Wollongong-Australia, in her work "The Role of Classroom Interaction in Second Language Acquisition in Sri Lanka" (Perera, 2001), investigated the role of classroom interaction in second language acquisition in four schools from diverse sociocultural backgrounds. The learning materials used in the classrooms were based on Communicative Language teaching

   In each school the main data gathering techniques were audio recordings of oral interactions and field notes, open ended interviews with teachers, the collection of documentation such as student learning materials, lesson notes and teacher record books were used as supplementary data.

It is necessary to state that the above mentioned research project, was conducted in four schools with different social backgrounds. Therefore, the teaching techniques that were used were different. Since in this specific case, learners from a high social level did not have the same interests as students from school with low social status.

The point of learning by enjoying could only work properly after an analysis of pupils´ interests in order to motivate them to actively participate during English classes.

It is evident that to get better results in the development of students´ oral expression, it is essential to take into consideration that the target group of students are kids, and they like to learn English, in a funny, interactive, dynamic way, so with the use of games or meaningful activities the interaction in the target language will increase.

2. The researcher Vladia Borges from Rhode Island (USA), in "The Incorporation of Communicative Language Teaching into the Elaboration of Interactive Software for ESL/EFL Learning" (Borges, 2006) came up with the creation of ESL/EFL software programs. This is currently available on the market to develop language skills according to the principles of Communicative Teaching and an interactive approach to computer use for language learning.

The major impact on this project is that it is very useful in this globalized world we live nowadays, since the majority of people have access to a computer or a smart phone with internet connection.

However, one weakness about this way of practicing and developing language skills could be the lack of interaction among other people which is essential when learning a foreign language. That is why this project could be improved with the adaptation of interaction among people through games and activities to complement the practice with the mentioned software.

3. Bariş Kasap from Bilkent University (Turkey) in "The Effectiveness of Task-Based Instruction in the Improvement of Learners' Speaking Skills" put forth to explore the effectiveness of task-based instruction (TBI) in improving students' speaking skills as well as student and teacher perceptions of TBI at Anadolu University School of Foreign Languages. (Kasap, 2015)

Control and experimental class data were gathered through questionnaires, interviews and oral tests. Oral pre- and post-tests were administered to both classes comprising a total of 45 students.

The teacher's perceptions of Task Based Instruction were explored in pre- and post-treatment interviews, and a post-treatment interview was also conducted with a focus group from the experimental class.

Students in general had a positive perception of task-based instruction, because it established and maintained interpersonal relation through this exchange of information, ideas, opinions, attitudes and feelings; this study may inspire to teach speaking adapting some of the activities in the usual course book according to a more task-based approach, so students can

actively participate in oral exercises helping them improve their speaking abilities.

Taking into consideration the importance of adapting regular activities with a TBI class, it is also necessary to try to combine the tasks which learners would develop, with some kind of motivational techniques; or in other words, make this activities become fun and meaningful according to students´ interests such as their favorite games and sports in which pupils may have to interact with each other as well as with the teacher in order to communicate using the target language.

## 2.3 CONCEPTUAL FRAMEWORK
## 2.3.1 Motivation and motivation types

Connie Firth, an expert on Educational Communication Technology in the University of Saskatchewan, defined motivation as an "Internal drive that directs behavior towards some end" (Firth, 2010).

In the classroom, motivation is what helps students to actively participate and interact with teachers and other students during the teaching process. According to Eritrea-Ministry of Information, students work longer, harder and with more vigor and intensity when they are motivated; and that is what motivation in education means, to get the best from our students so they do not only receive information, but also, they construct their own knowledge by taking part into class activities in a more enthusiastic way.

Now, it is very important to identify each student´s motivation towards the learning of the target language; some of the students show intrinsic motivation while the majority of them show extrinsic motivation.

The difference between these two types of motivation is that intrinsic motivation comes from children´s attention and curiosity to investigate, learn or improve. Students, who have this type of motivation, always pay attention to the teacher; they normally bring their books and course materials to the class and do their homework on time.

It is pretty obvious that teachers love this kind of students, but sadly, not all of them have these characteristics; then, it is when teachers should focus on increasing the extrinsic motivation.

An extrinsically motivated child learns for other reasons. This type of students make their effort in learning in order to get a reward such as the need to pass an exam, the pleasure of obtaining the recognition in front of the class, or to avoid a penalty like calling parents.

As it was said before, just some of learners in the class show this type of motivation, as an example let's say, when the teacher tells students on Monday that if all of them participate speaking English at least 3 times during the week, then, the teacher will take them out of the classroom and let them play kickball which is their favorite game.

In this example, it was observed that all of the students made the effort to speak English in order to obtain the reward, even those students with the lowest

English proficiency. According to William T. Lile "If students are not given a reward or credit for their efforts and no feedback is given to the students, then their intrinsic motivation will begin to decrease" (Lile, 2002). That is why it is necessary to be aware of the effort our students make and to motivate them to continue making it.

Motivation is a very broad term, since it depends on a number of factors such as: the learner's ages, interests, learning styles, and intelligences. This implies that activities that motivate adults do not necessary motivate children; and that the pedagogical strategies should be implemented differently.

Normally, little kids are interested on games, contests, role- plays and other dynamic activities while adults prefer more serious tasks such as: reading books, or participate in debates in which they could discuss a variety of conversation topics.

The effectiveness of motivational techniques to improve students´ oral proficiency also depends on how appropriate they are according to their intelligences.

Howard Gardner, a famous psychologist, researcher and professor at Harvard University has stated that there are 7 different types of intelligences, according to this philosophy, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves, Gardner (1991)

## 2.3.2 Techniques

Once the concepts and types of motivation have been presented, it is necessary to define what a technique is and the relation it has with education. There are several concepts of this word, according to the *Free Dictionary*, "Technique is the basic method for making or doing something, such as an artistic work or scientific procedure" (The free dictionary, 2011); the *Cambridge dictionary* states that "technique is a way of doing an activity that needs skill".

To sum up these ideas, let´s say that teaching technique is what needs to be done in order to achieve an instructional goal; in the case of motivational techniques in education, there is a question which all teachers must answer themselves. What are the most suitable strategies to motivate students to improve their oral proficiency?

Obviously, every teacher is willing to apply the most suitable pedagogical activities to motivate their students, but, in order to do this; teachers must know their likes and dislikes, learning needs, and their interests.

These matters can be as simple as their favorite TV shows, types of music, sports, or even scientific topics; nonetheless this can be a difficult task since each classroom has 25 students as an average, but it is not impossible, depending on what teachers prefer: having a productive school year, full of motivated students ready to learn or a classroom full of students who do not want to be there.

### 2.3.3 Motivational theories

Psychology expert, author of the "Everything Psychology Book" and with a decade of experience helping students make sense of psychology. (Cherry, 2015)

- **Instinct Theory of Motivation.-**

    People act on different ways because this behavior comes with each individual since they were born.

- **Incentive Theory of Motivation**

    This type of motivation explains that most people act or perform activities according to an external reward.

- **Drive Theory of Motivation**

    People are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. For example, people might be motivated to eat a hamburger to reduce the internal state of hunger.

- **Arousal Theory of Motivation**

    This theory of motivation explains that the average people act in different ways according to the levels of arousal that they are experimenting. To give an example, if a person gets in a high level of arousal, then, that person would decide to do some kinds of relaxing activities such as meditating; on the other hand, if the same person gets low levels of arousal, then he or she would look forwards to develop activities like jogging or watch an exciting movie.

- **Humanistic Theory of Motivation**

This theory has as major reference, the famous concepts from Abraham Maslow who explains that people have strong cognitive reasons to perform different actions. This theory is illustrated in the following chart.
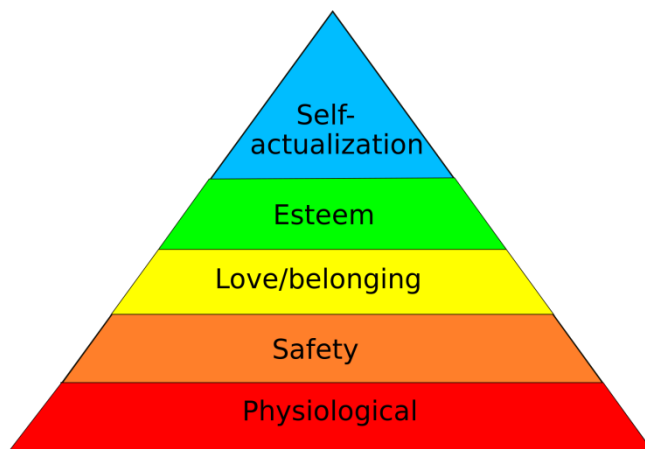


*Figure 2, Humanistic theory of motivation*

It states that people need to fulfill their necessities in a specific order in order to continue to the next level, having the physiological level as the first in the chain of necessities.

- **Expectancy Theory of Motivation**

This theory indicates that people is motivated by the belief that something that we really desire, can come true just by being positive, this type of motivation leads people to make their best effort in order to see that something become a reality.

## 2.3.4 ORAL PROFICIENCY CONCEPTS

The next concept to discuss is the Oral language development, according to CREATE ( Center for Research in Educational Achievement and Teaching of English Language Learners, 2008 ) it is the ability to recognize and produce sounds and sound sequences that make up language, vocabulary, morphology, grammar and discourse features.

This involves everything related with the act of speaking during the communication in a language; since the idea of developing oral proficiency must be strongly linked with the listening aspect of the learners.

Another aspect to be mentioned is, what the role of the oral proficiency in the educational process is; in order to answer this question is important to identify the big difference between the natural productions of oral language which is in basic levels, the ability to communicate with people, and the oral language development across the curriculum, which has to do with the thinking process, skills and knowledge.

In the first case, the communicative ability grows with children along years of being exposed to the language naturally; and in the second case, it must be practiced and trained in the classroom and it needs to be guided by teachers.

Holbrook (1983) sets out three criteria for oral language competence: fluency, clarity, and sensitivity. The correct development of these criteria is our responsibility as educators.

For teachers to be aware of which objectives to work on, it is necessary to establish and to be familiar with the components of Oral proficiency: fluency, accuracy, pronunciation, content, and vocabulary to state the most important.

Fluency involves speed, naturalness, lack of hesitation; accuracy deals with grammar, syntax and general structures; pronunciation has to do with stress, rhythm, intonation patterns; content involves precision and length in describing the subject matter and picture elements and vocabulary also deals with use of words, expressions, from studied units, and the ability to describe pictures. All of the above mentioned aspects are essential for the correct development of oral English proficiency in our students.

## 2.4. RESEARCH QUESTIONS

1) What are the possible causes for 6th graders' low oral proficiency at La Moderna School?

2) What are the most suitable motivational techniques that can be applied in order to develop 6th graders' oral proficiency?

3) What is the influence of these motivational techniques on their oral proficiency?

## 2.5 HYPOTHESIS

The correct application of motivational techniques influences the development of the students' oral proficiency in a positive way.

## 2.6 VARIABLES AND INDICATORS

| Independent Variable | Conceptual definition | Operational definition | Indicators | Instruments |
|---|---|---|---|---|
| **Application of motivational techniques** | Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. *(Business Dictionary.com)* | Activities that the teacher implements in the classroom in order to engage the students' attention and desire to participate in class in order to develop their oral skills in English. | Teaching experience.<br><br>Academic preparation.<br><br>Academic performance.<br><br>English proficiency. | Surveys.<br><br>Interviews.<br><br>Class observations. |

| Dependent Variable | Conceptual definition | Operational definition | Indicators | Instruments |
|---|---|---|---|---|
| **Oral proficiency** | Characteristics of speakers who are regarded as proficient are often termed as "good," "fluent," "knowledgeable," "bilingual," "competent" and so on. (Galloway, 1987; McNamara, 1996) | It is the learner´s ability to communicate orally in the target language, considering the following aspects: fluency, accuracy, pronunciation, content and vocabulary. | Correct use of English in every day's life situations.<br><br>Good grades in English as a subject at school. | Pre-Test.<br><br>Post-Test.<br><br>Survey. |

*Table 1. Variables and indicators*

**2.7 DEFINITION OF TERMS**

Along this research project, there are some key concepts which need to be defined such as:

- **Teaching Method**

    To be very concrete, a method is a way of developing something, normally by following a defined plan. It is a logical or systematic process of getting specific ends or goals.

- **Procedure**

    It can be defined as a step by step series of activities or sequence actions that have to follow the same order every time. These step and step activities must have a start and an ending point.

- **Strategy**

    It is a plan which has been chosen in order to reach a desire goal in the future, or a solution for an issue; a strategy involves the correct use of the necessary materials or resources

- **Technique**

    A way of doing an activity that needs skill (Cambridge dictionaries online, s.f.)

- **Approach**

    It is the advance that is made specially in order to reach a specific objective.

- **Fluency**

    The ability to speak easily and smoothly; especially: the ability to speak a foreign language easily and effectively (WEBSTER, s.f.)

- **Accuracy**

    It is the condition or quality of being true, correct, or exact (Dictionary.com Unabridged, s.f.)

- **Vocabulary**

    Refers to the words used in a language (Englishclub.com, s.f.)

- **Content**

    The subjects or topics covered in a book or document. (Dictionary.com, s.f.)

## 2.8. SUMMARY

In order to end this chapter, a review or summary of the main points covered here is necessary. This part of the research work served as conceptual reference for readers to have a clear idea of what its purpose is.

Starting by giving concepts involved in the variables mentioned before; it was stated that motivational techniques are used in order to improve the oral proficiency in students from La Moderna.

Comparing this work with other researches it was found out that not only here in Ecuador, but also around the world, researchers have demonstrated that the more students interact with each other and with the teacher, the better they improve their English skills.

Based on the theoretical aspects, mentioned above, and the essential role of motivation in English language teaching, this research focuses on the development of foreign language learners' oral proficiency through the application of the most appropriate pedagogical techniques.

It was also stated the different kinds of motivation that exist, the one which comes from the inner part of humans, in this specific case pupils who are between nine and eleven years old, and also the motivation which is developed through external rewards; all this factors lead to the best environment inside the classroom, and obviously it is important to mention that motivation is not only a matter of students, but also teachers would work better if they were more motivated.

