ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

TESIS DE INVESTIGACIÓN

THE IMPACT OF MOTIVATION IN THE DEVELOPMENT OF SPEAKING SKILL

QUE PARA OBTENER EL TÍTULO DE

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA.

P R E S E N T A

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P R E S E N T E.

El que suscribe, Director de la Escuela Normal de Atizapán de Zaragoza, hace de su conocimiento que una vez revisado y evaluado su documento recepcional titulado, THE IMPACT OF MOTIVATION IN THE DEVELOPMENT OF SPEAKING SKILL. en la modalidad, TESIS DE INVESTIGACIÓN le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional de la Licenciatura en Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria

No omito comentarle que deberá cubrir en tiempo y forma, con los requisitos establecidos administrativamente para este fin. Le deseo el mejor de los éxitos en esta última etapa de su formación inicial.

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¡Los amo!

Content

Introduction

The English language has been the most spoken language in the world but the majority of the times it is taught in wrong way, it means the teachers focussed their attention in the grammar skill but they forget the principal skill lets to communicate with others, it is the speaking skill, as people learned Spanish, the second language should be taught as the same way, the speaking is the first skill developed to get a language.

This thesis research is based on an educational problem solution, it is about the lack of motivation for speaking English in the classroom, the principal agents in this investigation are teenagers, they are learners of the Junior High School "Juana de Asbaje", they are in first grade and it was their first meeting with the English language.

The document contains five chapters, each one has a description of the research since the starting of the problem until the solution, it is a writing based on intervention practices which let to solve the problem trough the application of strategies and methods with the purpose to motivate to students to speak in English.

In the first part of this document, there are the general and specific purpose or the research those talk about the action for solving the problem of the lack of motivation in students of the Junior High School mentioned before. The purposes were the based to achieved the problem´s solution.

The chapter number two in composed for the problem statement, it explains the importance to speak a second language and the moment when the problem was detected, at the same time it contains the delimitation, it refers to the first meeting with the problem and it describes a little the travel of the lack of motivation and since it has been happened, those are like the background of the problem instance.

As the same time, the chapter contains the place of the investigation, it talks about the kind of context, the description of the school and it involves: the structure, the

resources it has and the most important part, how the students use to learn the language. In the same chapter there is the important of the solution´s problem and the social impact, it refers to the benefices the research gets to agents involved.

In the chapter number two, there are the theorical references and the methodological framework, the first aspect is about important meanings in the research, the meanings are the based of the understanding in the key words such as: language, motivation and the two types of motivation, the definition of method and strategy. Those definitions are based on principal authors who work in the educational environment.

The second aspect in the chapter number two is about the searchers did before, it contains some previous research focussed in the development of the motivation in the classroom, one of the documents consulted was a study case where the author explained the impact of the take in count the student´s motivation. To have those jobs as examples in the action-research helped to know the things were possible in the second language teaching and the thins were better avoid.

The chapter number three is the begging of an important part of the document, it explains the importance of the application of methods and strategies, in first instance it describes the use of the methods in the teaching practices but principally in the speaking skill, after that the grammar translation is explained but its principal role in the students 'motivation for speaking English. Then, here appears the communitive language learning, the use, the application and how it motivates to the students.

In the same chapter, there are other methods like the Rassia´s and the audiolingual, here they are explained together due to they have similar function in the development of the speaking skill, there is present the importance of design or search the correct strategies and even thought the importance of take in count the students´ necessities. Into the chapter there are described the strategies chosen for this action-

research, between them there are: the oral repetitions and their benefices, the dialogues, oral participation and oral presentations.

The chapter number four involves the researcher hypothesis or assumptions and the methodological strategy, the first one is about the things I pretend to achieve with the investigation and why the solution's problem is crucial, here is present the importance of the motivation role and is the protagonist of the achievement in the research. The second one explains the way to get the date of the investigation but even thought it explains the application of the "research-action", it introduces the Smith's cycle too and here it mentions the parts of the cycle.

In the last chapter, there is the general description of the Smith's cycle, the cycle guides the reflection of the practice but it contains the most important part of the document, here there are the description of the result and the application of the methods and strategies but the most relevant part how the application of the methods and strategies stimulates the students' motivation.

The reflection of the practices and the result are developed with questions: how do I do? what does it mean, how did I come like this? And how I might do it different, those questions were answered with the real practice, here there is the begging, the development, the reconstruction and the end of the practices.

At the end of the document, there are the annexes and the bibliography, the annexes contain the charts about the necessary resources to solve the problem of the development of the speaking skill and the lack of motivation, some resources were provided by the school but the majority of them were provided by the trainee teacher (me), the second chart is the schedule of the activities which drove the students to speak in English.

Purposes Of Investigation

General purpose:

Analyse the impact of motivation in the development of speaking skills in students of first grade in Junior High School ("Juana de Asbaje").

Specific objectives:

• Detect the factors to have influence or affect the students' motivation in Junior High School for the oral expression (speaking) of the second language (English).

• Search and implement methods and strategies in English learning to motivate to students in Junior High School for participating and expressing by themselves in the second language (English).

Purposes Of Investigation

CHAPTER

I

PROBLEM STATEMENT

Problem Statement:

The language is an important part in the society, it lets to people communicate ideas, thoughts, necessities, feelings and emotions. The language has different skills as: writing, listening, reading and speaking, although the language contains those aspects not all are dominated by everybody.

In language communication, there are some elements to produce words, for example: sounds, pronunciation, intonation, rhythm, gestures, etc those are part of the "speaking", those elements let to people produce sentences and communicate with other people, some cases the pronunciation is not correct and people can confuse the meaning of the words in the sending of the messages.

In the group I worked, the students do not want to participate telling words and suing the second language due to the do not know the correct pronunciation it happens because the teacher focuses their teaching in the structure but the students need to practice the language constantly.

In English language, the students use to make mistakes when they speak or they do not want to speak because they feel fear to make mistakes and cannot pronounce the words correctly, it is a problem and it happens consequently in all the educational levels but principally in the Junior High School where the students want to be in a social group and they think that English is not important in that moment.

Those aspects were reflected when I was in the observation practices, the students in the group 1st "A" showed fear to participate in English and their excuse was they did not know the correct pronunciation.

Delimitation

At Escuela Normal de Atizapán, in the bachelor of Enseñanza y Aprendizaje del Inglés en Educación Secundaria, in the third semester I began my professional practices as an English teacher, I have had the opportunity to practice in different Junior High Schools and analyse the characteristics of teenagers as well as the way they work in the English subject.

According to my experience, when I asked to students participate, read aloud or practice a conversation they felt uncomfortable to speak in a second language due to they thought their classmates laughed of them and they believed they did not know enough to be able to pronounce the words correctly.

That was the reason which I consider the motivation is a useful tool to have influence in their perspective about the English subject. Motivation is a big part to do something, in this case it helps to start to learn English but not only to learn the structures or to develop writing it, motivation drives to use the English language in a real life and speak it.

Using the motivation as a useful tool in the speaking skill and taking into account that is one of the principal skills for communicating in a second language learning I consider it is important to make some important questions, those are: What are the principal factors that are affecting their motivation to not participate in the English class? What are the best methods and strategies to learn English and how they motivate to the students? How the motivation promotes the participation of speaking skill in students?

With the answers of the questions, I pretend to develop the speaking skills into the classroom keep in mind the interests of the students and generate a good learning environment where the students can use the language for communicating their ideas

and for participating without fear but above all to create an environment where the students feel motivated and confidence.

Place Of Investigation

The Junior High School Escuela Secundaria Oficial No. 0680 "Juana de Asbaje" is located in: Gómez Farias 232, "La y griega", 54457, Nicolás Romero. That school is located in an urban- marginal context (Moshuus, 2017), it is a little community and there are some places. The people have limited services (electricity service, drinking water, drainage, telephone line, transportation) and the school is considering the nearest for students, the majority of them walk to go the school.

It is a little school and has nine groups (three for each grade), the classrooms are very small and each one contains around 50 students as a consequence student do not have too much space to move, sometimes it is difficult to get their attention, it has a little yard and it is used to practice only physical activities, computer room, teacher´s lounge, principal´s office, student´s restroom, teacher´s restroom, cafeteria, chemistry lab. The parent´s roll is going to school to sign the student's notes every trimester (there is a teacher responsible to give the notes and solve some situations) and sometimes go to solve some problems.

The school contains 9 classrooms for the three grades (3 by each grade), there are one audio-visual classroom for working with the students, it is helpful for implementing activities to help to students in the development of speaking skill, those activities are: videos, songs, interactive exercises, videogames, etc.