At this point, "learning by enjoying" can also be applied with the concept of "teaching by enjoying" otherwise, the learning teaching process would have some weakness. But, how can teachers get motivated? In a number of ways, having better salaries is one of the reasons.

The accommodations and facilities, the technology and also good work environment between colleagues, director and authorities play an important role. Once all these aspects are solved, teachers will feel more confident and motivated and as a result, they will work much better and project that motivation to their students.

In this chapter, the research question based on the objectives of this work, are going to be answered along the project.

# CHAPTER III

## 3. **METHODS AND TECHNIQUES**
This research project has the following characteristics:

### 3.1 Modality of Research.

- **Pre-experimental:** The validity of the hypothesis was tested in the following way: Initially, a pre-test was administered to the target group of students and the results were obtained, after a period of time, the proposal was applied to the same group of children. After that, the post-test was given and the grades were gotten. Finally, the scores of both tests were compared and analyzed.

- **Bibliographical:** It explored what the scientific community has investigated in relation to the development of oral proficiency in English in primary schools.

- **Field research:** The research was conducted in the same place where the phenomena occurred.

### 3.2  Type of research.

- **Explorative:** It attempted to determine the causes of the low oral proficiency in the target group.

- **Explicative:** The motivational techniques that were applied for the development of oral proficiency were explained in detail.

- **Descriptive:** It described the real events and situations which occurred with the group of learners.

- **Correlational:** Its purpose was to determine the relation between the dependent variable: Motivational techniques, and the independent variable: Oral proficiency.

## 3.3 Research Approach.

- **Quantitative:** It attempted to establish general patterns by the use of statistics and data analysis; it produced numerical data.

  It is an objective investigation which explains the causes of a specific fact or phenomena. A pre-test and post-test were given to the target group, statistical techniques were applied and numerical results were obtained.

  During the development of this quantitative work, the steps for the scientific method of research were followed: (Jessa, 2010)

- **First step:** A question was formulated; by looking at the problem to be solved, it was necessary to ask a question in order to get a solution.

- **Second step:** Data was collected; Using class observations and surveys, the necessary information was obtained in order to answer the question formulated in the previous step.

- **Third step:** A hypothesis was formulated; it referred to the preliminary explanation of the answer to the question.

- **Fourth step:** Materials were collected and a procedure of what needed to be done in order to solve the problem mentioned above was written.

- **Fifth step:** The proposal was applied to the target group in order to improve their oral proficiency.

- **Sixth step:** Data from experiments were collected and analyzed in order to develop a data bank

- **Seventh step:** Results and conclusions from data bank were elaborated; according to the collected data, evidence to support the effectiveness of the hypothesis was found.

- **Eighth step:** Findings were published and shared; this final stage may serve as base for other scientists in their future work.

## 3.2. RESEARCH POPULATION SAMPLE AND SETTING

This research work was conducted at Centro Educativo Bilingue La Moderna, Samborondon-Ecuador.

The research population was twenty three students who were registered in $6^{th}$ grade "B" in basic education at the institution above mentioned. This group of students was chosen due to their low English Oral proficiency.

## 3.3. RESEARCH INSTRUMENTS
### 3.2.1   Class observation forms

Class observations were applied following the format that the English department at La Moderna School requires. The objective of these observations was to determine possible aspects which needed to be

improved not only from the teacher, but also from students in order to increase the pupils´ English oral proficiency.

The evaluated parameters in this observation format were: Planning and preparation; classroom environment; instruction and professional responsibilities. This format had 15 aspects to evaluate, for five points each one, having as the best result a total of 75 points, nonetheless, the first teacher who was observed got 55 out of 75 (73,33%) and the second teacher got 48 out of 75 (64%) percentages that are relatively low, taking into consideration the high standards that the school requires.

### 3.2.2 A SURVEY FOR THE STUDENTS

Two types of surveys were given to students from 6th grade "B" at La Moderna, in the first survey; all the questions were focused to analyze the effort students made during English classes and the degree of motivation they had in order to improve their English oral skills. And in the second survey, questions were directed to determine the teacher´s strengths and weaknesses.

### 3.2.3 PRE-TEST AND POST TEST

The Pre and Posttest applied to evaluate students in their oral proficiency had the same contents, with the difference that they were administered in different moments, at the beginning of this research project and the second one after the proposal was applied with the pupils.

The criteria evaluated on these tests were: Fluency, accuracy, pronunciation content and vocabulary.

The tests were divided into 3 parts; in the first part of the test, students had to speak about themselves, telling their likes and dislikes and some information about their families. In the second part of the test, children had to describe some pictures from their students´ books and in the last section of the test, students had to look at some pictures in a story sequence and speak following what they saw using a chronological order.

After the results of both tests were obtained, they were compared and analyzed in order to determine the influence of the independent variable: Motivational techniques on the dependent variable: Oral proficiency.

# 3.4. RESULTS AND FINDINGS

## 3.4.1. CLASS OBSERVATIONS

| 1 |
|---|

Date: _____

Time: _____ to _____

| DOMAINS AND SELECTED COMPONENTS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Planning and preparation** | | | | | |
| ❖ Demonstrating knowledge of content | | | | X | |
| ❖ Demonstrating knowledge of pedagogy | | | X | | |
| ❖ Setting instructional outcomes | | X | | | |
| ❖ Designing coherent instruction | | | X | | |
| ❖ Designing student assessment | | | X | | |
| **Classroom environment** | | | | | |
| ❖ Establishing a culture for learning | | X | | | |
| ❖ Managing classroom procedures | | X | | | |
| ❖ Managing students behavior | | | X | | |
| **Instruction** | | | | | |
| ❖ Communicating with students | | | | | |
| ❖ Using questioning and discussion | | | X | | |
| ❖ Engaging students in learning | | X | | | |
| ❖ Using assessment instruction | | | X | | |
| ❖ Demonstrating flexibility and responsiveness | | | | X | |
| **Professional responsibilities** | | | | | |
| ❖ Reflecting on teaching | | | | X | |
| ❖ Participating in a professional community | | | | X | |

**Key:   1 = Unsatisfactory    2 = Basic    3 = Developing    4 = Proficient    5 = Superior**

| **1 = Unsatisfactory** Indicates limited self-direction or independent action and significantly uneven competence | | **2 = Basic** Indicates basic self-direction through planning and little independent competence | |
|---|---|---|---|
| **3 = Developing** Indicates moderate self-direction and developing competence | **4 = Proficient** Indicates self-direction and high level of competence | **5 = Superior** Indicates highly independent action, much self-direction, and exceptional competence | |

**Mr. Damian Villanueva**                                **Miss Adriana Moran**

**Evaluator**                                                    **Teacher Observed**

**2**

Date: _____

Time: _____ to _____

| DOMAINS AND SELECTED COMPONENTS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Planning and preparation** | | | | | |
| ❖ Demonstrating knowledge of content | | | | | X |
| ❖ Demonstrating knowledge of pedagogy | | | X | | |
| ❖ Setting instructional outcomes | | X | | | |
| ❖ Designing coherent instruction | | | | X | |
| ❖ Designing student assessment | | | X | | |
| **Classroom environment** | | | | | |
| ❖ Establishing a culture for learning | | | | X | |
| ❖ Managing classroom procedures | | | | X | |
| ❖ Managing students behavior | | | | X | |
| **Instruction** | | | | | |
| ❖ Communicating with students | | | | X | |
| ❖ Using questioning and discussion | | | X | | |
| ❖ Engaging students in learning | | | X | | |
| ❖ Using assessment instruction | | | X | | |
| ❖ Demonstrating flexibility and responsiveness | | | | | X |
| **Professional responsibilities** | | | | | |
| ❖ Reflecting on teaching | | | X | | |
| ❖ Participating in a professional community | | | | X | |

**Key:   1 = Unsatisfactory    2 = Basic    3 = Developing    4 = Proficient    5 = Superior**

| 1 = Unsatisfactory | | 2 = Basic | |
|---|---|---|---|
| Indicates limited self-direction or independent action and significantly uneven competence | | Indicates basic self-direction through planning and little independent competence | |
| **3 = Developing** | **4 = Proficient** | **5 = Superior** | |
| Indicates moderate self-direction and developing competence | Indicates self-direction and high level of competence | Indicates highly independent action, much self-direction, and exceptional competence | |

**Analysis of class observation 1**

It took 10 minutes to start the class because students were moving around the classroom, this class started after the break.

Teacher spoke English most of the time, but, students tend to answer in Spanish, and the teacher let them do this without encouraging them to speak in English, Students also communicate each other in their native language.

Most students looked uninterested in the class due to the lack of interesting activities for them to be motivated to participate.

**Analysis of class observation 2**

Students were not so sure of the instructions for the activity; teacher spoke English most of the time, but, did not encourage students to use the target language all the time.

Students loved the activity when they had to compete in teams.

Teacher monitored students around the classroom but, the lack of routines affected the behavior of students.

### 3.4.2. SURVEYS

The following are the results and analysis for the surveys applied to students at Centro Educativo Bilingue La Moderna.

First, a thirteen-question survey was applied in format "A" in order to determine the students´ attitude towards the foreign language

**SURVEY   FORMAT A**

**RATING SCALE:**

| 1   Yes | 2 No | 3 A  little |
|---------|------|-------------|

**QUESTION N° 1**

Do you like English?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 17 | 73,91 |
| 2. No | 0 | 0,00 |
| 3. A little | 6 | 26,09 |
| Total | 23 | 100,00 |

*Table 2. Question 1*
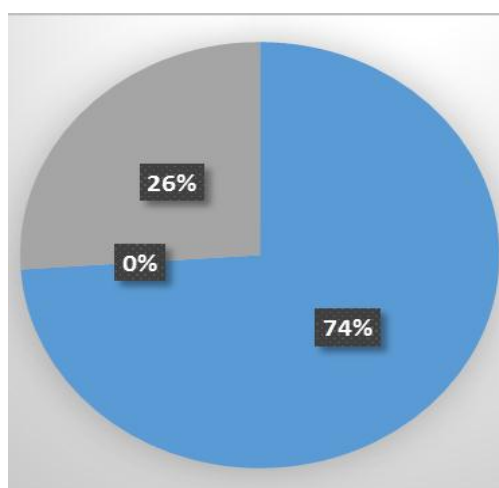


*Figure 3, pie chart question 1*

Seventy four percent of the students like English. Zero percent of them do not like it. Finally twenty six percent of them like it a little. This shows that students can get motivated to practice English if the teacher uses the most suitable techniques.

**QUESTION N° 2**

Do you like your English book?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 1 | 4,35 |
| 2. No | 3 | 13,04 |
| 3. A little | 19 | 82,61 |
| Total | 23 | 100,00 |

*Table 3. Question 2*
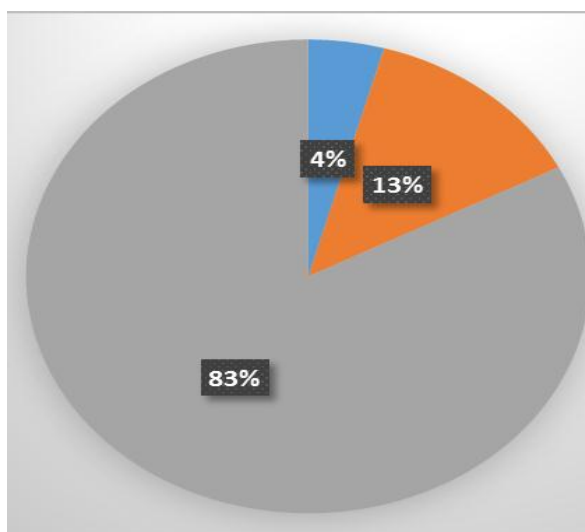


*Figure 4. Pie chart question 2*

Four percent of the students like their English book. Thirteen percent of them do not like it. Finally eighty three percent of them like it a little. This implies that the book they are using is not suitable for them which is a great disadvantage regarding to the students´ motivation to learn the target language.

**QUESTION N° 3**

Do you feel happy in your English class?

| Description | Fluency | Percentage |
|---|---|---|
| 1. Yes | 19 | 82,61 |
| 2. No | 0 | 0,00 |
| 3. A little | 4 | 17,39 |
| **Total** | 23 | 100,00 |

*Table 4. Question 3*
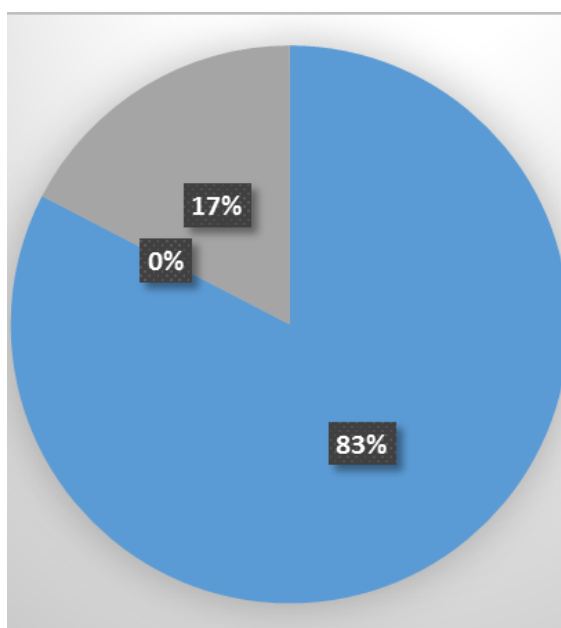


*Figure 5. Pie chart question 3*

Eighty three percent of the students feel happy in their English class. Finally seventeen percent of them are a little happy there. This encourages the researchers to find why even when students feel happy; they have not developed their English oral skills.

**QUESTION N° 4**

Do you understand when your teacher speaks English?

| Description | Fluency | Percentage |
|---|---|---|
| 1. Yes | 6 | 26,09 |
| 2. No | 1 | 4,35 |
| 3. A little | 16 | 69,57 |
| Total | 23 | 100,00 |

*Table 5. Question 4*
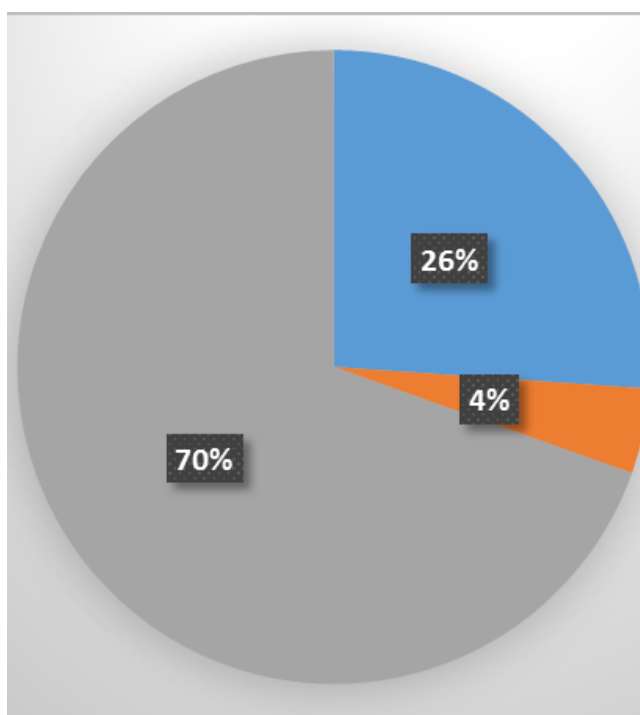


*Figure 6. Pie chart question 4*

Twenty six percent of the students understand when the teacher speaks English. Four percent of them do not understand him. Finally seventy percent of them understand him a little. This evidences the problem that students have in listening comprehension which is directly related to the development of the oral proficiency.

**QUESTION N° 5**

Do you ask and answer questions to your teacher in English?

| Description | Fluency | Percentage |
|-------------|---------|------------|
| 1. Yes | 6 | 26,09 |
| 2. No | 1 | 4,35 |
| 3. A little | 16 | 69,57 |
| Total | 23 | 100,00 |

*Table 6. Question 5*
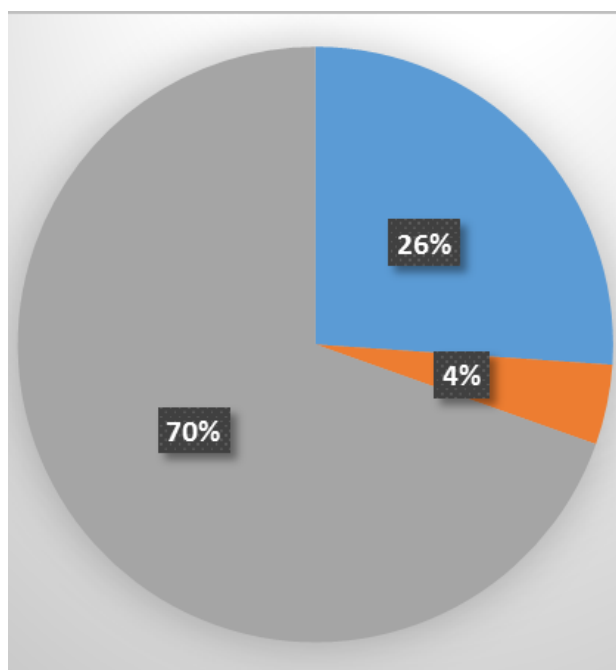


*Figure 7. Pie chart question 5*

Twenty six percent of the students ask and answer questions to the teacher in English. Four percent of them do not use the target language in class. Finally seventy percent of them ask and answer questions to the teacher in English a little. The results show that most of students do not use the foreign language satisfactorily which is another serious disadvantage in the development of their oral proficiency.

**QUESTION N° 6**

Do you practice your English out of the school?

| Description | Fluency | Percentage |
|---|---|---|
| 1. Yes | 5 | 21,74 |
| 2. No | 8 | 34,78 |
| 3. A little | 10 | 43,48 |
| **Total** | 23 | 100,00 |

*Table 7. Question 6*
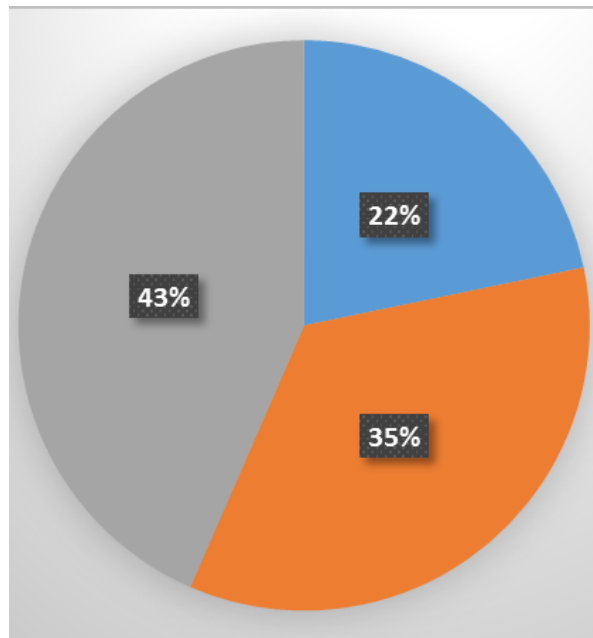


*Figure 8. Pie chart question 6*

Twenty two percent of the students practice their English out of the school. Thirty five percent of them do not practice it. Finally forty three percent of them practice their English a little out of the school. This implies that students do not have enough practice once they get off the school.

**QUESTION N° 7**

Is English important for you?

| Description | Fluency | Percentage |
|---|---|---|
| 1. Yes | 19 | 82,61 |
| 2. No | 0 | 0,00 |
| 3. A little | 4 | 17,39 |
| Total | 23 | 100,00 |

*Table 8. Question 7*
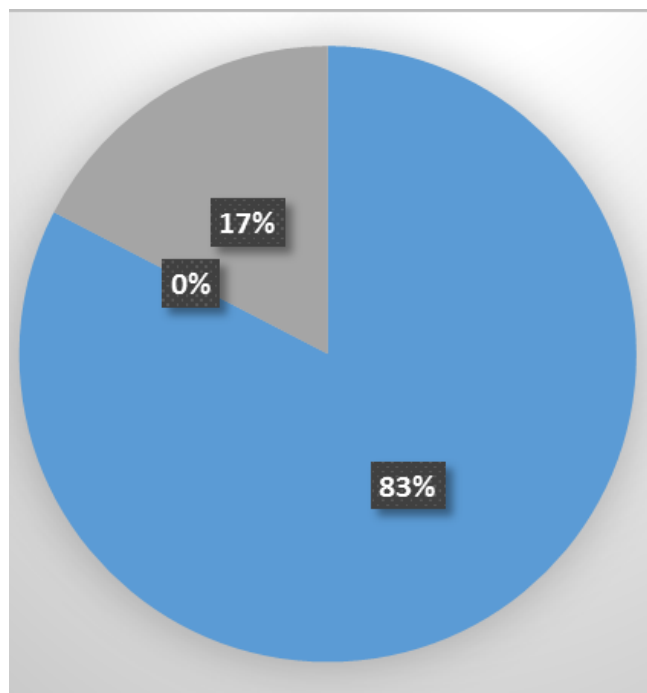


*Figure 9. Pie chart question 7*

Eighty three percent of the students think that English is important. And seventeen percent consider that English is a little important. It is obvious that students recognize the importance of the target language even when they have communication problems.

**QUESTION N° 8**

Do you consider English is the main language around the world?

| Description | Fluency | Percentage |
|---|---|---|
| 1. Yes | 20 | 86,96 |
| 2. No | 0 | 0,00 |
| 3. A little | 3 | 13,04 |
| Total | 23 | 100,00 |

*Table 9. Question 8*
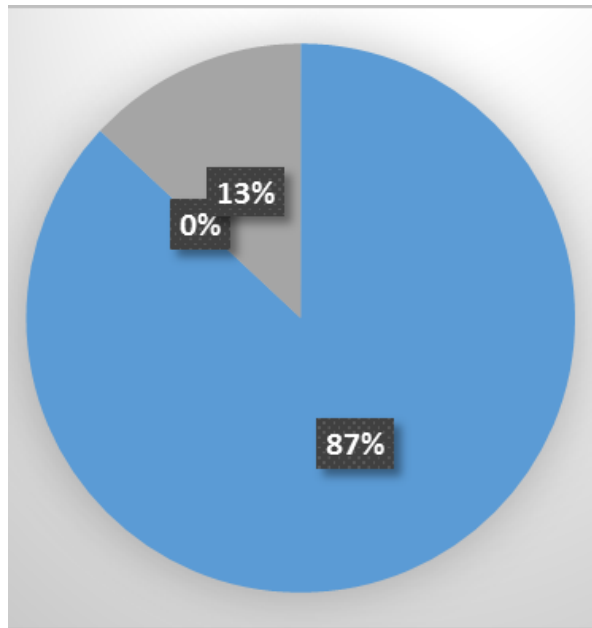


*Figure 10. Pie chart question 8*

Eighty seven percent of the students state English is the main language around the world. And thirteen percent of them consider that English is not so common. This means that most learners are aware of the importance that English language represents worldwide.

**QUESTION N° 9**

Do you speak Spanish in your English class?

| Description | Fluency | Percentage |
|-------------|---------|------------|
| 1. Yes | 6 | 26,09 |
| 2. No | 1 | 4,35 |
| 3. A little | 16 | 69,57 |
| Total | 23 | 100,00 |

*Table 10. Question 9*
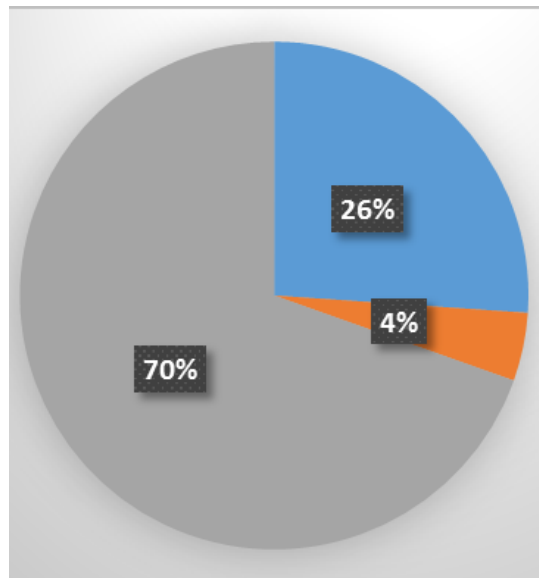


*Figure 11. Pie chart question 9*

Twenty six percent of the students speak Spanish in the English class. Four percent of them do not speak it at all. Finally seventy percent of them say that they speak a little Spanish. The results show the existence of two main problems in class: L1 interference in the learning process and the lack of participation from them during class activities in the target language.

**QUESTION N° 10**

Do you feel afraid at the moment of speaking English in class?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 7 | 30,43 |
| 2. No | 8 | 34,78 |
| 3. A little | 8 | 34,78 |
| **Total** | 23 | 100,00 |

*Table 11. Question 10*
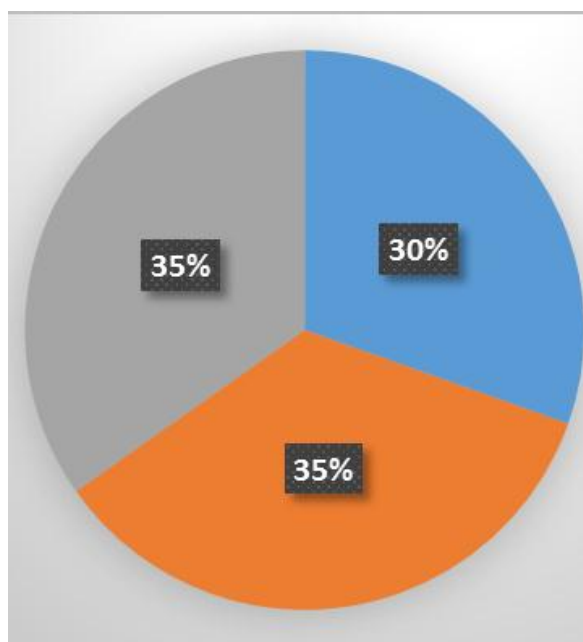


*Figure 12. Pie chart question 10*

Thirty percent of the students feel afraid of speaking English in class. Thirty five percent of them do not feel nervous at the moment of speaking it. Finally thirty five percent of them feel a little afraid at the moment of speaking English in class. This evidences one of the possible problems in the development of their oral proficiency.

**QUESTION N° 11**

Do you think the activities in your English class are interesting?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 8 | 34,78 |
| 2. No | 1 | 4,35 |
| 3. A little | 14 | 60,87 |
| **Total** | 23 | 100,00 |

*Table 12. Question 11*
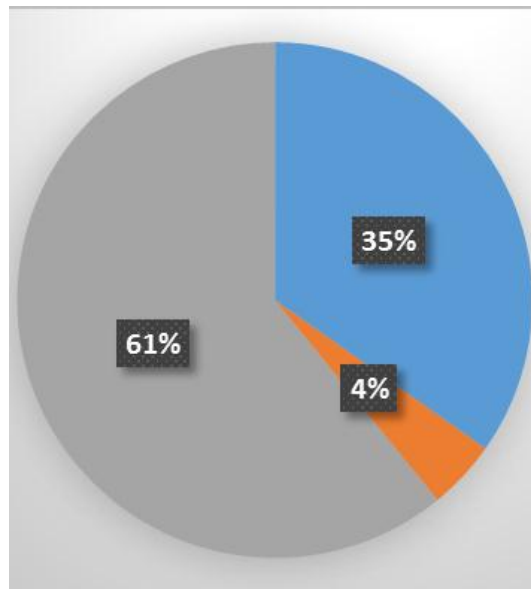


*Figure 13. Pie chart question 11*

Even though thirty five percent of the students say that the activities in the English class are interesting. The rest of them do not feel motivated enough. The results imply the need of implementing some kinds of motivational techniques in order to get students involved in the learning process.