There two offices to administrating the school (1 by each turn) there are two restrooms (for girls and boys), there are two yards (one for ceremonies and one for sports), there is one teacher's room, there is one room for students´ orientation and socioemotional problems, finally there is one stationer shop and one cafeteria.

Each group is divided in two parts for teaching in a stagged way of work, there are around 50 students (there are divided in groups of 25 students) and their ages for first grade are around 11-12 years. This is an important aspect because it is the first time, they have English as a subject and they did not have it in the primary school.

The teacher's strategies are similar for the three groups, the resources are: photocopies, videos, notebook, book, whiteboard, etc. The teacher applies different methods like: audiolingual method for repetition of the words, grammar translation for giving instructions and explain the topics, communitive language teaching for working as a whole group and feel confidence to speak in English and work all together, I pretend to take the same methods but the principal is audiolingual method and try to give the correct pronunciation in all the words and structures as possible.

Justification And Social Impact

The social impact it could have been that the motivation could be a good tool in the development of the oral skills (speaking), if teachers take in count the students' interests for example: what kind of activities they like to do, what the tendences are in their context, what kind of music they listen, how they feel, what problems they have, etc the students feel taking in count because the students are the principal object to teaching and the principal purpose is they learn a second language. When the students feel they are taking in count, they want to work I could see it in some innervations before, when the teachers change the strategies that are not functional the students feel comfortable with the new strategies, they could propose them because it is their learning and it is a way for creating a good environment, maybe not all the strategies or the proposes are possible to implement but some of them could be implement.

With the motivation, I do research about strategies and method for the students and according with their interests, I pretend keep the useful but remove those that do not work correctly, with this investigation I improve my teaching practices but the

principally develop the speaking skill into the classroom and the students can use the English language.

If the students are motivated, they participate in the English class, I think so because I could see it in the intervention practices but the students would not be beneficiating in the first grade of Junior High School, they get the speaking as a habit and they lose the fear to participate during all the collage. I as teacher know, the English language is a global language and it is an important subjects not only in basic education, even though the students cannot see it like that, it is present in all the educational levels and sometimes as students they do not acquire the enough knowledge until they need to learn the language for a career or for a job, that is the reason for implementing the speaking skill in Junior High School although the first grade is the first contact for the students with the language.

Context About Subject Of Study

My investigation is developed in first grade in the group "A", It is a group of 46 students, there are 23 girls and 23 boys, they have some particular characteristics: only some students (around 10) learned English in the Primary School due to the rest of the students have problems to understand the structures of the language, it is difficult for them to receive the information because it is their first contact with the subject. Even though, the majority of the students have the disposition to learn English, I could see it in the observation practices where they tried to speak the language with mistakes but the most important part is they tried to do it.

Sometimes, they participate for obligation and it is not the principal purpose because they should want to learn the language by their own disposition.

For knowing about students' interests and the way they like to work, it was necessary to make a questionary at the beginning of the course through the google

forms platform, where they could answer some questions like: do you like to participate in English? How would you like to learn (with songs, with games, with texts, etc)? What kind of content you use (videos, tv programs, music, etc)? Taking those data as a base, I could design material for teaching English and motivate them to participate and speak in English for example: presentations, games, examples according with their context flash cards for teaching topic like: daily routines, verb to be, simple present, family members, etc.

The answers were the same by the majority of the students, there I could see the lack of motivation due to the students answered they do not like to participate because they do not have a good pronunciation, they feel fear because they think their classmates will laugh of them, they do not like to read in English because it is the first time. I got some answers like: I would like to learn playing, listening songs, watching videos, etc I applied a questionary about their interests and I could see what they like, what they do not like, for example: they like to listen music, watch movies, play, do exercise, etc and I could realise those aspects are part of motivation.

They are not motivated due to they expressed how they would like to learn and it is a reflection of the dynamics they do not have. I could see they only copy structures, check examples, make sentences and practice speaking a little thus, I think they need this motivation with simple things as give examples with things they like, give texts with topic they are interested in.

¿Qué actividades te gustaría realizar en esta clase? Por ejemplo: aprender jugando, escuchando canciones, escribiendo leyendo etc.

26 respuestas

Aprender jugando

Aprender jugando

Escuchando canciones

Jugando

Escuchando canciones

Aprender jugando :)

Leyendo y con juegos

Si el/la maestro/a te solicita que leas en voz alta en inglés ¿Lo haces?¿Por qué?

25 respuestas

No, porque me cueta trabajo el hablar aún en ese idioma

Si, para mejorar la pronunciación

Si , por que lo requiere la maestra

Por qué me está ordenando

si por que para eso vamos a la escuela a estudiar

Si para que la maestra nos corriga si nos equivocamos en alguna pronunciación

Si por qué es una horden que me dió la maestra

Si le entiendo si y si no le entiendo no , xk si me equivoco tengo q volver a leer

Si por que me pueden corregir mis errores en la pronunciación y asi ya se como se dice

Answers by the students, they participate for obligation.

Those are some answers by the students according with the participation in the reading but at the end it involves to use the speaking skill, the answers by the students are an important part to apply the strategies in class, there are some activities designed for the students where they are motivated because they were planned based on their interests, those are in the annexed "schedule of activities".

Some students answered "yes" in the questionary about the participation in classes but they participate to get points and they are interested in their "qualification" it is a part of an extrinsic motivation but it follows been by obligation, that is the reason to apply methods and strategies to change that "obligation" for "interest".

CHAPTER

II

THEORICAL AND METHODOLOGICAL REFERENCES

Theorical References

This is research based on the methodology "action- research" which the principal purpose is to get qualitative data, where the investigator (in this case I as a teacher) search a problem through the theory and the practice.

The importance of the language is evident, it lets to humans communicate but the communication involves the expression of words for making a message, those words have to be emitted with a correct meaning and the correct pronunciation, for starting this idea, it is supreme to know what the language is, Gorys Keraf (1997:1) found in (Rabiah, 2012) says**: "language is a means of communication between members of the community in the form of a symbol of sound produced by the speech organ"** several times in the English language those sounds are produced with mistakes and the speech is altered for consequence the message are producing in a wrong way.

It happens normally in the Junior High School where the students have their first "touch" with the language as a subject according to Donald G. Ellis (1993) found in (Rabiah, 2012) **"Students must begin the course by exploring the importance and pervasiveness of language. Except for some sense of "words mean different things to different people,"** when the words are produced with the purpose of communicate something those need be spoken correctly because if the sounds of the words are produced in different form the idea changes but how do the students can communicate their ideas? If they do not want to speak and use the language.

The speaking is one of the main skills in the learning of languages, sometimes it is succeeded at the end of the learning process due to it is a skill of production, first it is relevant to know about the speaking C. Richards (2008) defines it as **"the process of building and sharing meaning through the use of verbal and nonverbal symbols,**

in a variety of contexts" for this investigation the most important kind of sharing is the verbal symbols in a context (the Junior High School) where the students can interchange their ideas trough the English language, it is onerous because they do not feel the necessity for doing, in this part the motivation takes a relevant role.

There are two types of motivation (intrinsic and extrinsic) but in the first instance we have to understand what motivation means Paraphrasing Gredler, Broussard and Garrison (2004) found in (Lai, 2011) defines it **as "the attribute that moves us to do or not to do something"** so that attribute is the base for the stimulation of the students' behaviour, it is the first step in the development of the speaking skills because the second is to stimulate the intrinsic motivation due to it is into the students and they decided the moment where they do something, the intrinsic motivation is defined by Deci et al. (1999) found in (Lai, 2011) **"intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviours such as play, exploration, and challenge seeking that people often do for external rewards"** thus the principal purpose is that the students take a reason for participating in a second language through the external activities applied by the teacher creating a comfortable environment where the students enjoy to learn the English language but specially to achieve the students want to speak it.

The students´ reason for speaking starts with all the activities they did in the classroom for learning English, it is stimulated by the extrinsic motivation, (M. Ryan & L. Deci, 2000) talk about it and say that "**Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value"** in this case this kind of motivation is development with the activities done in classes creating an environment where the students enjoy the learning

of the second language trough the implementation of methods and strategies based in students' interests it is too crucial due to the development of the class is the most important part in the English learning, the students have to use the second language and the class is the correct moment to do it.

The English teaching- learning process is based on methods and strategies where the students and the teacher implement different activities, the definition of method according with (Cerghit 2006, p. 46) found in The Author(s) 2020 **"We define the method as "the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed"** trough the method the principal purpose to achieve is the development of speaking skills in the students of first grade and the actions for achieving it are the strategies in classroom, those strategies have to create an environment where the teacher can provide the learning, (D. Sarode, 2018) defines the strategies **" Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future"** in this case the strategy is to use different methods and activities for teaching English and develop the speaking skill in the students, the learning the acquire during the course is the goal or the achievement for the students' benefices in the future not only the collage even when they decide to apply for a job.

The last definitions are the base of the investigation, all of them have relation between them but it is important to focussed in the motivation but not the general motivation or the motivation for all people, the importance of motivation has to be focussed in the classroom, Motivational strategies cannot work in vacuum. There are certain preconditions to be met before any attempt to generate motivation to be effective. Some of these conditions are the following: according with: (Thanasoulas 2002**) "Appropriate teacher behaviour and good teacher-students rapport whatever is done by a teacher has motivational, formative and influence on students. In other**

words, teacher behaviour is powerful "motivational tool"" that is the reason which it is important to search methods and strategies they would be attractive for the students those are the base of the motivation to move the students' behaviour.

The importance of motivation in classroom is not a new aspect in the teaching process, Pintrich & Schunk, (1996: 4) state that motivation is **"a process which cannot be observed directly, but can be inferred by behaviours as - choice of tasks, effort, persistence, and verbalizations"**. They explain that motivation involves goals that provide impetus for and direction to action and that motivation requires physical or mental activity geared towards attaining goals.

Those authors are in the correct aspect I search for this investigation, the reason is the observation of the behaviour is the way which helps to drive the motivation to the learning, with it the students decided to change their activities and they do not do it for obligation they enjoy to do the activities in teaching-learning process, the attention in the speaking skill changes when the students realise they are learning and the do not have to feel shy.

For this investigation is important to know all those meanings due to are elements in the teaching process, it is indispensable to know the differences between those aspects, the differences help to understand the specific activities. For me to know what is a method, a strategy and the kind of motivation is crucial because all are connected to teach and to develop the speaking skill.

Motivation in this context can be understood as the one relating to attitude and vice versa with both having an influence on learning and acquisition. Gardner cited in Doan (2011): **"assumed that motivation involved desire to learn a language, intensity of effort to achieve this, and attitudes toward learning the language"**

The motivation is moved by the correct application of the methos and strategies, according to Dörnyei (2001a): "__motivational strategies are motivational influences that are consciously exerted to achieve some systematic enduring positive effect__". The notion of motivational strategies is relatively new, since there have been no serious attempts to design specific motivational strategies for the application in the second language classroom until the mid-1990s. As I see in the definition by the author, it is a problem which has been present until several years, another purpose of this investigation is let to know to the teachers is not difficult to motivate to the students, if we search the correct methods and strategies is possible the students develop the speaking skill.

Methodological Framework

There are distinct previous investigations about the impact of motivation in the development of speaking skills and in the teaching-learning language process, some authors express their point of view and why the motivation is important in the learning, **(Bekai & Harkouss, 2018)** express in their study of case how this aspect has relevance in the process of learning the authors mention to **Brophy (1983**) who explains that the motivation is a general trait where the students must have the disposition to learn and they must value their knowledge as an important acquisition, the authors emphasize in **"the learning for its own sake- to enjoy the process and take pride in the outcomes of experiences involving knowledge acquisition or skill development**" it means the motivation stimulates the free will, the second language learning becomes in a comfortable environment where the students enjoy the acquisition of learning the English language.

In other hand, it is not simple to understand the lack of motivation, it requires many aspect for investigating, **Deci and Ryan (2000)** cited in **(Bekai & Harkouss, 2018)** talk about the lack of motivation, they explain it as the absence of free will it is caused

by the individual's experiencing feelings of incompetence and helplessness when faced with activity and not by a lack of initial interest, the interests are moved by the feelings and those depend of the intrinsic motivation, this kind of motivation is the based for develop the extrinsic motivation through the teacher's action at the moment for teaching English.

For the speaking skill, it is necessary to incite the intrinsic motivation where the students principally act by themselves and they want to express their ideas using the second language.

(Carrió-Pastor & Mestre Mestre, 2014) did an investigation where they took in count the students' interest for teaching English, in this investigation the authors explained how they applied the motivation in classroom, they did it through questions like: **"Do you consider English relevant? Do you prefer to learn English than another foreign language? why? Are you going to use English in a professional environment?"** those questions are part of a qualitative investigation which is the base of participant investigation but the most important part is it helps to get the students' point of view and how they perceive the English language it is relevant for knowing what kind of activities are useful in the stimulation of motivation as the principal element in the achievement of the development of speaking skill.

The motivation in learning a second language does not involve only the questions applied to the students, it works with materials, strategies, activities, methods, etc, in the investigation of the authors **(Carrió-Pastor & Mestre Mestre, 2014)** there is the strategy of divide the group in two parts where the teaching process was different the group A worked with a book and exercises which they had to answered by themselves, in the group B they learned with the use of language (performances) and the students got the teacher´s help for the structuration of sentences. The results were different, the group A did not use the language in a real situation they only answered

because they had to deliver it in the subject but they could not know if they answered correctly or not while the group B was helped by the teacher and acted in situations using the language for communicating something.

The previous investigations were helpful to know what motivation involves, it is not only provide by the behaviour but the behaviour is the base for the intrinsic motivation, it depends a lot of the extrinsic activities and actions, the other aspects are part of the motivation in the teaching- learning second language process, for example: the resources in a urban school do not cause the same motivation for students are learning in a marginal-urban school but the activities provide by the teacher can be the same in both school and they can get bad or good results, it depends a lot of the students' dispositions, behaviour but even though it depends of the students' motivation.

Continue with the previous investigation about the motivation in the speaking skill, **Dewi (2017)** implemented research about motivation in the classroom, the job was:to help someone who read this script to understand more about the students**"** **motivational behaviour and the influence of that for the students"** English speaking proficiency. Besides, the result was used for English teachers to analyse the kind of motivational behaviour most influence the students, proficiency in speaking. Furthermore, the teachers can arrange new strategies to build students" motivational behaviour and increase their proficiency in speaking.

Based on Lisa Kusumawati's research founded in **(Istianti, 2013)** at Department of English Education UIN Syarif Hidayatullah Jakarta by the title **"The Correlation between students' motivation in learning English and their speaking achievement"**, the study was used a correlational method. In collecting the data, the researcher distributed questionnaires to the respondents and took students' speaking score from English teacher. This research used random sampling to take respondents as the sample.

There is research where the teacher uses the motivation as a tool in the development of the speaking skill, like my investigation. The author of the research **Putri (2016)** This research was qualitative research that describes the condition of students in learning speaking. The writer tried to use another method which is called Cooperative Leaning to enhance students' motivation in learning speaking. After doing it for some period of time, it showed a result that at the end of the course, students who have low motivation decrease to 20% only. By applying cooperative learning, teacher only plays a little part in speaking in one meeting. The teacher only gives a short explanation about the lesson and then guide the students to do the rest of the activities.

The last research talks about the motivation in the collective learning, it helps to know a kind of strategy it can be take as a suggestion to implement in this investigation due to it is similar for the development of the speaking skill, the principal purpose is to achieve the students speak in English and search the correct methods, strategies and the result are important elements to built a good base in the research of methos and strategies.

Another research token for this investigation was the following: it is about motivation trough interviews but the principal factor was the interaction between students and the teacher, the research was done by **Doan (2011):** The result shows that all of the teachers prepared the lesson very carefully; the lessons went smoothly and logically because all of the teachers were keen on the subject they taught. However, in all classes many students were passive, the teacher did not perform the role of a fascinator, and he/she talked a lot trying to explain everything to the students. The pair work and group work were used, but it did not seem effective.

To have a base as an example or to know about the job of other teachers or other investigators, it too important not only in the educational environment, it has to be present in all the environments, but for this investigation I could take several aspects of

the investigated jobs, it helps me to know the different perspectives   in the speaking

skill.

CHAPTER

III

ABOUT THE METHODS AND STRATEGIES TO DEVELOP THE

SPEAKING SKILL.

Methods

In the second language learning there are different methods, the method is the form to reach the principal approach in this case is to motivate to students for speaking in English. The method is developed through systematic steps which the students and the teacher have an interaction, even there are some methods where the students are the principal agents and the teacher does not have participation.

There are some methods focused in the development of the speaking skill:

Grammar Translation

The grammar translation method, according to (Jack C. Richards and Theodore S, 1986) talk about this method: **"It lets students realize difficulties in language learning, translation is a useful resource in that students can see the similarities and differences between L1 and L2, and they can understand the language system better"** with these method students understand the principal idea and they use to use this method in English class.