**QUESTION N° 12**

Would you like to talk in English with other people around the world?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 18 | 78,26 |
| 2. No | 2 | 8,70 |
| 3. A little | 3 | 13,04 |
| **Total** | 23 | 100,00 |

*Table 13. Question 12*
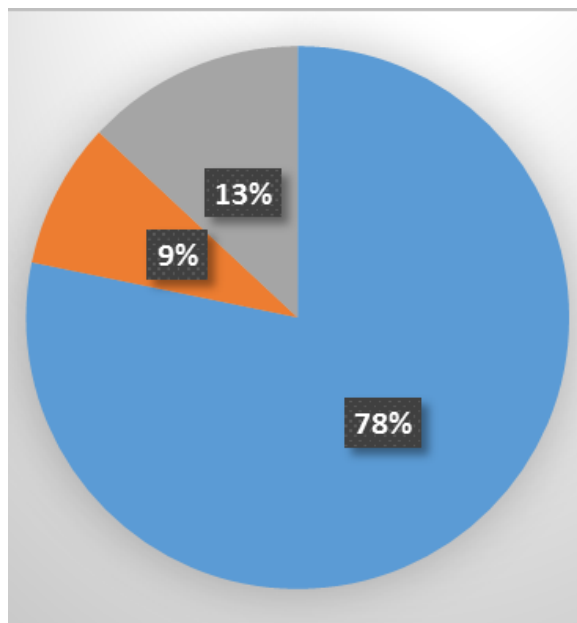


*Figure 14. Pie chart question 12*

Seventy eight percent of the students would like to talk in English with other people around the world. Eight percent of them would not like it. Finally thirteen percent of them would like it a little. This implies that students are willing to improve their communicative skills, but it is the teachers´ job to improve the teaching and learning processes in the foreign language.

**QUESTION N° 13**

Do you want to improve your oral proficiency?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 22 | 95,65 |
| 2. No | 0 | 0,00 |
| 3. A little | 1 | 4,35 |
| Total | 23 | 100,00 |

*Table 14. Question 13*
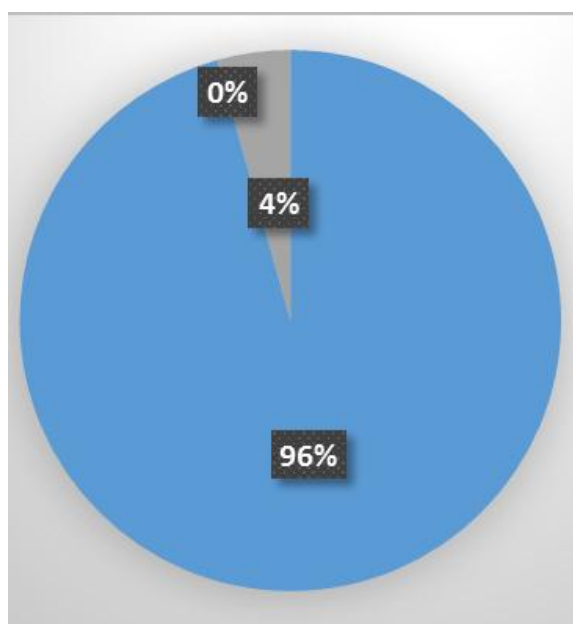


*Figure 15. Pie chart question 13*

Ninety six percent of the students want to improve their oral proficiency. Finally four percent of them want to improve it a little. As a conclusion, most learners are willing to get better communication skills in English which can be an advantage in their learning process.

In format "B", 8 questions were asked in order to determine the teacher´s attitude towards the teaching process.

**SURVEY FORMAT B**

**RATING SCALE:**

| 1 Yes | 2 No | 3 A little |
|-------|------|------------|

**QUESTION N° 1**

Does your teacher create a nice and warm atmosphere in the classroom?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 22 | 95,65 |
| 2. No | 0 | 0,00 |
| 3. A little | 1 | 4,35 |
| Total | 23 | 100,00 |

*Table 15. Question 1*
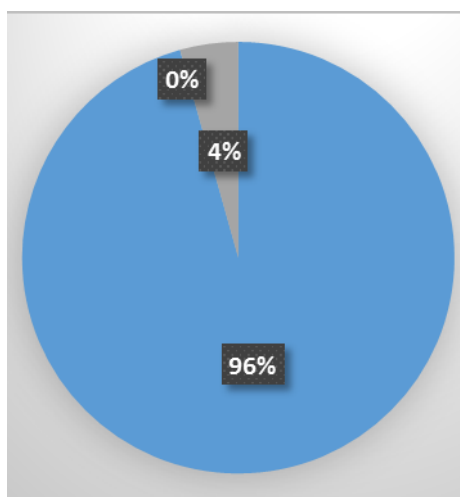


*Figure 16. Pie chart question 1*

Ninety five percent of the students say the teacher creates a nice and warm atmosphere in the classroom. And, four percent of them state that the environment is a little comfortable. This implies that even though the students feel good and relaxed in the classroom, previous pre-tests results and classroom observations evidence lack of interaction in English.

**QUESTION N° 2**

Does the teacher give directions in Spanish?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 4 | 17,39 |
| 2. No | 7 | 30,43 |
| 3. A little | 12 | 52,17 |
| Total | 23 | 100,00 |

*Table 16. Question 2*
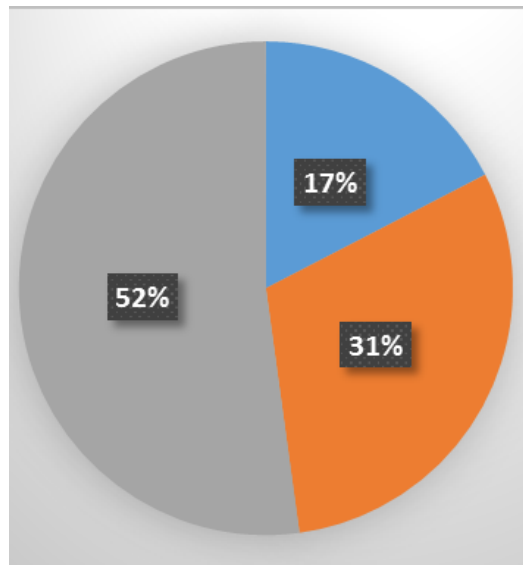


*Figure 17. Pie chart question 2*

Seventeen percent of students mention that the teacher gives directions in Spanish; thirty one percent of them state that the teacher gives directions in English. Finally fifty two percent of them say that the teacher gives directions in Spanish a little. This implies that the teacher is using too much Spanish in the class which is a disadvantage in the development of students´ oral proficiency.

**QUESTION N° 3**

Does the teacher explain the lesson in Spanish?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 1 | 4,35 |
| 2. No | 4 | 17,39 |
| 3. A little | 18 | 78,26 |
| Total | 23 | 100,00 |

*Table 17. Question 3*
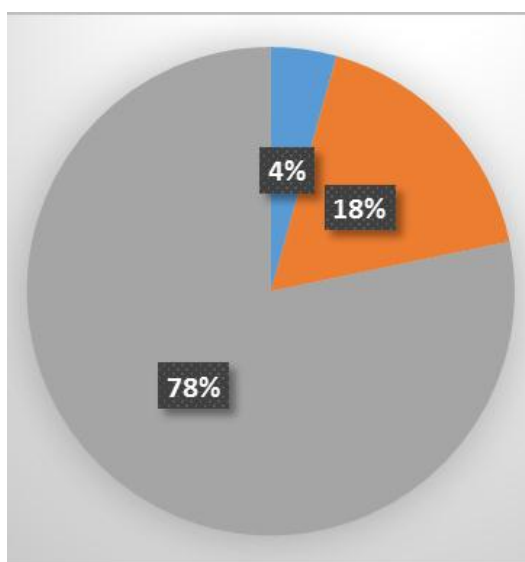


*Figure 18. Pie chart question 3*

Four percent of the students mention that the teacher explains the lesson in Spanish. Eighteen percent of them declare that the teacher explains the lesson in English. Finally, seventy eight percent of them say that the teacher uses a little of Spanish as the language of instruction. This evidences the existence of a problem: L1 interference due to the steady use of the native language during the teaching process.

**QUESTION N° 4**

Does the teacher use technology and visuals?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 16 | 69,57 |
| 2. No | 0 | 0,00 |
| 3. A little | 7 | 30,43 |
| Total | 23 | 100,00 |

*Table 18. Question 4*
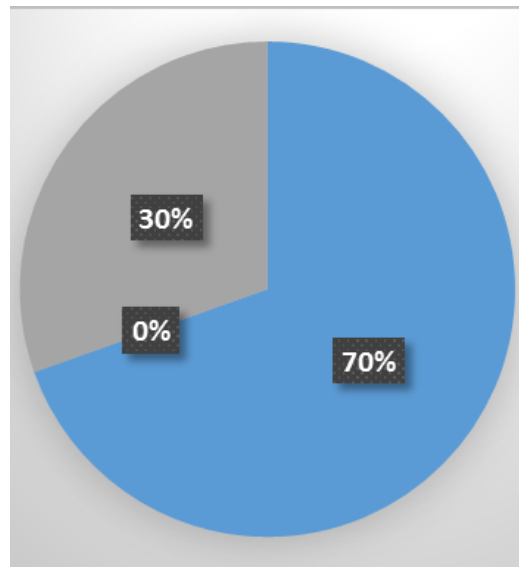


*Figure 19. Pie chart question 4*

Seventy percent of the students mention that the teacher uses technology and visuals. And thirty percent of them say that the teacher uses technology and visuals a little. This evidences that even when the teacher uses technology; it may not be used in the most suitable way in order to get students´ motivation to improve their oral proficiency.

**QUESTION N° 5**

Does the teacher speak English outside the class?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes      | 8         | 34,78      |
| 2. No       | 4         | 17,39      |
| 3. A little | 11        | 47,83      |
| Total       | 23        | 100,00     |

*Table 19. Question 5*
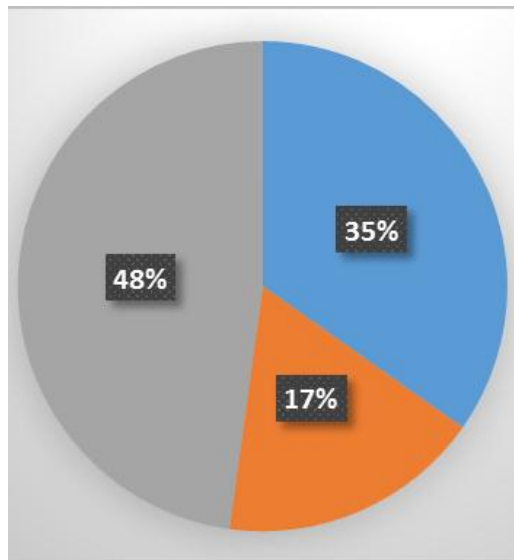


*Figure 20. Pie chart question 5*

Thirty five percent of the students say that the teacher speaks English outside the class. Seventeen percent of them mention that the teacher does not speak the foreign language outside the class. Finally forty eight percent of them declare that the teacher sometimes speaks it around the school. This presents a problem since students need to see the example from their teacher speaking English all the time.

**QUESTION N° 6**

Is important for you learning by enjoying?

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 20 | 86,96 |
| 2. No | 0 | 0,00 |
| 3. A little | 3 | 13,04 |
| Total | 23 | 100,00 |

*Table 20. Question 6*
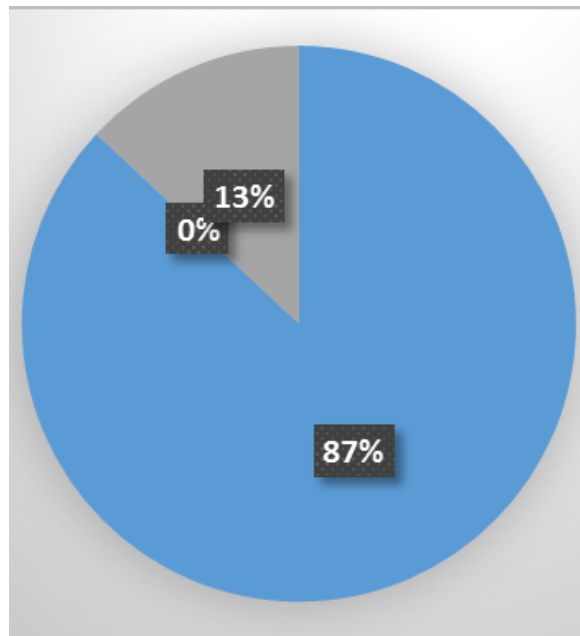


*Figure 21. Pie chart question 6*

Eighty seven percent of the students mention that learning by enjoying is important. And thirteen percent of them say that it is a little important learning while having fun. The results show that the target group expects fun and dynamic activities while learning the foreign language.

**QUESTION N° 7**

Does the teacher use games to teach English?

| Description | Frecuency | Percentage |
|-------------|-----------|------------|
| 1. Yes | 8 | 34,78 |
| 2. No | 5 | 21,74 |
| 3. A little | 10 | 43,48 |
| **Total** | 23 | 100,00 |

*Table 21. Question 7*
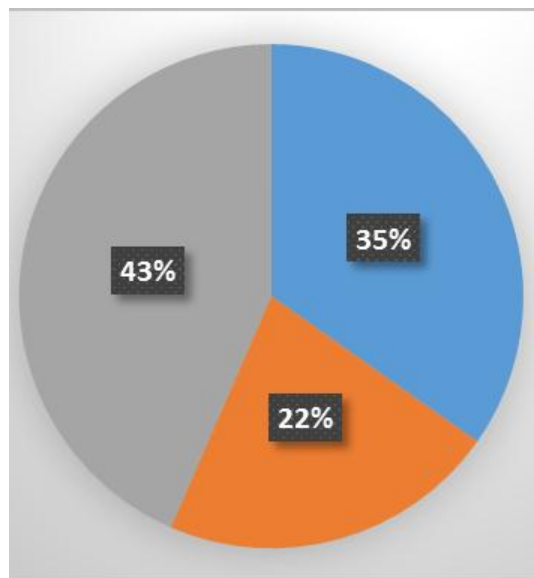


*Figure 22. Pie chart question 7*

Thirty five percent of the students say that the teacher uses games to teach English. Twenty two percent of them mention that the teacher does not use games during his lessons. Finally, forty three percent of them think the teacher does not use enough games. This evidences that the teacher must find the way to implement more fun, interesting activities and relevant games while teaching his lessons.