The principal uses of this method are: to give instructions, it helps to students to have clearer ideas about the activities to develop in the classroom, to communicate something very necessary, it lets to communicate something important when the students do not have enough knowledge in the language yet, finally to have confidence, this method lets to students to feel confidence to ask or solve doubts due to they already know the language. To translate the the words helps to students to understand and relate the meaning between languages.

This method motived to student where they feel comfortable to get ideas in their mother tongue and the students can use their mother tongue to communicate something necessary, they do not feel force to use the second language all the time.

Communitive Language Learning

The communitive language learning RHALMI, M. (2018) says **"learners in a classroom are seen as a group rather than as a class, a group in dire need of certain therapy and counselling, the learners are encouraged to work together, interacting and helping each other personally in a supportive community"** with this method the students repeat the words by themselves and answer the activities together to learn.

With this method the students can: to create communities or groups where they could learn about their classmates, in the classroom there are some students they already know English, this method helps to students who have difficulties to learn the language to go with the classmates to do the activities and they acquire responsibility about their own learning.

Another advantage of this method is: the students can correct their mistakes between them, it is important because they reflect all of them are in the process of learning and they forget the authority of the teacher because sometimes it causes afraid. Something similar happens in the Rassia´s method.

The use of this method motive to students to speak in English because the teacher's role is not as an authority, here the teacher is a guide in the learning but when they speak in English they correct their mistakes between them, the teacher has not intervention at the moment.

Rassia's Method

The Rassia' s Method was developed in 1964 by Dr. John Rassias from Dartmouth College. The method is defined by Shannon (2005) as**: "a system for teaching conversational use of second languages. It is based on the premise that you don't learn a language to speak it; you speak a language to learn it. Mechanical techniques are essential to the Rassias Method, but the dynamic, emotional involvement of the instructor is the heart of the method and the most important factor in applying it successfully"** with this method the students try to memorize the vocabulary and they practice the pronunciation of the words.

The principal purpose of this method is to memorize the pronunciation of the words and even memorize large sentences which helps to get fluence in the speaking ability, the students´ mistakes are solved by classmates and the teacher is only and instructor on the repletion and pronunciation. Sometimes, this method can be funny for the students due to it is a challenge for them to memorize the words or sentences, principally using the drill´s technique.

With this method, the intrinsic motivation is stimulated because the students repeat the words several times and in the moment they do not know how to say a word they have the opportunity to listen it again but in other classmate, it is repeat it the times it is necessary.

Audiolingual Method

The audiolingual method, (RHALMI, 2017) talks about that: "**The Audiolingual Approach to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that**

speaking and listening competences preceded reading and writing competences.”
With this method, the students listen and repeat the words to know their pronunciation.

This method is based on the repletion of the words to memorize the pronunciation, it is developed in all the group with all the students, the teacher says the pronunciation and the students have to repeat it once or twice, it depends how much the word is difficult, the agents use both languages: the mother language and the language which is learning.

With the use of this method the students' motivation is involve when they listen the words and the repeat it all together, it is not focussed in the repetition in only one student it is in all the group and the method is based in the use of language constantly and the students can be familiarized with the language all the time.

Strategies

When people learn a second language, it has to have activities where they interact with the language, those are called strategies and they are part of the lesson plan for the teacher. The strategy is an action which has an order but the main purpose is to achieve a goal, for this investigation the goal to achieve is the development of the speaking skill:

There are some strategies to develop the speaking skill in classroom, the strategies promote the motivation in the students to use the language and practice it:

Dialogue

(AL Regeb, 2009) explains the importance and the benefices of the dialogue: **“The strategy of dialogue and discussion provides real opportunities for students to participate actively in their own learning process and equips them with language skills, where knowledge can be built individually and /or participatory**

between a teacher and learner, a speaker and listener, and between the learners themselves"

With this strategy, the students have an interaction between them using the language, they created a community of learning, it happens due to normally the dialogues are progress in group or in pairs but it has to have several agents to do it, it is important because this strategy is biased on the stabilization of a communication. The most important part to implement this kind of activities is: the students can practice all the elements they already learned.

Other benefices of the dialogue strategy: the strategy of dialogue and discussion as it is an interactive process that guides the learner towards interaction in an educational attitude so as to contribute to access the knowledge easily, improve the performance achievement, help to achieve self-learning, and also raise the underlying potentials of the students to make them more effective in learning attitudes.

Oral Repetitions

The oral repetitions are called "task repetition" too and according to Guiral (2017) this strategy is applied when **"The teacher uses the L1 strategically, especially for task procedures but reduces its use over time as the learners become familiar with the procedures and begin to acquire L2 linguistic resources".**

It means, the teacher uses the mother tongue to teach the second language but the same form to repeat all the time the words and the sentences makes to the students to use the second language and at the same time the use of the first language or mother tongue is reduced. This strategy helps in the pronunciation, fluency and the confidence in the students because they are familiarized with the language little by little.

The oral repetitions are part of the audio-lingual method, owing to the teacher says the words and the students have to repeat them to know the correct pronunciation,

it involves to learn the phonology but the repetitions are not only applied in the moment of the class, it is constantly and even the repetitions are applied every day for a better second language learning.

Oral Presentations

In this strategy is reflected the students´ autonomy, checking the point of view of some authors Albloy (2020) says:" **Oral presentations provide realistic language tasks for students to engage in. This is important because speaking tasks that have no relation to real-life language use are poor preparation for autonomy".** The importance for using this kind of activity is to provide to the student's other way to interact with the language directly.

The oral presentation is not only speaking the language, it involves to prepare and use all the necessary element to explain something, in this strategy the students are practicing with the language too but it is a step to use the language for a communicative way, generally, in these activities the students know the formal way to express ideas, with a presentation the students use the grammatical structures to explain or talk about a specific topic.

One of the benefits of using oral presentations in the classroom is the opportunity that they present for learners to use their second language to communicate with others in a natural way. If the activity is properly scaffolded, participating in an oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their second language.

Oral Participations

The oral participation in classroom let to teacher to get qualitative data, owing to the majority of the cases the participation is provide by questions where the students

have to answer them, Mortersen (2008) says: "**Participation is largely believed to be important to, or necessary for, learning a second/foreign language. Students are required or encouraged to participate "actively" in the classroom and thus take part of their own learning process".** During this process the students can released how much they have learned, it happens when the answer and it is correct.

There are several advantages in this strategy, one of them is the students can create a competence environment if the know they could get a reward at the moment to participate, this strategy is based in a behaviourist theory so the students use all their abilities to get something for a change.

The ideal idea is the voluntary participation, with it the students are motivated to share their knowledge, the best part of this strategy is when the students express a good emotion to know the learners, they have to achieve by themselves and it is an important part in the students´ motivation too.

CHAPTER

IV

HYPOTHESES AND METHODOLOGICAL STRATEGY

Research Hypotheses Or Assumptions

Keep in mind the students' interests is crucial for improving the learning process of a second language, sometimes it is hard to implement in classroom because the number of students by group is too big but there is one principal aspect in the development of a class, it is the motivation. To talk about motivation always is not to involve the emotions, the motivation is present in simple things like: the context, activities, methods, materials, etc evidently the feelings are part of the motivation, when a student try to speak in English the feelings like: fear, frustration and shyness are present and it makes laborious the teaching process due to it is important to search the appropriate methods, activities, strategies and materials to create an environment where the students feel confidence for speaking the English language. Thus, I consider the motivation altogether with the methods for teaching a second language can improve the development of oral participation as part of the speaking skill.

Methodological Strategy

This investigation is important due to the speaking skill is one of the most important in the second language learning process but it is necessary to know the reason which the students do not use it, it lets to communicate the things they want and the teacher´s job is to give them the bases for developing that skill.

For this investigation there are some methods for get the useful information and implement the strategies which work in the process of learning English but even though the implementation of speaking skill. The methodology in this kind of investigation is the action research (Burns, 2017)explains this methodology and says **" AR is the superordinate term for a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic**

change and collaborative participation" for this investigation the social situation is the development of speaking skill through motivation and the collaborative participation involves the scholar agents in the institution "Escuela Secundaria Oficial 0680 Juana de Asbaje" those are: titular teachers to guide the investigation, principal and subprincipal to provide the materials and resources, trainee teacher to teach English, make didactic material, apply methods and check the results and the most important agents in this investigation the students who are the subject of study and the benefit people.

That investigation is based in the Smyth's cycle, (Burns, 2017) mentions the parts of the action research, in this part they are explained according with the investigation in the motivation for developing the speaking skill, they are: exploring/observation: to know about the context in the institution and in the group, identifying: to detect the problematic in the group based on the students' necessities and identify the factors are affecting the students' motivation.

Planning: to apply some techniques to get data like: interviews, semi-structured questionaries and knowledge test, collecting data: all of them were applied to know about the students' interest, the learning styles and the students' English knowledge to start with the investigation.

Analysing: to take in count all the answers for searching strategies, hypothesising: to create a purpose for achieve the solution of the problematic in this case the use of motivation in classroom to get the use of the English language (speaking).

Intervening: to apply the methods and strategies found for teaching English, observing/participant observing: to evaluate the intervention and the application of the strategies and methods.

Reporting: to communicate the results with other people (other teachers) for getting different points of view and for implementing other possible activities and change those are not working, to express the results with the involved agents in the school,

Writing: to write the results and the situation which affect the didactic sequence in the teaching process (those are the diary or field-notes) and finally, presenting: to express the final results and compare the actions in the hypothesis where the obtained results, in this part the principal purpose is to check the students' pronunciation and the disposition for participating and speaking in English during classes.

CHAPTER

V

APLICATION OF THE INVESTIGATION BASED ON SMITH'S CYCLE.

SMITH´S CYCLE

This investigation has to have a reflection due to is based on the practice and the solution of a problem,   the problem is to motivate to students to speak in English, trough methods and strategies, the Smith's cycle lets to do a reflection about the educational practice, it is about the own practice that is the reason which I decided to apply this methodology in the application of methods and practices.

With this cycle is easy to get a reflection about the practice, a good reflection depends of a critical self-observation about the practice and to avoid all the element were not functional. In relation to thinking, Dewey (1933) describes critical reflection: "**as problem solving or investigation brought about by a moment of doubt".** Critical reflection could be thought of as a process of 'thinking about the conditions for what one is doing and the affects.

What is Smyth's model of reflection? Reflection is intellectually unsettling but that's a good thing. John Smyth says that if teachers are going to uncover the forces that inhibit and constrain them, they need to engage in four forms of action with respect to teaching.

These "forms" are characterised by four sequential stages and are linked to a series of questions: (a) describing (What do I do?), (b) informing (What does this mean?), (c) confronting (How did I come to be like this?), and (d) reconstructing (How might I do things differently?).

In the first station, all the strategies and methods applied has to be explained and those activities involved by the teacher and the students. For second step, what is the meaning or the purpose of the activities, in the third part of the cycle, the results of the application, here could have the functional and unfunctional activities and at the end of the cycle the activities have to change and the reasons or other there are to implement.

What Do I Do?

Detect The Factors To Have Influence Or Affect The Students' Motivation

In first instance, I had to observe the classes given by the titular teacher and detect the frequency which the students participate in classes or how much they use the language, during those classes I could see they did not use the language, they learned the structures only but the speaking skill was not a priority in the learning. In the observation practices I could see other factors, some of them were related with the emotions some students did not speak in English because they felt they did not have a correct pronunciation an they felt fear to make a mistake.

The first factor in the student's motivation is the lack of methods, it is an obstacle because they needed to listen and repeat the words to use the language, the titular teacher used some methods for the pronunciation but there were not enough, for example: they used to use only the audiolingual method and repeat all the time but they only kept the pronunciation one and not more, they kept the pronunciation they perceived but they did not have the opportunity to listen again and in a correct way.

The lack of practice of the language produced not to feel the confidence due to the students did not use the language constantly, the use of mother tongue is helpful in the second language teaching and learning process but it has not to use all the time, the students already know their tongue but it is a new language for them they have to learn as they learned Spanish, practicing a lot.

The second factor I could detected was the fear, the students did not want to speak in English if they knew it had not a value in the evaluation, even some students were not interest in that, it did not matter for them because they had the feel, they made a mistake all the time and that was not all, they felt the teachers could be angry if they made that the mistake.

I could detect the factors through a virtual questionary in google forms, the students answered they "liked" to participated but they only wanted to participated to get points and it did not affect their notes in the evaluation, it was not a surprise because the majority of the student use to participate in that way. It was my surprise: they answered "yes", they participated but the did it because they see it like an "order".

The principal factor affected to the students´ motivation it the first meeting with the language, the majority of the students did not have the opportunity to learn English in the primary school, when they changed to the scholar level, they had to know the English subject but they can use a language they did not know, it was difficult for them because they did not know the correct words to communicate or to participate.

The consequence of the first meeting factor is the English subject turned difficult because it was new subject, the students did not how to learn it and they had to adopt a style to learn, for example some students accepted to read but they did it because they thought it was the same as in Spanish, the style to learned was to know in English there are a lot of sounds and it is not the same as in Spanish.

Design Material According With The Students' Interests

The material is an important part to learn English, to design the materials I take I count the students' interests, they answered in questionary they liked to learn with games, songs, readings, videos etc, not all the materials were designed by me but some of them were modify according to the necessities and the school´s resources.

The materials were elaborate by me were: presentations, games, readings and flipcharts, those materials were focused on the speaking skill, the materials I took for internet were: videos, virtual games, songs and worksheets. The material was the based to motivate the students, for example: I elaborated a flipchart about famous people and

they participate reading the examples and making them, it happened due to the famous people was who they know and they liked it.

Other example of the material was the presentations, the students had an easy wat to motivate them, they enjoyed to go to the audio-visual classroom, at the moment I project the presentations they wanted to participated ought to the audio-visual classroom was a different place they used to have classes and the presentation was another kind of material than the board.

The presentations were interactive the students had the opportunity to practice the structures they learned previously, for example: there was a presentation which they had to choose the correct verb to be due to it was missing words, all the presentations were designed in a similar way with missed words fo the students participated telling the answers and speak in English.

The videos were a similar function, the videos let to students to practice in English, such as video to know how to tell the time, the video showed the time and the when the clock stopped, they had to tell the time, the application of the video was one of the best activities.

The most important part was not the implementation of the material but it was helpful to stimulate the speaking skill in the students, I can say the materials and the resources were the based of the students' motivation.

Search The Correct Methods And Strategies.

It is crucial to say the students used to work with some methods to the pronunciation but I had to search and apply some different methods and strategies to know what were the best for the group, the implementation of the methods was the hardest task for me, the students only used to use one, it was the grammar translation, it was used for much time I can say all the time of investigation and it was difficult to

eliminate it, it was hard because the students did not understand the function of the methods.

In my first intervention practice with the group 1ˢᵗ "A", the applied the natural method it was not functional because the students did not catch the meaning of the words and the communication was not achieved, the students translated all the words. The natural method was one option or was my principal option in the methods to apply but it failed, the principal barrier was the habit to use the mother tongue the majority of time.

I searched the real use of the grammar translation method, I tried to speak in English the majority time and then I repeat in Spanish only once, then I speak in English but the students who understood the idea translated for their classmates but I never stopped to use the language, it helped to the students to familiarize with the language.

After that, I increased the implementation of methods, they already used the audiolingual method I followed using it but at the same time I applied the communitive language learning, some students participated telling the pronunciation and then their classmates repeat after that, then when asked about some meanings in English to a specific student, one classmate help him/her and then the student repeat it several times.

In the application of the strategies (oral repetitions, oral presentations, dialogues and oral participations) I could see the significative learning in the students, the strategies and the methods were joined but the strategies were the product of the methods. Through the repetitions and the constate use of the language the students participate by themselves.

The oral participation was the product of the audiolingual method, this method in the principal for memorizing the pronunciation of the words and the students could participate telling some words owing to they remember the sound through the repetition.

The dialogues helped to practice the language; the students practice between them (using the communitive language learning). Other strategy I applied is use

everyday the language with ask and answer, for example: I great to students when I came in classroom, the repeat the greeting and the answer everyday "how are you?", they answer "here" when I call the role and they answered "you're welcome" when I said "thanks" easy actions but they let practice the language.

What Does This Mean?

This part of the reflection let me know the real meaning of my practices, the meaning of my practice was to achieved a problem solution, to motivate to students for speaking in English trough methods and strategies. The problem had to go to the future for students of first grade, they have to course more levels in the Junior High School (second and third grade) so it was crucial to solve this problem.

The majority of times, the teachers give more importance to the grammar skill, I think the people have been learning in that way, in the major part of the junior high schools I have been practicing the teachers focused the teaching in the grammar skill, I could see some of them mix the skills but the speaking is the last activity for strengthening.

This investigation has several purposes, one of them is to promote the speaking skill in the group "1st A" in the Junior High School "Juana de Asbaje", the second one is to give to the students the necessary tools for the future grades not only in this institution even for the future grades, the third one is to let to know to other teachers some suggestions of methods and strategies to assist the speaking skill with their students.