**QUESTION N° 8**

Do you have enough oral practice in English?

Table 22. Question 8

| Description | Frecuency | Percentage |
|---|---|---|
| 1. Yes | 7 | 30,43 |
| 2. No | 5 | 21,74 |
| 3. A little | 11 | 47,83 |
| Total | 23 | 100,00 |
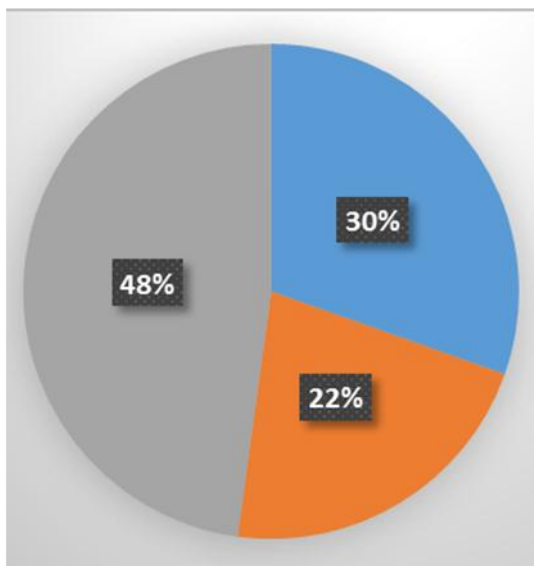


Figure 23. Pie chart question 8

Thirty percent of the students state that they have enough oral practice in English. Twenty two percent of them say they do not have enough oral practice. Finally forty eight percent of them consider that they have a little oral practice in the foreign language. The results reveal that students are aware of their need of more Oral communication practice in order to develop their communicative skills which can be an advantage for their development since they may be willing to increase their oral interaction if the teacher uses the most suitable activities with them.

## 3.4.3 RESULTS AND ANALYSIS OF PRETESTS AND POSTTESTS

First, the pre-test was assessed to the twenty three students from sixth B class at La Moderna.

The pre-test was divided into 3 parts: In the first part, the children had to speak about themselves including personal information and characteristics of the member of their families. In the second part of the test, they had to describe some pictures from their book. (The Journeys).

In the last part, students had to tell a story following a sequence of pictures in chronological order from a familiar story they read in previous classes.

On this test, 5 aspects were evaluated, fluency, accuracy, pronunciation, content and vocabulary in English.

| | RESULTS OF PRE TEST | | | | | |
|---|---|---|---|---|---|---|
| | | FLUENCY | ACCURACY | PRONUNCIATION | CONTENT | VOCABULARY | TOTAL |
| | STUDENTS | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 50 |
| 1 | Albuja Benjamin | 6 | 4 | 5 | 4 | 7 | 26 |
| 2 | Benitez Julio | 6 | 5 | 8 | 6 | 6 | 31 |
| 3 | Bermeo Sebastian | 2 | 1 | 3 | 2 | 2 | 10 |
| 4 | Castillo Alejandra | 4 | 2 | 3 | 3 | 3 | 15 |
| 5 | Casquete Oscar | 1 | 1 | 1 | 1 | 1 | 5 |
| 6 | Castro Dalyana | 5 | 3 | 7 | 5 | 6 | 26 |
| 7 | Cobos Piero | 3 | 2 | 6 | 5 | 4 | 20 |
| 8 | Condo Kevin | 9 | 9 | 8 | 10 | 10 | 46 |
| 9 | Espinoza Corina | 2 | 3 | 5 | 4 | 2 | 16 |
| 10 | Flores Valeria | 9 | 8 | 8 | 10 | 7 | 42 |
| 11 | Garcia Guido | 2 | 2 | 4 | 2 | 2,5 | 12,5 |
| 12 | Iturralde Daniela | 4 | 7 | 4 | 4 | 2 | 21 |
| 13 | Lopez Domenica | 5 | 4 | 4 | 4 | 3 | 20 |
| 14 | Lovttetux Loarre | 2 | 1 | 1 | 1 | 1 | 6 |
| 15 | Maldonado Edgar | 8 | 8 | 9 | 8 | 7 | 40 |
| 16 | Paladines Gustavo | 3 | 2 | 5 | 4 | 4 | 18 |
| 17 | Quintero Maria | 6 | 4 | 4 | 3 | 4 | 21 |
| 18 | Reimido Cesar | 10 | 8 | 8 | 8 | 9 | 43 |
| 19 | Reinoso Lorena | 6 | 4 | 6 | 5 | 8 | 29 |
| 20 | Sanchez Emily | 10 | 10 | 9 | 9 | 10 | 48 |
| 21 | Vasquez Adriana | 6 | 5 | 8 | 7 | 6 | 32 |
| 22 | Velazco Monica | 5 | 4 | 6 | 5 | 6 | 26 |
| 23 | Vogeley Erich | 10 | 9 | 10 | 10 | 10 | 49 |
| % | Percentage per skills | 53,91 | 46,09 | 57,39 | 52,17 | 52,39 | 52,39 |

*Table 23. Results of pre-test*

The results of the pre-test, show serious students´ weaknesses. Every skill is graded out of 10 points having fluency and pronunciation 57.39% and 53.91% of effectiveness correspondingly; and as biggest weakness the accuracy (46,09%) which refers to the level of correct grammar, syntax and general structures. The statistics in this group of students reveal as a conclusion, that pupils have to improve all their English oral proficiency skills, especially the accuracy, content as well as their vocabulary.

- **Chart of Pre-test grades**

| RESULTS | | | | | |
|---|---|---|---|---|---|
| | excellent | Very good | Good | Fair | Poor |
| | 44-50 | 36-43 | 28-35 | 20-27 | 25 or below |
| Number of students | 3 | 3 | 3 | 7 | 7 |
| % | 13,04 | 13,04 | 13,04 | 30,43 | 30,43 |

*Table 24. Chart of pre-test grades*
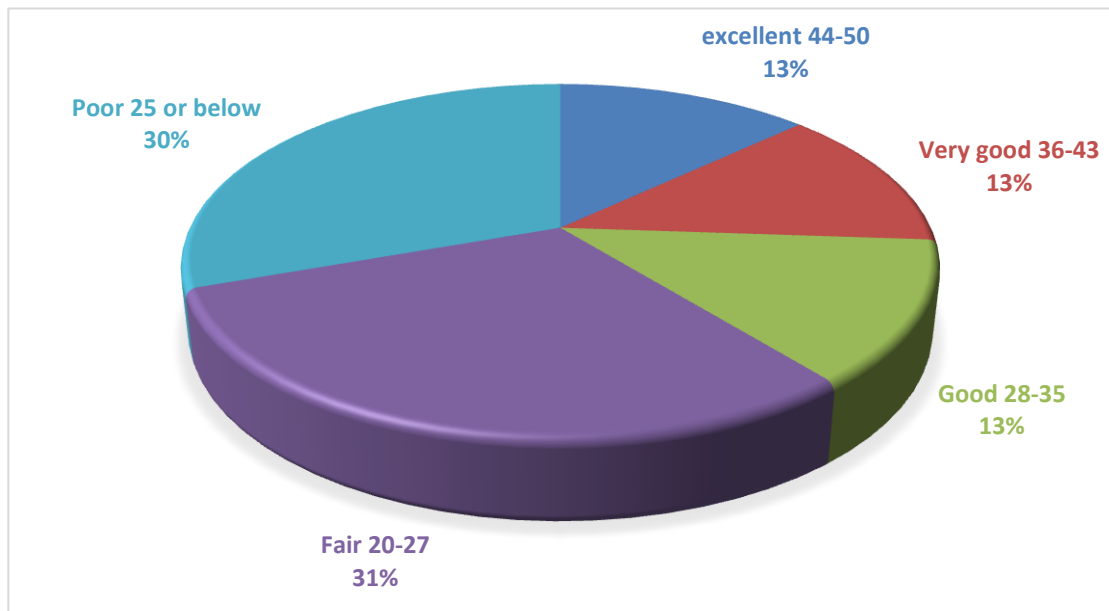


*Figure 24. Pie chart of pre-test grades*

The pie chart above shows a high percentage of students with poor and fair oral proficiency. This indicates the existence of a problem in this group of learners and the need to apply appropriate motivational techniques in order to improve the teaching process.

- **Course average –Pre-test // Per Skills**

| ORAL PROFICIENCY SKILLS | AVERAGE |
|---|---|
| FLUENCY | 53,91 |
| ACCURACY | 46,09 |
| PRONUNCIATION | 57,39 |
| CONTENT | 52,17 |
| VOCABULARY | 52,39 |
| **TOTAL FOR ITEMS** | **261,95** |

PROMEDIO = 261,95 / 5 = 52,39

Table 25. Oral proficiency skills pre-test
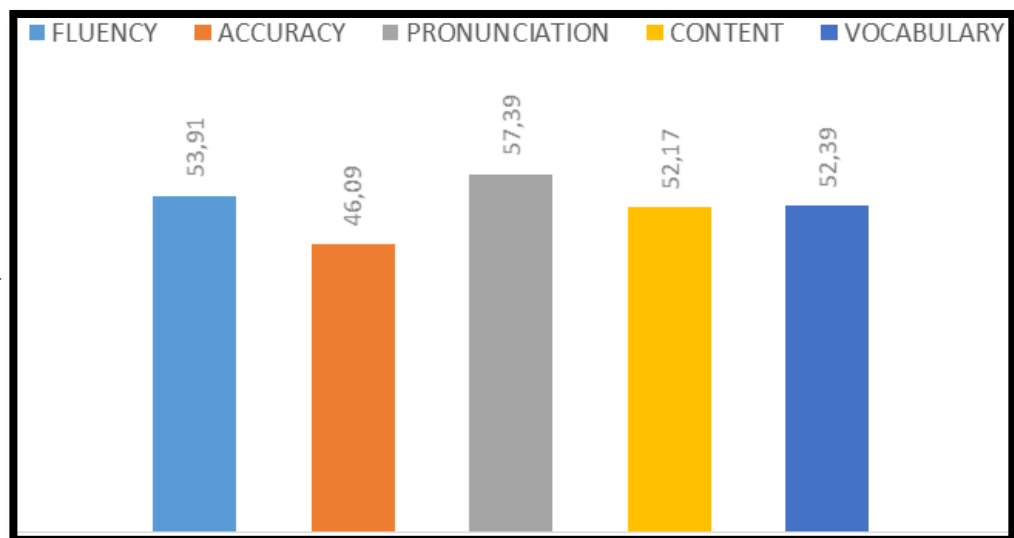
Table 26. Bars per skills pre-test



| RESULTS OF PRE-TEST | |
|---|---|
| **CORRECT ANSWERS** | 52,39 |
| **INCORRECT ANSWERS** | 47,61 |

Table 27. Results of pre-test

The 48% shows the deficiency and the 52% shows the proficiency in oral skills in the foreign language. This means that even when there is more proficiency, the level of deficiency is too high considering the standards that this bilingual School requires.

*Figure 25. Pie chart results of pre-test*

### 3.4.3.2. Post-Test:

The post-test was assessed for the twenty three students from 6th grade after the application of the proposal in order to identify whether the hypothesis was successful or not. The post-test was the same as the pre-test for the researches to compare the results.
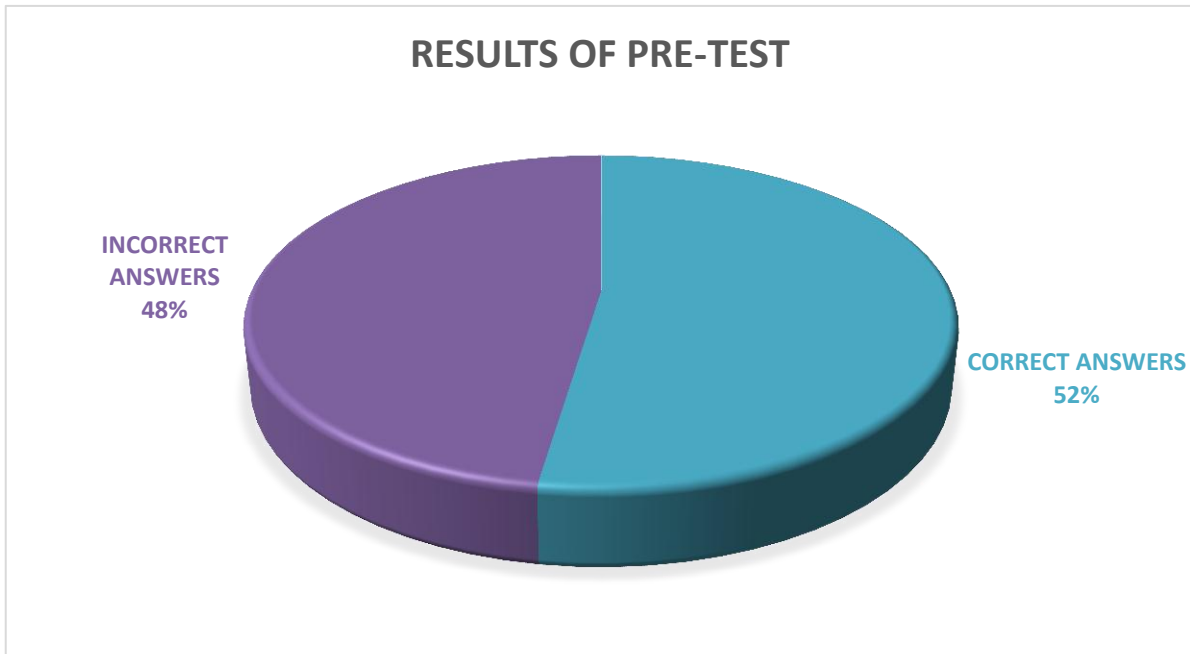


It is shown the percentage of proficiency per skill evaluated on the pre-test.