It is crucial to let to know to people the importance to use the language for communicating, the speaking skills let to communicate with others but not only in the classroom, the universal language in present in all places, the development of speaking improve the communication.

The application of the language and simulate real context is the first step to motivate to students to speak, the promotion of the speaking language is the reason to

give to the students another reason to learn but even though to use them for communication.

How Did I Come To Be Like This?

The observation let me know the problem, with the observation- action I could detect the students did not want to participate in the majority of the Junior High Schools, the did not want to speak or to read in English, that is the reason which I decided to search methods which the students could get the speaking skill. The methods and strategies develop the speaking skill but they did not only use once, the use of them had to be constant to achieve the purpose.

The Use Of Grammar Translation Method

The use of this method helped to students to be in confidence, the used to use this method constantly, it was difficult to retire but it was helpful owing to the grammar translation gave the opportunity to teach the English language. With the grammar translation method, the students could understand the instructions for the activities, the method was the base of the learning, the use of the mother tongue let to get a communication between the students and the teacher, it was necessary due to the group did not have knowledge in the second language.

The group 1st "A" only had some students they knew English, they knew about the structures, they had possession of vocabulary but they did not speak, those students were important in this based, they helped to their classmates when they did not catch the ideas or the instructions.

In the majority of the schools for learning English, the teachers use the grammar translation method and I think is going to continue, in this investigation the use of the grammar translation was the base to give to the pronunciation of the words to the students, the already knew them in Spanish (their mother tongue) they needed to know the sounds and the pronunciation in the other language.

At the beginning of the classes, the use of the grammar translation was constant, I had to speak in the Spanish when I explain some meanings, when I gave vocabulary, the explanation of the structures and the grammatical tenses were in Spanish to get a better comprehension in that skill, in the principal skill of this investigation (speaking) the grammar translation method has an important role, without these methods the students could feel the conviction to have interaction with the second language.

The only disadvantage was the students wanted to translate all the structures as they knew them in Spanish, the majority of the time the students used the language as they use the Spanish, they did not about the conjunction of the verbs when they learned how to conjunct the verbs, they thought to do the same in English. With the speaking happened something similar, they confused the sounds and it was difficult to teach them the only three grammatical time and the three different pronunciations of them.

The Use Of Communitive Language Learning.

With these methods the students developed a little part of autonomy, this method improved the collaborative work, the students could know other point of view owing to with this methos they were the principal agent in the class, when someone did not remember the meaning of the words, structures, pronunciation and sound they received help of their classmates.

Some students feel fear to make mistakes, the opportunity to get a correct meaning but not by the teacher who the majority of the times is seen as the authority and the teacher is seen as the person who knows everything the students got a different perception, their classmates are similar agent in the class and it made them feel the confidence to accept the correction.

The motivation is present with this method due to the student built communities to learn the second language, they were in group unvoluntary the say words between

them and they ask question like "how do you say (the word)? when someone ask questions like that, they practice several times when they got the answer.

The method improved the students speaking, and example was the application of the oral repetitions when they had to repeat the pronunciation of the words and some students did not know how to do it or it was difficult for her/him they received help of their classmates.

There was a disadvantage in the use of this method, the students took it as a habit, they want to receive help and make teams all the time, for that reason some students finished the activities faster than other students, the communities between them helped them to learn ab out the language and the pronunciation for speaking in English but when they had to present topics alone, it was difficult for them because they did not have a classmate for helping.

The Use Of Rassia´S Method

The Rassia's method was too helpful in the development of the speaking skill, it had similar functions like the communitive language learning and the audiolingual method, it was an important base for the students, the principal strategies this m method helped to be developed were: the oral repetitions and the oral participations.

I applied this method when it was necessary to learn vocabulary and it was necessary to memorize sentences for an oral presentation, with the method the students repeat more than one time the words and they listen only twice by the me the other times were by their classmates, for example: I said the word twice then the students repeat the same times, after I choose some students for repeat the words, when a students made a mistake in pronunciation of the word I did not told them the correct pronunciation I choose the student before for told it, then the students participated again but now with the correct pronunciation.

In the memorizing of the sentences, I prepared some examples according to the topic then I stared to telling the phrase, sometimes it was with two ways of the tense (one sentence in affirmative and one in negative) then the students repeated it twice (all together) then I chose some students to tell the phrase but in the way I told.

It was beneficed for the students owing to the method stimulated the use of the language constantly, the intrinsic motivation was moved by the extrinsic actions, due to the method was not an obligation to pronunciation in a correct way, the students had to pay attention all the time because they did not know they had to participated, this kind of activities made them have fun, they student laughed when they tried to participated and they felt happy when they speak correctly.

The only pitfall in the use of this method was, it was hard for the students, this method does not have instructions for the students, the had to discover the difference between the phrases, the first class I applied this method the students could understand owing to the phrase was shorter, they only had to substitute a word, then they had to substitute the way and some words, but then they understood it practicing and using the method constantly.

The Use Of Audiolingual Method

This method is use for the oral repetitions, in this research they students already used it (the teacher applied it), it got a lot of benefices the students took this method as a habit, they repeat all the classes, when they learned new vocabulary, when they wrote the date, if someone did not know the predication of the words, etc.

The importance for using this method was the students recognize the sound of the words, the had to learn new sound due to the English is not as the Spanish, the Spanish has only five sounds (the vowels), it was new for them but the method was the based to listen constantly the words. The knowledge about the sounds was joined with

the memorizing, the students memorized the pronunciation of the words do to they listened them a lot of times.

The audiolingual method was not only in one class. It was one of the most important methods in this research, it is based on repetition but not only in one moment of the class, it was used when it was necessary, there was one moment where the students did not know how to answer the question "how are you?"   I taught some possible answers but they only caught the answer: "fine and you?", at the biggening they did not answer when I asked them, then they did it.

The use of the language in every class with the majority part of time made to the students learn even one kind of answer to express how they felt, they could not memorize all the answer but the audiolingual method improved their knowledge, the did not know anything but they memorized the answer and the applied when I asked "how are you?" this little action moved their motivation to speak in English, it could be not significant but the lack of practice English and did not speak anything disappear with that littles action.

The Application Of The Strategies

In this part of the research, the strategies were applied in every class, there were more strategies but I described only for them it happened due to those were the most important in the motivation, the strategies were easy of them, they were applied until the easiest to the most difficult, the last activity applied were an oral presentation, with this activity the students strengthen and used all they learned during the time of the intervention.

The Application Of Oral Repetitions

This strategy is one of the most used in the speaking skill, there are several authors talking about that but **Paul, R. (2007**) explains the benefits of this strategy, he says: "The focus of these oral language strategies is to provide a high number of the target in different but related form while interacting in a game, reading a book or any

other language activity. The child does not necessarily have to express the target form, but it's always an advantage if they do.

The use of this strategy was the first step for motivating to the students, it was a trouble-free activity due to the students did it the majority of the times in the English classes, the repetitions were in all the group, this repetitions were related with the audiolingual method it was a useful strategy because the students memorized pronunciation, the constant application of this strategy helped to the students to get the necessary resources for keeping information and apply them in next activities such as participations and presentations.

Repetition of words was not only applied in one or two classes, it happened in all the classes, the strategy had not a specific time for application, for example the students had to greet every day, at the beginning the students did not know how to do it but with the repetitions they memorized how to greet and when they had to do it. other example is to answer when I said "thank you", they learned to different ways to answer (you're welcome! And no problem!).

This strategy had not any disadvantage, it was too helpful for the students owing to the first grade was their first meeting with the language but the application of the oral repetitions they could be familiarized with the language, it something similar when they learned Spanish, they needed to repeat and repeat all the time the word for memorizing the sounds and the correct pronunciation.

The oral repetitions were the support for the net strategy, it has and organization, this strategy was the first due to the students needed to practice all the language before they applied the knowledge in other activity, the strategy was categorized as strategy of familiarization with the language.

Oral Participation ´S Promotion

With the application of this strategy, I found different opinions about it, but the most assertive for my research was the following: American teachers typically prefer students who orally participate in their classes. Conventional wisdom tells us that the more students speak in class, the greater the benefits realized for both teachers and students **(Fredricks, Blumenfeld, & Paris, 2004; Hurt, Scott, & McCroskey, 1978).** As a result, instructors commonly require and grade student participation, putting pressure on students to speak up in class.

This strategy was categorized as application strategy, with this strategy the students applied the aspects they learned before, such a sounds, meanings and correct pronunciation of words, the participation is some of the principal activities in classes, but most part of the times it was took in writing way, for the students it was easier to write than to speak in English, the oral repetitions were the based for this strategy, the students already had the resources for participating.

The oral participation was token trough questions like: how do you say…? what does it mean? how do you answer to…? for example: I asked to the students every day the day, the month and the year to write the date, the participation was in English, they lost the fear to participate because it became as a habit for them, the motivation was present when they participated by own will they were happy to participate due to they were answering something they knew.

At the begging of the classes, the students did not want to participate even if they knew the answer but I had to take in count the participation in the evaluation, it helped me to stimulate the participation then the students did it by themselve and knowing they were not to receive anything it did not happened by the reason I would not want to continue taking in count it, it changed due to it spent a lot of time in the class.

The strategy was a benefit by the students because they discovered a new way to participate, they understood it did not matter they made mistakes due to everybody make mistakes, in this strategy was present the communitive language learning when someone could not participate or did not remember how to say something other classmate help her/him.

Practicing Dialogues

The speaking activity requires the interaction for practicing, it lets to communicate with other people that is one of the reasons for the use of the dialogues, according with the author Maley (1988:1):" the **purpose of conversation is receiving and giving the information, such as social relationships, negotiation of status or social roles, and etc".** also states that there are some roles that usually followed at normal conversation, such as only one person speaks at a time, the speaker can change, the length of conversation varies, there are some roles to speak in the party, and the content of the speaking is not specified or the content is free.

The dialogues were a useful strategy in the familiarization of the language, I wrote some dialogues to use them as a guide which the students substituted words for example: age, name, hobbies, etc. The dialogues were applied and adapted to the real contexts; the students practiced in pairs to begin with the adaptation of this strategy.

It was a strategy which involved two parts, the practice and the application the students change some aspects of the dialogue and they interacted with their pair, the practice of dialogue involved al the methods mentioned before, the audiolingual method in the repetitions of words, the communitive language learning in the interaction between pairs, the Rassia´s method to help to students to memorize sentences and at the end the grammar translation for explain the structure of the dialogues.

The dialogues were not given only by me, the students wrote some short dialogues too, they decided the context, the scenery and the number of members to

practice it. The opportunity to create and practice dialogues vitalized the students´ motivation due to they chose the classmates who they felt confidence to speak the language, it was not the one reason, the students practice dialogues owing to they already know the majority of the pronunciation of words they needed.

There was a unique problem in the application of this strategy, it was the dialogue practice and dialogue creation required a lot of time, it spent too much time because in the "guide dialogue" the students had to copy it and then check where they had to change words, then they had to practice and it required one or two complete classes. Then in the creation of the dialogues they had to review all the elements they learned (structures, greetings, questions, etc) but the hardest part were the practice due to they had to memorize all the lines of the dialogue.

At the end of the practice of dialogue, the result was successful the students enjoy to create and present dialogues in classes, in the first part they enjoyed it do to it was an achievement for them, I could see the pronunciation was correct, in the second part they felt happy due to they wrote their own dialogue and they presented it the classroom, it was a big progress owing to at the bigging of the course they did not know anything about English.

Oral Presentations

The oral presentations are one of the most common in the process of the second language learning, it is an application strategy due to it lets to have direct interaction with the language, it is consider one of the best strategy for practicing the knowledge in the language, according to (Apple, 2006, p. 286) founded in Wilson (2014) who focussed his opinion in the Vygotsky's theory about the sociocultural interaction, As socio-cultural theorists see language as a social phenomenon, the only way for students to improve as L2 learners is if they are allowed to use the language they are learning to communicate with others. Students who are not given the chance **"to interact with other members**

of the discourse community remain outside the language community, and therefore fail to learn the language."

It was the final strategy of application, with this strategy the students applied all they learned during the course, it helped to value the progress of the students, the speaking skill was improved, here I could see the function of all the strategy and the methods. The oral presentation was applied twice in the course, it happened because they students could not be presenting topics all the times, it was most important to give them the resources to do a good presentation.

The first oral presentation by the students was about the topic "telling the time"And "daily routine" in this presentation was involved the audiolingual method and the Rassia´s method, the students memorized sentences as examples to create their routine with three parts of the day (morning, afternoon and evening), the students designed a flipchart with a draw (they drew themselves) and with the sentences which they described their routine.

Although they had the flipchart, they were able to memorized the sentences and present their daily routine in the classroom. It was benefit for them because they got the notion to know how to do a presentation in English and it motivated them to lost the fear to speak the language.

The second oral presentation was about a dialogue in team to develop a "role play", this presentation involved all the methods again, the students made team as the liked with classmates they liked to work and they wrote a dialogue with the structures of "simple present" and "present progressive", the two presentation contained greetings and farewells, the dialogue explained the place and the real context it happened.

This strategy motivated to students to present and speak in English owing to they could be creative, they imagined the scenery, the place, the context but they never forgot the reality, the simulate contexts like: restaurants, airports, schools, parties, etc. The

opportunity to give autonomy not the students motivated to use the language and find a meaning, it was not at the begging where they thought the English was not useful in the real life.

All the strategies were functional in this research, every strategy had the opportunity to be applied the students could develop the speaking skills and to know the importance for speaking in English, it became to be a new subject for the students to be an important subject for the students, they could know they were able to learn English they only needed to practice it. The motivation was stimulated with the application of satisfactory and interesting strategies.

How Might I Do Things Differently?

The action-research was the principal methodology in educational practice, the reconstruction is the last part of the reflection cycle, here is important to detect the aspect were not functional in the practice or the aspects they are necessary to keep in the intervention, this helps to innovate the practice constantly the agents beneficent with the innovation are the students and the teacher it improves the teacher´s profile and the students 'learning.

Talking about my practice in this research, I could detect some difficulties in the development of the methods and strategies for students´ motivation, the problems happened during the classes and it caused changes in the planning I constructed sometimes the principal problem was the resources for teaching the language.

The principal resources for teaching the language and develop the speaking skills were: the classroom, the audio-visual classroom, flipcharts, photocopies, flash-cards, images, videos, games, etc. At times, the interruption of the use of visual materials downgraded the students' motivation owing to they liked to work with those resources and I told them one class before we would work with those materials.

I might change to be sure in the use of the audio-visual classroom before I told them to the students, it was difficult for me due to my only resource was the board, my mistake was I did not have a second option to work with the students. In that moment, the one option was improvising the substation of the activities, it did not happen in all the classes owing to for next classes I designed other materials in case I could not use the audio-visual classroom.

One of my principal mistakes during the research was to try to avoid the use of the grammar translation method, in the first instance the students did not had any way for communicating only using Spanish language, it did not motivate them on the contrary it made them feel frustrated due to I tried to use the English language the majority of the time.

In this part of reconstruction, I thought it could be a good idea to apply the natural method, at the beginning of my intervention it was not functional due to the students did not have the enough knowledge for understanding instructions, communicate ideas, express their necessities, etc but in the last step of the application of strategies the students acquire the skill to understand in English and speak in English.

The methods and strategies gave me good result in the development of the speaking skill but the research of new methods and strategies could be an idea, the students take them as a habit and I did not think they could have difficulties in the future with another teacher for learning English. It was an aspect I did not take in count owing to I focused my attention in the result, my principal objective was the students were motivated to speak in English and the chose methods and strategies were functioning.

During the investigation there were other problems as the students had bad attitude and behaviour to do the activities, the solution was a report with the principal and the subprincipal but I did not have option, I could not intervene because it was a decision by the titular teacher, I did not create a strategy to change it and it was my mistake, it

was missed to investigate more about those students to know how to change their attitude.

I can conclude, the action-research apported new opportunities for learning, the first part for the students, they could discover they were able to speak in English and they eliminate the phrase they used to use always "I can not to say it" "I do not know English", for second part it was successful for me, I could find new way to teach English, in my own practice it helped to know the innovation is important and finally I could apport new strategies and methods for other teachers who want to motivate to students for speaking English.

Final conclusions

The English language is one of the most important languages in the world that is the reason which it is taught in Junior High Schools since first grade but I think it should be obligatory in the Primary School due to the students begging their first grade in the Junior High School without any knowledge about the language, at the begging of the research I could see it was an important part for the students did not want to speak in English.

The grammar is not the most important skills for learning English, a language is acquired by the speaking as we learned the first language, the students should practice the language speaking it, the other skills are important too but the students need to speak the language to learn it. The speaking skill is one of the most forgotten skills in the teaching.

The students need to be motivated to learn something new in this case the English language, it was new for them due to they were coursing the first grade and they did not have the language as a language before that was the reason which it turned hard for them and they felt fear to make mistakes at the moment to speak the language.