Fluency 53,91%, Accuracy 46,09%, Pronunciation 57,39%, Content 52,17% And Vocabulary 52,39%.

In conclusion, it is observed that in average the results of the pre-test are too low and some action must be done in order to help students improve their oral proficiency in the target language.

| RESULTS OF POST TEST | | | | | | |
|---|---|---|---|---|---|---|
| | STUDENTS | FLUENCY | ACCURACY | PRONUNCIATION | CONTENT | VOCABULARY | TOTAL |
| | | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 10 | OUT OF 50 |
| 1 | Albuja Benjamin | 10 | 9 | 10 | 10 | 9 | 48 |
| 2 | Benitez Julio | 10 | 8 | 9 | 10 | 10 | 47 |
| 3 | Bermeo Sebastian | 8 | 5 | 6 | 6 | 7 | 32 |
| 4 | Castillo Alejandra | 7 | 5 | 9 | 9 | 8 | 38 |
| 5 | Casquete Oscar | 7 | 5 | 6 | 6 | 6 | 30 |
| 6 | Castro Dalyana | 8 | 7 | 9 | 7 | 9 | 40 |
| 7 | Cobos Piero | 8 | 7 | 8 | 6 | 8 | 37 |
| 8 | Condo Kevin | 10 | 10 | 10 | 10 | 10 | 50 |
| 9 | Espinoza Corina | 7 | 9 | 9 | 8 | 7 | 40 |
| 10 | Flores Valeria | 10 | 10 | 10 | 10 | 10 | 50 |
| 11 | Garcia Guido | 7 | 7 | 6 | 7 | 5 | 32 |
| 12 | Iturralde Daniela | 9 | 9 | 8 | 7 | 8 | 41 |
| 13 | Lopez Domenica | 9 | 6 | 7 | 5 | 7 | 34 |
| 14 | Lovttetux Loarre | 7 | 6 | 6 | 7 | 5 | 31 |
| 15 | Maldonado Edgar | 10 | 9 | 10 | 10 | 9 | 48 |
| 16 | Paladines Gustavo | 9 | 8 | 9 | 7 | 9 | 42 |
| 17 | Quintero Maria | 9 | 10 | 10 | 10 | 10 | 49 |
| 18 | Reimido Cesar | 9 | 8 | 9 | 7 | 8 | 41 |
| 19 | Reinoso Lorena | 8 | 8 | 7 | 9 | 9 | 41 |
| 20 | Sanchez Emily | 10 | 10 | 10 | 10 | 10 | 50 |
| 21 | Vasquez Adriana | 9 | 8 | 8 | 9 | 8 | 42 |
| 22 | Velazco Monica | 8 | 7 | 9 | 7 | 8 | 39 |
| 23 | Vogeley Erich | 10 | 10 | 10 | 10 | 10 | 50 |
| % | | 86,52 | 78,70 | 84,78 | 81,30 | 82,61 | 82,78 |

*Table 28. Results of post-test*

After the post test was assessed, results were tabulated and analyzed. In the chart showed above, the results show a very acceptable proficiency in all the skills evaluated. Having as strengths fluency 86,52% and pronunciation 84% of effectiveness. On the other hand the lowest skill in this group of students is accuracy 78,70% of effectiveness; which is not bad and in fact is a very good level of proficiency for students of this age.

- **Chart of Post-test grades**

| RESULTS | | | | | |
|---|---|---|---|---|---|
| | excellent | Very good | Good | Fair | Poor |
| | 44-50 | 36-43 | 28-35 | 20-27 | 25 or below |
| Number of students | 8 | 10 | 5 | 0 | 0 |
| % | 34,78 | 43,48 | 21,74 | 0,00 | 0,00 |

*Table 29.Chart of post-test grades*
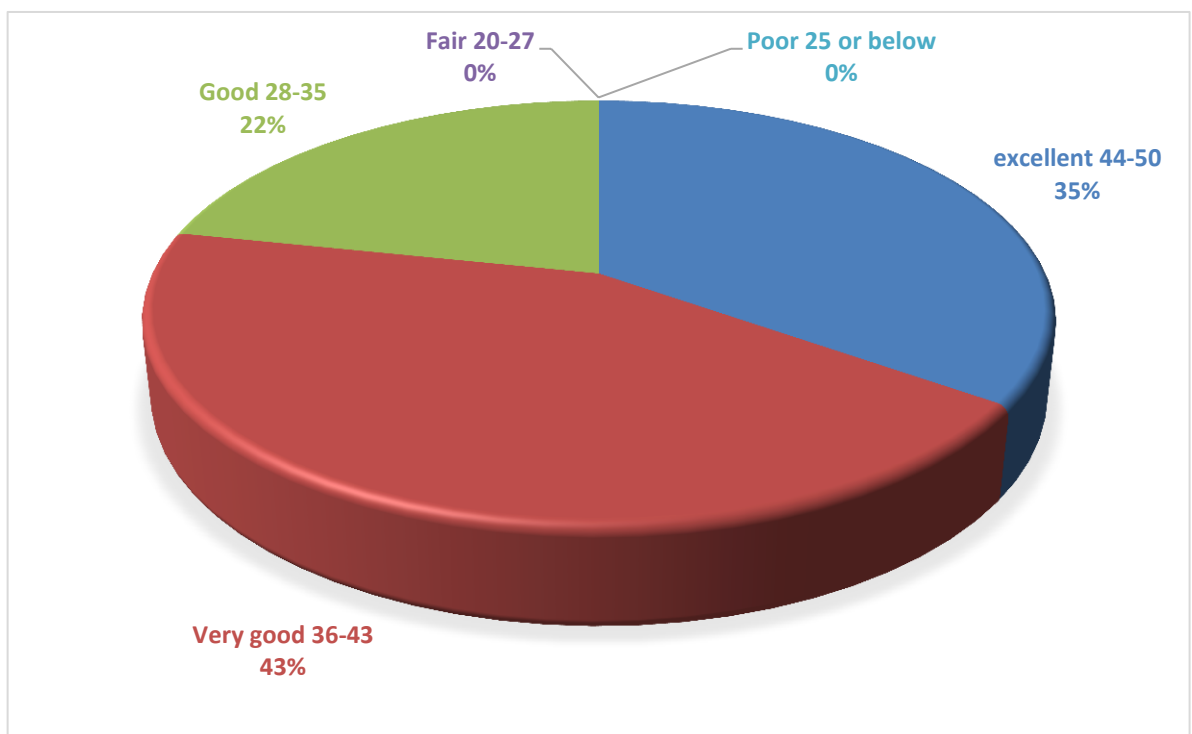


*Figure 26. Pie chart of post-test grades*

The chart above shows the results of post-test divided into excellent 34,78%, very good 43,48%, Good 21,74%, fair and poor 0%. As conclusion, after the application of motivational techniques, all the pupils are located between Good, very good and excellent and no students show fair or poor proficiency in English oral skills which means that the majority of children assimilated the kids have a good response to the motivational techniques applied for them by the teacher.

- **Course average –Post-test // Per Skills**

| ORAL PROFICIENCY SKILLS | AVERAGE |
|---|---|
| FLUENCY | 86,52 |
| ACCURACY | 78,7 |
| PRONUNCIATION | 84,78 |
| CONTENT | 81,3 |
| VOCABULARY | 82,61 |
| **TOTAL FOR ITEMS** | **413,91** |

PROMEDIO = 413,91 / 5 = 82,78

*Table 30. Oral proficiency skills post-test*
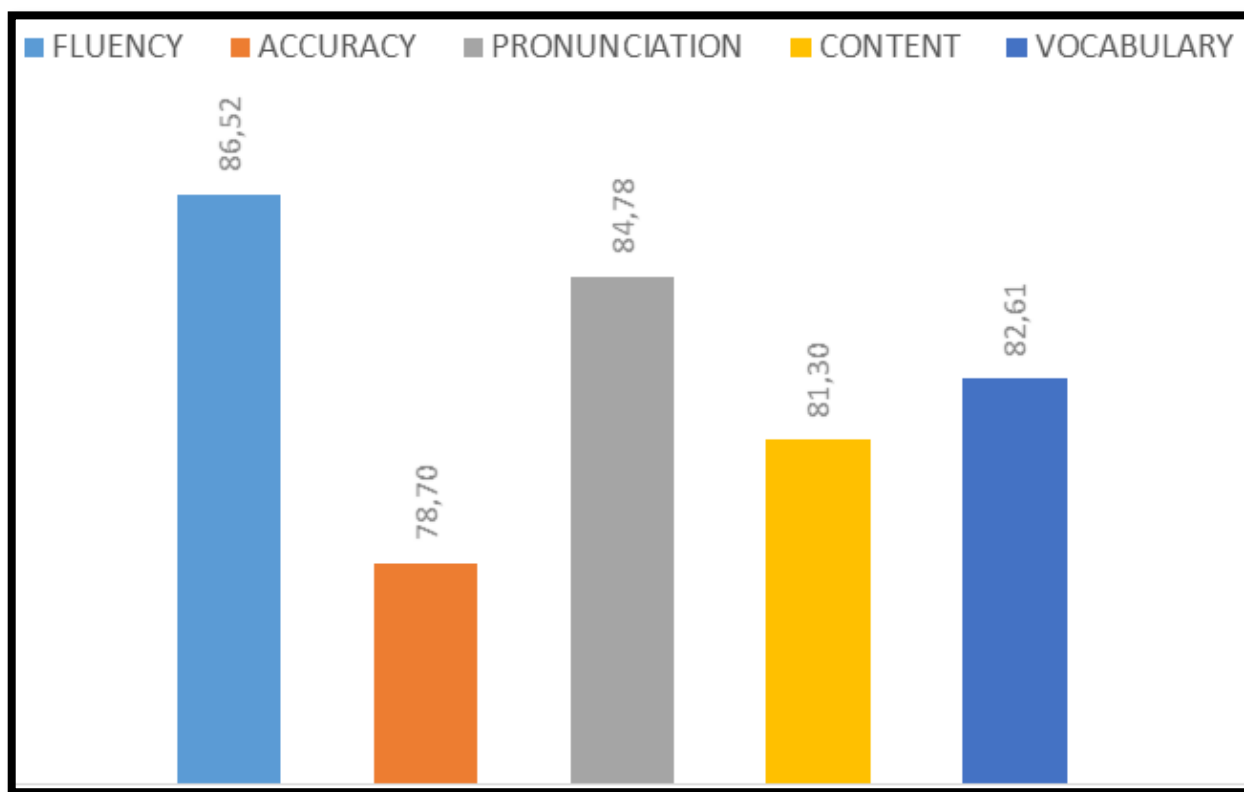


*Table 31. Bars per skills post-test*

| RESULTS OF POST-TEST | |
|---|---|
| CORRECT ANSWERS | 82,78 |
| INCORRECT ANSWERS | 17,22 |

*Table 32. Results of post-test*

These charts reveal that students have excellent fluency and very good English pronunciation which means that they are able to speak without interruptions pronouncing most of the words in a very good way, making themselves clear when speaking and making easy for other people to understand what they say. As a result, their communication in the target language is good enough for this bilingual school and also to speak with more confidence in English.

*Figure 27. Pie chart results of post-test*



**RESULTS OF POST-TEST**

INCORRECT ANSWERS 17%

CORRECT ANSWERS 83%
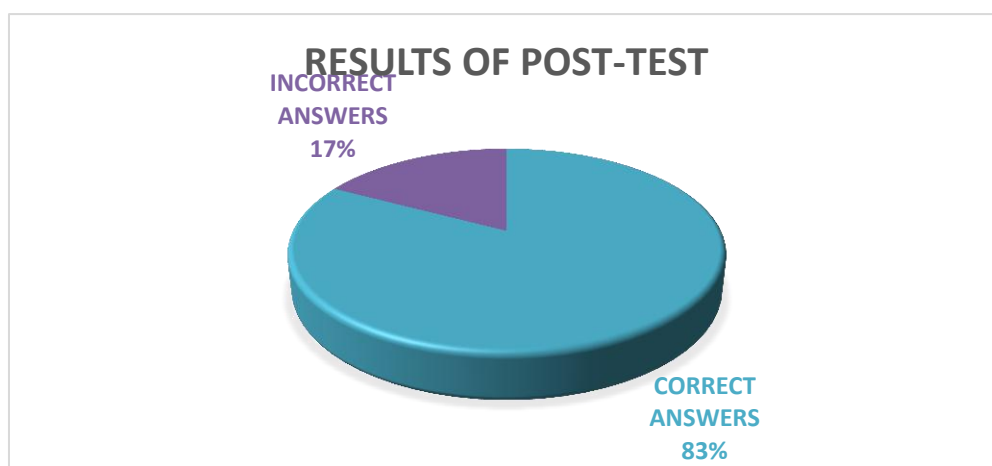
COMPARATIVE CHART: PRE-TEST POST-TEST

| | TESTS | |
|---|---|---|
| ITEMS | PRE | POST |
| FLUENCY | 53,91 | 86,52 |
| ACCURACY | 46,09 | 78,7 |
| PRONUNCIATION | 57,39 | 84,78 |
| CONTENT | 52,17 | 81,3 |
| VOCABULARY | 52,39 | 82,61 |

The results by skills evidence the high level of oral proficiency among this group of students while a low percentage of deficiency in the target language.

*Table 33. Comparative chart of pre and post test*
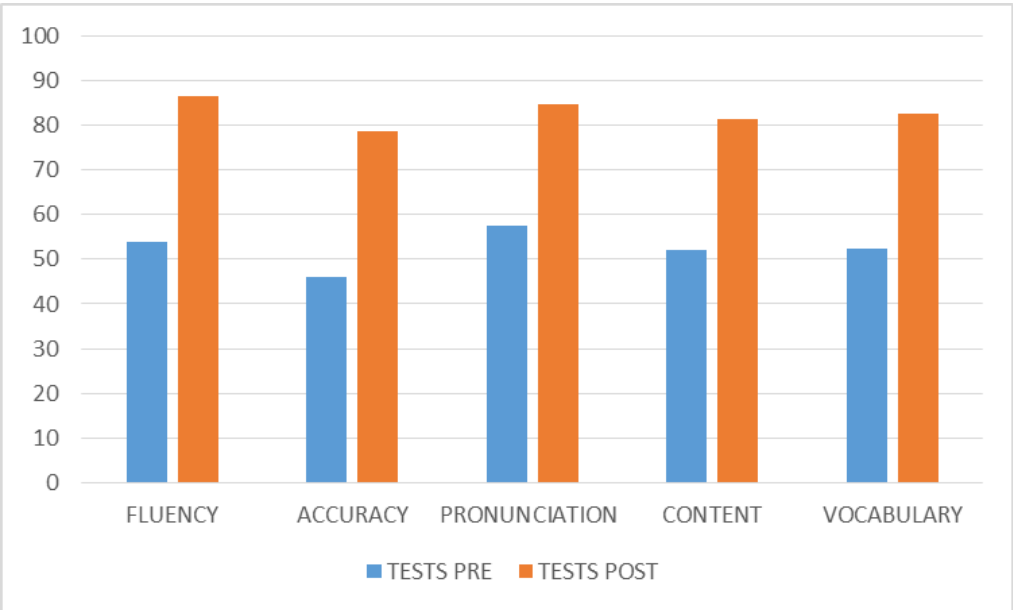


Table 34. Comparative bars of pre and post test

## 3.5. TIMELINE AND BUDGET

### 3.5.2. TIMELINE

| ACTIVITIES | MONTHS | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NOVEMBER | | | | DECEMBER | | | | JANUARY | | | | FEBRUARY | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Tutorship Approval | | x | | | | | | | | | | | | | | |
| Activities Outline | | | x | | | | | | | | | | | | | |
| Development Chapter One | | | x | x | | | | | | | | | | | | |
| Development Chapter Two | | | | | x | x | | | | | | | | | | |
| Elaboration of Surveys | | | | | | x | | | | | | | | | | |
| Application of Surveys | | | | | | | | | x | | | | | | | |
| Teacher's Interview | | | | | | | | | x | | | | | | | |
| Development Chapter Three | | | | | | | | | | x | x | | | | | |
| Development Chapter Four | | | | | | | | | | | | | x | x | | |
| Final writing of project report | | | | | | | | | | | | | | | | x |

The final charts represent the similarities and differences between both, pre and post-tests assessed in different moments of this research project.

The results show the significant increase students have in all the skills related to their oral proficiency. In fluency from 53,91% to 86,52%; in Accuracy from 46,09% to 78,70%; in pronunciation from 57,39% to 84,78%; in Content from 52,17% to 81,30% and in vocabulary from 52,39% to 82,61% the effectiveness.

With this improvement of oral proficiency in the target group, it is established that through the application of motivational techniques, the oral proficiency develops in a significant way, making students confidence and able to speak English so much better.

### 3.5.3. BUDGET

| CATEGORY | ACTIVITY | TOTAL |
|---|---|---|
| **1. Movilization expenses** | Commuting to the school | |
| Bus | | $ 10 |
| Taxi | | $ 10 |
| **2. Equipment** | | |
| Laptop 1 | To develop the research project | $ 650 |
| Laptop 2 | To develop the research project | $ 650 |
| Printer | To print the research project, surveys, pre-test, post-test, class observations, and interviews. | $ 300 |
| **3. Material and Supplies** | | |
| Paper | for copies, research project, worksheets, etc. | $ 50 |
| Markers | To use in class | $ 10 |
| TTOTAL | | $ 1.680 |

## 3.6. PROPOSAL

**How to improve English oral proficiency in 6th graders from Centro Educativo Bilingüe La Moderna**

Taking into consideration class observations and the experience gained by working with these group of students, it has been observed that some of the activities they enjoy the most are games, competitions, sports and a variety of ways explained below to start or finish a lesson for students to feel motivated, to actively participate and interact with the teachers and other students in the target language. It is the researchers´ intention to explain how to develop these strategies in a fun and dynamic way in this part of the project.

**GAMES AND COMPETITIONS**

**THE MVS OF THE GRADE**

**Objective:** To encourage students to practice their English communication inside and outside the classroom

**Rules:** Students must speak English all the time, not only inside the classroom but also in any location inside the school where teachers can monitor them.

**Application:** This is the first "competition" to be applied during the elaboration of the project; since these students like sports, they are familiar with the MVP which stands for: the Most Valuable Player in any sport, the teacher explains that the MVS, The Most Valuable Student will be awarded; but how? The student who speaks more English not only inside the classroom, but also during break time at any place inside the school is the winner, making clear that it does not matter how proper the language is, or how well the grammar part is applied, the important thing here is to be able to communicate. The winner wins a medal or a diploma. This mini project could be used each term or partial.

**THE SPELLING GAME**

**Objective:** To increase English morphology skills.

**Rules:** Spell words related on the studied topic.

**Application:** In this activity, students have to spell words. On the Journeys practice book there is a number of vocabulary lists which could be used for this game. Starting by giving students some time to be familiar with the words to be used; 5 minutes could be fairly enough time, then, teacher asks students to close their books and write on the board the teams´ names, these could be boys vs. girls.

One student from each team comes to the front of the classroom and spells the word given by the teacher; the one who spells his or her word correctly gets one point for his or her team.

It is necessary that all the students participate at least one time but not more than that because this game should be played in no more than 8 minutes otherwise, too much time is invested. This activity could be used as warm up for a vocabulary class or as wrap up to finish the lesson in a competitive way.

**THE ELIMINATION GAME**

**Objective:** To increase English vocabulary related to a specific topic.

**Rules:** The team which repeats a word, or mentions a word not related to the topic is eliminated, the last team competing is the winner.

 **Application:** In "The elimination game", students have to make groups and elaborate a list of words related to a specific topic given by the teacher, then, in turns each member of the team says a word not repeating it or the group is "eliminated" being the teacher the judge for this game, he or she accepts or rejects

words, if the judge is not sure that some words are related to the topic, the student has the chance to explain the relation between the word and the topic supporting his or her idea. The point of this activity is to build and enrich vocabulary and encourage students to speak.

**THE ACROSTIC GAME**

**Objective:** to increase English vocabulary related to a specific topic.

**Rules:** Two teams formed of 4 or 5 students each one write a list of words related to one specific topic using a based word in an acrostic form.

**Application:** In this activity, teachers can use a variety of topics in any subject; it is necessary to form 2 teams of no more than 5 students each since more participants create too much noise and that is not the point. Teacher starts saying a topic, for example irregular verbs, then, writes one example on the board for each team and give 3 minutes for students to use that example word to form more irregular verbs using any of the letters from the base word. The speaking practice of this activity is that all the members of the team can speak more words to the participant in turn but in low voice otherwise the opposite team could hear and copy the same words. Other topics can be adjectives, words at an airport, sports, etc.

**THE FLYING VERBS**

**Objective:** To motivate students to use verbs in present past and future in a fun and dynamic way.

**Rules:** Students listen a verb and then, mention the verb in past. If the verb is correct, the student is able to throw a paper airplane in order to reach designed targets with different punctuations.

**Application:** Teacher divides the class into teams, no more than 5 members are recommended. Then teacher asks students to elaborate paper airplanes 2 for each team. There must be some targets with punctuations for the airplanes, such as the board: 5 points; the desk: 3 points; the trash can: 2 points, etc.

The teacher says one verb in present form, if the students says the correct past form for that verb, then he or she is allow to throw the airplane to one of the targets, and so the teams take turns one by one, if the answer is incorrect, the team loses its turn.

The team that gets more points is the winner.

## CRITICAL THINKING AND ENJOYABLE ACTIVITIES

In order to make students increase their oral skills in English, this work proposes the implementation of activities in which students enjoy such as singing

their favorite songs, but also activities that make learners think and create dialogues on their own; this can be by showing pictures or videos for students to discuss about what they see; Another way to encourage pupils to speak in the target language is by giving them a specific topic in order to represent a role play.

In our experience as teachers, it has been observed that the more activities are used to encourage students speak in English, the better results are obtained; and sometimes the teacher´s imagination to create these strategies make the difference between a regular and boring class from an interesting and exciting one.

**SINGING TIME**

**Objective:** To improve pronunciation, enrich vocabulary, and speaking skills.

**Rules:** In small or big groups, students sing a song that they brought to the class, teacher evaluates their pronunciation, fluency and body language in order to grade them from 1 to 10 points.

**Application:** Teacher asks students in advance to bring two or three of their favorite songs. Then, the day of the singing activity the teacher divides three or four teams and let students know that at the end of the day the two teams which participate more in class are the participants for the singing activity. In turns, teams pick up one song from the list they brought and start singing in from of the class using the projector and speakers.

It is important to state that teacher will evaluate pronunciation, fluency and also body language in order to decide what team is the winner. The winner will have extra points in listening and speaking.

## ACT WHAT YOU HEAR

**Objective:** To be able to tell sequence of events as well as listen and follow instructions

**Rules:** The group which best develops the role-play will have ten points in class activity.  Each group has 10 minutes preparation and 5 minutes performance.

**Application:** Teacher divides groups of four or five students, them different topics and scenes are given for each group, (example: a day at the beach when you meet a famous person)  then, teacher gives 10 minutes for the groups to prepare their acts and then, develop them in turns.

One student must be the narrator of the story they created and the rest of members of the group act what they hear from the narrator. All the students must speak in complete sentences.

**THINKING OUTSIDE THE BOX**

**Objective:** To be able to think critically and express ideas orally.

**Application:** This activity needs the participation of all the students in the classroom. First, teacher projects a picture on the board and asks students to think about possible situations referring to the picture. Teacher encourages students not to tell the obvious aspects of the picture. Then, learners take turns to add more details. At the end one student summarizes the story they created.

The following is an example.



*Figure 38. Thinking outside the box game*

The first student may say that is Tarzan's house, other student may say that Tarzan is not at home because he went out for a walk; the next student may say that inside the house is Tarzan´s wife cooking dinner. Once all students add something else, teacher asks one student to summarize the story for one extra point.

## USING SPORTS TO MOTIVATE STUDENTS TO SPEAK ENGLISH IN THE CLASSROOM

One of the bases of this project is to use sports in order to improve the students´ oral proficiency. The idea is to integrate sports in speaking activities so students enjoy their lessons at the same time when they are practicing speaking. Any sport can be used, but this research focuses on two of them, Baseball for it is more than just a sport, it represents the American culture since it is played in all levels and ages in the United States; and football for it is the most popular sport in our country and most of our children like to play it.

**KICKBALL**

**Objective:** to use English in real life situations

**Rules:** Students play kickball, which is a variety of Baseball with the difference that instead of swinging a bat, they kick a ball.

**Application:** Baseball is very familiar for the researchers since we have played this game a lot at Ecuador and in the United States for an American Junior College (Northeast Oklahoma A.M. College) 2010 2011. Mixing this sport with the most popular sport in Ecuador, Football, kickball appears. The rules are simple, before playing the game, students make a list of words and expressions that could be used during the game, one day students can focus on verbs, other day on nouns. We basically play baseball, but, since we want to use students´ likes we change only one rule, instead of throwing a baseball to be hitting, we throw a football to be kicked. Apart of the runs, the team which uses more English expressions wins. The teacher has the score in order to tell who the winner is.

**SHOOTING ANSWERS**

**Objective:** To be able to think quickly in a correct way to use a word in a complete sentence

**Rules:** This activity must be played in a football field outdoors. Teacher divides students into 2 or 3 teams depending on the number of students; then one team stars being goal keepers and the other team starts being the penalty shooters.

It is important that the teacher tells in advance which is going to be the topic so students can get ready. Once in position, the teacher says a word related to the previous topic and the shooter must say a complete sentence using this mentioned word, if the sentence is incorrect, that students misses the opportunity to shut. After all the participants shut, then teams switch positions so everybody have their opportunities.

At the end, the team which scores more goals wins

As conclusion, the application of these activities motivates students to actively participate during English classes since they are having fun or learning by enjoying.

# CHAPTER IV

## 4.1 CONCLUSIONS

Recognizing the importance of oral communicative skills in the English learning, this project had as purpose the development of 6<sup>th</sup> grade students´ oral proficiency at Centro Educativo La Moderna during the school year 2015-2016.

All this work was conducted in order to identify some of the main causes why this group of learners showed this lack of English speaking skills at the institution mentioned above.

Through the application of different evaluation methods such as interviews, surveys and class observations, it was found that students had poor motivation to speak in English which was a serious issue to students, teachers and the school itself.

Once all the results of these evaluations were obtained and analyzed, it was decided to apply the most suitable motivational techniques in order to encourage the target group to actively participate during English classes.

These techniques were chosen according to student's likes and interests, so learners could enjoy while they spoke the target language.

Some of the observed aspects during classes with certain teachers which need to be improved were: The long time that took the beginning of each class, in both observed classes it took almost 10 minutes from the moment the belt rang until the moment when the teacher was able to start with the

corresponding warm up. This should not take too much time since it reduces the time for other stages in the lesson such as explanation or practice.

The excessive use of L1; even though teachers spoke English to students, students tended to answer in Spanish, which led teachers to use Spanish as well.

Although it is perfectly understood that for learners with low listening skills it is necessary to use Spanish, teachers should be aware of the fact that students who do not practice listening instructions in class, will never get better.

Other issue observed during regular English classes with the target group was the lack of games and activities that students from this age normally enjoy such as competitions and sports.

In order to recognize teachers´ experience and academic preparation, an interview was applied for 6<sup>th</sup> grade teachers. The results of these interviews evidenced that even though most teachers have experience working with children of this age, some others were inexpert and do not all of them had international certifications in English.

As it was mentioned before, teachers should be familiar with students´ likes and interests, for this reason, two types of surveys were conducted to these children, one focused on what students like to do and other focused on how teachers worked with them.  Based on these results, it was recognize that students prefer dynamic activities, in which they have

to participate, play and compete, learners also admitted that they actually like English and stated their will to improve their speaking in the foreign language.

With the results of the second survey, it was identify that even when teachers created a nice environment in the class, this was not encouraging students to practice their speaking. It was also noticed that teachers used too much Spanish during English classes which was a serious issue that needed to be solve.

It was necessary to establish the validity of the proposal in this project, for that, pre-post tests were conducted in different times during this research work. First, a pre-test where students had to speak about themselves, describe pictures and finally tell a story following pictures in sequences.

The results of this test evidenced the problem referring to the oral proficiency this group of children had; the majority of students got between poor and fair scores according to the rubrics the test had.

With the confirmation of this issue, motivational techniques were applied in order to encourage students to actively participate in English classes. These techniques, included the inclusion of games and activities children of this age enjoy, such as singing their favorite songs, playing sports and dynamic games, all of them with a learning purpose.

Then, the post test was conducted with the same content in order to see the development pupils got after the application of the proposal with

the main objective of confirm the hypothesis: with the application of the most suitable motivation techniques, students will increase their oral proficiency.

The results of the post-test were the expected; showing the impact that the proposal had in Students increased considerably their oral proficiency, most of the pupils got between very good and excellent scores which confirmed the impact the application on the proposal had.


## 4.2 PROBLEMS AND LIMITATIONS OF THE STUDY.

During the application of this research project, there were some difficulties such as: the period of time when the work was conducted, it started on December which is normally a busy month at the school since they had to prepare Christmas presentations, dances, speeches and more activities. It finished on January which was the evaluation month. Teachers had to prepare students for last tests of the year and the final exams. For this reason it was difficult to find the necessary class periods in order to apply the proposal to the target language; however with the collaboration of the English coordinator and teaching staff the time was found and the proposal was successfully applied.

Another problem found was the absence of the tutor of this work, since he was away for an important reason; researchers had to find a replacement tutor to help in the end of the work, which was a little complicated since all the tutors were busy with other projects.

## 4.3 RECOMMENDATIONS
### 4.3.1 Recommendations for school authorities

Based on class observations, surveys, interviews and the reaction that students had through the application of this proposal, it is necessary to give some recommendations to the people in charge of making decisions at the school in order to improve children's speaking abilities:

- It will be very helpful to keep teaching stuff update with the new uses of technology and sources to complement their classes. One very good way to do this can be sending a small group of teacher to different seminars and then, asks them to share the knowledge they learn to the rest of the stuff.

- It is strongly recommended that English coordinators keep monitoring their teachers through continuous class observations; this action will encourage teachers to do their best every time and to be aware of the importance of planning every week. Also, make teachers observe their classes at least once a month and then, make them share their experience so teachers can learn from each other.

- In order to improve the English level at the institution where this research was conducted, authorities should hire only teachers who have the corresponding English certificates such as FCE or TOEFL and if it is possible, teachers with a professional degree.

### 4.3.2 Recommendations for teachers

- It is recommended for teachers the daily use of technology during their classes, the school provides them with the necessary resources such as laptops, projectors, speakers and computer labs. It is just up to teachers to include those resources in their planning.

- Based on the results of the application of the proposal, it is recommended to add games and competitions not only for 6$^{th}$ graders, but also for the levels in primary school.

- Teachers should take some time in order to get to know their students, for instance in speeches, teachers can make pupils talk about their favorite sports and professional players as well as their favorite types of music, and then, include that information in the English lessons.

- It is important to find the most suitable ways to control discipline and create routines inside the classroom which help teachers dominate the entire environment

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**APPENDICES**



*Figure 28. La Moderna Primary Section Building*



Figure 29. La Moderna Principal Entrance

*Figure 30. La Moderna Junior Building*



*Figure 31. 6th Graders B in Class*

*Figure 32. 6th Grade "B" Classroom*



*Figure 33. English Lab at La Moderna*

*Figure 34. 6th Graders at Thanksgiving Day*



*Figure 35. Auditorium La Moderna*

*Figure 36. Centro Educativo La Moderna Junior Teacher Staff and Students*



*Figure 37. English Staff Primary Section*

## SURVEY FORMAT (A)

Dear Students:

This survey is part of a research project applied in order to improve the English oral proficiency in students of 6th grade from the Centro Educativo Bilingue La Moderna. Please read it carefully and answer the following questions in the best possible way.

The information provided, will be confidential, and the data will be analyzed carefully in our research project: "Motivational techniques to increase 6th grade students´ oral proficiency at la Moderna School".

Thanks for your valuable cooperation.

Directions:

Read the following questions and check your answers. Please use the following key:

1= Yes          2=No          3= A little

| No. | QUESTIONS | 1 | 2 | 3 |
|-----|-----------|---|---|---|
| 1 | Do you like English? | | | |
| 2 | Do you like your English book? | | | |
| 3 | Do you feel happy in your English class? | | | |
| 4 | Do you understand when your teacher speaks English? | | | |
| 5 | Do you ask and answer questions to your teacher in English? | | | |
| 6 | Do you practice your English out of the school? | | | |
| 7 | Is important English for you? | | | |
| 8 | Do you consider English is the main language around the world? | | | |
| 9 | Do you speak Spanish in your English class? | | | |
| 10 | Do you feel afraid at the moment to speak English in class? | | | |
| 11 | Do you think the activities in your English class are interesting? | | | |
| 12 | Would you like to talk in English with other people around the world? | | | |
| 13 | Do you want to improve your oral proficiency? | | | |

**SURVEY FORMAT (B)**

Dear Students:

This survey is part of a research project applied in order to improve the English oral proficiency in students of 6th grade from the Centro Educativo Bilingue La Moderna. Please read it carefully and answer the following questions in the best possible way.

The information provided, will be confidential, and the data will be analyzed carefully in our research project: "Motivational techniques to increase 6th grade students´ oral proficiency at la Moderna School".

Thanks for your valuable cooperation.

Directions:

Read the following questions and check your answers. Please use the following key:

1= Yes          2=No          3= A little

| No. | QUESTIONS | 1 | 2 | 3 |
|-----|-----------|---|---|---|
| 1 | Does your teacher create a nice and warm atmosphere in the classroom? | | | |
| 2 | Is the teacher enthusiastic and dynamic? | | | |
| 3 | Does he/she give you directions in Spanish? | | | |
| 4 | Do you feel motivated to participate during English classes? | | | |
| 5 | Does the teacher explain the lesson in Spanish? | | | |
| 6 | Does the teachers use technology and visuals? | | | |
| 7 | Does the teacher encourage you to speak English? | | | |
| 8 | Does the teacher speak English outside the class? | | | |
| 9 | Is important for you learning by enjoying? | | | |
| 10 | Does the teacher use games to teach English? | | | |
| 11 | Do you understand your teacher's instructions most of the time? | | | |
| 12 | Do you have enough oral practice in English? | | | |

# INTERVIEW FORMAT

Dear teacher:

This interview is part of the investigation we are conducting, in order to get our bachelor´s degree in English Language Teaching from "Universidad Laica Vicente Rocafuerte". Please examine it carefully and choose the most suitable answers. The information provided, will be confidential, and the data will be analyzed carefully in our research project:"Motivational techniques to increase 6th grade students´ oral proficiency at la Moderna School".

Thanks for your valuable cooperation.

Directions:

Read the following questions and circle the letter that corresponds to your answer.

| | |
|---|---|
| **1. Have you ever been to an English-speaking country?** | |
| A .Yes, I have | B. No, I have never been to one. |
| **2. Where did you learn how to speak English?** | |
| A. At an English language academy | C. I learned it by myself |
| B.I lived in the U.S.A. for some years. | D. At university |
| **3. Do you have a diploma as an English teacher?** | |
| A. Yes, I do. | B. No I don´t. |
| **4. Where did you get your professional competences as an English teacher from?** | |
| **A.** From a Master´s Degree program in ELT**.** | **C.** I've got a bachelor´s degree |
| **B.** From my experience | **D.** I have a T.E.F.L.or First certificate. |
| **5. How long have you been teaching children?** | |
| **A.** A few months. | **C.** Five to eight years |
| B. One to four years | D. I had never taught children before. |
| **6. In your opinion: what is the most appropriate teaching method for children?** | |
| A. The Grammar Translation Method | C. The Direct Method |
| B. Total Physical Response | D. The Audio Lingual Method |
| **7. Do you update on the latest methods, techniques and approaches in E.L.T.?** | |
| A. Always. | C. Sometimes |
| B. Most of the time | D. Never |

**8. How do you update on the latest methods, techniques and approaches to teach children?**

A.I take courses on- line.                    C.I attend congresses abroad.

B. I attend seminars or workshops.            D.Other.

**9. Do you usually take international language proficiency exams to check your level of English?**

A. Always.                                    C. Sometimes

B. Most of the time                           D. Never

**10. When did you take the last language proficiency exam?**

A. 2012                                       C.  2014

B. 2013                                        D.2015

**SPEAKING EVALUATION**

**PRE AND POST TEST**

**STUDENT´S NAME:** …………………………………………………………….

**STUDENT´S NAME:** …………………………………………………………….

**GRADE:** …………………………… **DATE:**…………………………………..

**Part 1 Introduction and interview**

- Introduce yourself including full name, age and family.
- Speak about your favorite sport or hobby
- Which is the most popular sport in your country?
- Why do you think this is the most popular sport in your country?

**Part 2 Describe a picture**

- Journeys 3.1 p. 16-17
- Journeys 3.1 p. 48-49

**Part 3 discussion with a partner**

- Journeys 3.1 p. 154-155  (one by one students would have a conversation about the picture showed)

# RUBRICS

| Quantitatively | Qualitatively |
|:---:|:---:|
| 44-50 | Excellent |
| 36-42 | Good |
| 28-34 | Average |
| 20-26 | Needs work |
| 25 or bellow | Poor |

Oral Interview (50 points)

| | Poor 1-2 | Fair 3-4 | Good 5-6 | Very good 7-8 | Excellent 9-10 |
|---|:---:|:---:|:---:|:---:|:---:|
| **Fluency** (speed, naturalness, lack of hesitation) | | | | | |
| **Accuracy** (grammar, syntax and general structures) | | | | | |
| **Pronunciation** (stress, rhythm, intonation patterns) | | | | | |
| **Content** (precision and length in describing the subject matter and picture elements) | | | | | |
| **Vocabulary** (use of words, expressions, from studied units, course for the pictures' description) | | | | | |

**Total:** …………………………………………………….. out of 50
**Comments and suggestions:** ……………………………………………………………………………
**Name:** …………………………………………………………………………………………………………

# CLASS OBSERVATIONS

Date: _____

Time: _____ to _____
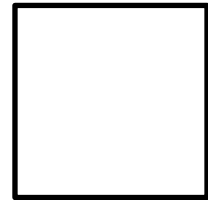
| DOMAINS AND SELECTED COMPONENTS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Planning and preparation** | | | | | |
| ❖ Demonstrating knowledge of content | | | | | |
| ❖ Demonstrating knowledge of pedagogy | | | | | |
| ❖ Setting instructional outcomes | | | | | |
| ❖ Designing coherent instruction | | | | | |
| ❖ Designing student assessment | | | | | |
| **Classroom environment** | | | | | |
| ❖ Establishing a culture for learning | | | | | |
| ❖ Managing classroom procedures | | | | | |
| ❖ Managing students behavior | | | | | |
| **Instruction** | | | | | |
| ❖ Communicating with students | | | | | |
| ❖ Using questioning and discussion | | | | | |
| ❖ Engaging students in learning | | | | | |
| ❖ Using assessment instruction | | | | | |
| ❖ Demonstrating flexibility and responsiveness | | | | | |
| **Professional responsibilities** | | | | | |
| ❖ Reflecting on teaching | | | | | |
| ❖ Participating in a professional community | | | | | |

**Key:   1 = Unsatisfactory    2 = Basic    3 = Developing    4 = Proficient    5 = Superior**

| **1 = Unsatisfactory** Indicates limited self-direction or independent action and significantly uneven competence | | **2 = Basic** Indicates basic self-direction through planning and little independent competence | |
|---|---|---|---|
| **3 = Developing** Indicates moderate self-direction and developing competence | **4 = Proficient** Indicates self-direction and high level of competence | **5 = Superior** Indicates highly independent action, much self-direction, and exceptional competence | |

_____          _____

**Evaluator**                                    **Teacher Observed**

# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

## FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO**: Motivational techniques to increase 6th grade students' oral proficiency at La Moderna School

| | |
|---|---|
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| | **REVISORES:** <br> Msc. Francisco Villao Villacrés |
| **INSTITUCIÓN**: Universidad Laica Vicente Rocafuerte de Guayaquil | **FACULTAD:** Educación |

**CARRERA:** Ciencias de la educación mención-inglés

| | |
|---|---|
| **FECHA DE PUBLICACIÓN:** | **No. DE PÁGS:** 86 |

**TÍTULO OBTENIDO**: Licenciado en lengua inglesa mención en enseñanza y administración de sistemas educativos en TEEFL

**ÁREAS TEMÁTICAS:**

**PALABRAS CLAVE:**

**RESUMEN:**

Este Proyecto envuelve la aplicación de técnicas motivacionales para así mejorar la proficiencia oral de los estudiantes de sexto grado del Centro Educativo La Moderna.

Primero, dos observaciones áulicas fueron tomadas para evidenciar el problema a investigar, y determinar el desenvolvimiento del maestro en clase.

Luego, dos encuestas fueron tomadas a los estudiantes para evaluar su proceso de aprendizaje y su actitud.

Después fue validada la hipótesis y los siguientes procedimientos fueron aplicados:

Una pre-evaluación fue tomada a los estudiantes, luego, la propuesta fue aplicada y post-evaluación fue tomada para determinar la variable independiente en la variable dependiente. Los resultados fueron comparados y evaluados por operaciones matemáticas como porcentajes.

Aunque este estudio fue en un periodo limitado, desde que fue aplicado al final del año lectivo, los resultados fueron los esperados, dando la respuesta a la pregunta investigativa: ¿Cuál es el impacto de técnicas motivacionales en la proficiencia oral en este grupo de 24 estudiantes?

Este trabajo revelo la motivación de los estudiantes durante las actividades orales, ellos mostraron una actitud positiva hacia el proceso de mejorar la proficiencia oral.

| | |
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| **No. DE REGISTRO:** | **No. DE CLASIFICACIÓN:** |

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|---|---|