The research of the correct methods and strategies for the students is crucial, it depends of the second language learning, the methods chosen in this research helped to achieve the principal objective, the students spook in English and they know the importance to learn it, at the begging they thought it was not necessity in the real life but now, they already know the thing they can achieve with the learning of the language.

The design of the materials has a very big role in the motivation and in the development of the speaking skill, the materials are helpful in this process, during the process of the research the students were motivated with visual materials but it was difficult to find them in internet, books and other sides, due to those were a little old-fashion and they were not interesting for the students.

The Smith´s cycle is a good tool for the reflection of the practice even in investigation like this where the principal purpose it to solve a problem in an educational environment, this tool is based in the presentation of the result of the intervention and in the reconstruction of the practice, it means it helps to check the aspect were functional in the practice and the aspects they had to eliminate, in this case the majority of the methods and strategies were useful in the research.

The most benefice agent in this investigation were the students, they already have the resources to speak the language and take easier the subject for the next scholar year and they have to change of grade, I think the knowledge they got during the classes could help them to follow learning English but even though to speak and communicate their ideas.

Finally, I believe the English teacher should search new methods and strategies constantly, it is not only important for the students´ learning it is crucial in the teaching practice, the ways to teach change and with those change the methods and the strategies do it too, it is not correct to use always the same activities owing to generations after generation are on our hands and their learning is our responsibility if we do not improve the teaching practice the problems as the lack of motivation to speak in English will follow happen in the students.

Annexes

Resources

Table 1 Resources used in the research

Kind of resources	Resources to use
Humanist	• Trainee teacher • Titular teacher of "Escuela Secundaria Oficial 0680 Juana de Asbaje" • Students group 1st "A" of "Escuela Secundaria Oficial 0680 Juana de Asbaje" • School's principals of "Escuela Secundaria Oficial 0680 Juana de Asbaje" • Administrative people of "Escuela Secundaria Oficial 0680 Juana de Asbaje"
Financialist	The resources are solved by the trainee teacher and some of them by the school's principal using the school's resources.
Digitalist	• Internet • Google forms • YouTube videos • Downland videos • Videogames • Power-point presentations • Interactive activities • Songs
Materialist	• Computer • Cellphone • Flash-cards

	• Speakers
	• Photocopies
	• Projector
	• Audio-visual classroom
	• Flip charts
	• School's yard
	• Classroom
	• Markers
	• White board

Schedule Of Activities

Table 2Activities developed during the research

Activities	Purpose	Description	Time
Observation	To detect the problematic, identify the students' characteristics and the context	it was the observation in the first grades and the school, the selection of the subject study through the not participant observation.	October 2021
Questionaries	To know about the students, their interests, the methodologies titular teacher already used and to know what the	The students and the titular answer the questions in Google form to make the diagnostic about the first grade "A".	October 2021

	students would like to do in the class.		
Diagnostic	To describe the characteristic of the group, the useful methodologies for this investigation and the resources.	This is a writing about the general context in the classroom (with the first grade "A") and in the school, it contains the students' previous knowledge too.	November 2021
Tongue twister	To stimulate the speaking skill at the beginning of the class.	The tongue twister helps to students to have fun while the repeat and speak in English trough the audiolingual method and the communitive language learning.	November 2021 January 2022 March 2022
The numbers game	To active to the students at the beginning of the class.	This game active to the students at the begging of the class through the following instructions and the total physical response methos the students speak the language and say an example according with the topic when they lose in the game.	November 2021 December 2021 January 2022 March 2022

Christmas Carol	To speak and use the language while the students sing and memorize the song.	In this time of the year, the students memorize a song about Christmas, they use the language and have fun while they sing and dance.	December 2021
Songs	To active to the students and use the language for singing songs. To lost the fear for speaking in English.	The songs help to students to improve their pronunciation trough the communitive language due to all the students sing in the group and they get help between them.	November 2021 December 2021 February 2022
Dialogues	To practice the English language in pairs.	The students complete the dialogue and practice them with a classmate, it helps to students to use the language.	From November 2021 to March 2022.
Presentations	To use the language for a presentation or exposition in the classroom.	The students make an exposition according with the topic, for example: Introduce to your favourite celebrity using the structure of verb to be, occupations and nationalities.	December 2021 February 2022

Repetitions	To improve the students' pronunciation.	The students listen and repeat the pronunciation of the words (vocabulary) to know the pronunciation and use them in sentences made by themselves.	From November 2021 to July 2022.
Interactive and digital activities to participate in classroom.	To promote the participation in the students through the speaking skill.	Those activities promote the participation in the students some of them are videogame which the students have fun while they participate, learn and speak in English.	November 2021 December 2021 January 2022 March 2022
Final activity	To evaluate an oral presentation which the students develop the speaking skill.	The final presentation helps to know the results and the impact of all the methods and strategies used for motivating to the students.	March 2022
Analyse the results	To share and write the final result of the investigation.	It is the conclusion of the investigation; it is a text to share the result and how the motivation impacts in the development of the speaking skill.	March 2022

Aplication of methods

Image 1 Aplication of grammar translation methods for giving instructions

Image 2 Audiolingual method trough a song

Image 3 Communitive language learning with participations
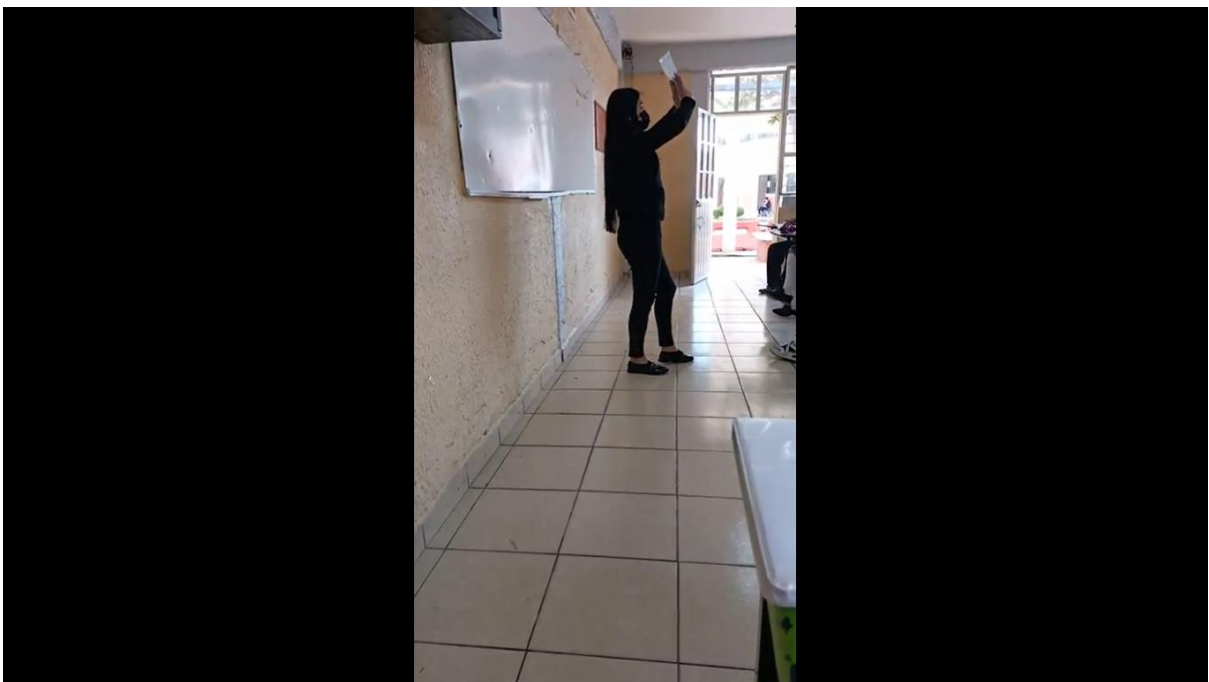

Image 4 Rassia's method trough flash-cards

Link for watching the videos:

https://drive.google.com/file/d/1_RKrUQbwFUiBPa2IO0qudQ2PXanSvJ5j/view?usp=sharing

Aplication of strategies:

Image 5 Oral participation about months of the year

Image 6 Oral repetition trough a tongue twister

Link for watching the videos about strategies:

https://drive.google.com/file/d/1ZzaewthrO-2gJ43VOvR5BX2LdxOliMUv/view?usp=sharing

Lesson plans

Trainee teacher data		Junior High School data	
Name: Angela Edelia Duarte Hernández		Name: Escuela Secundaria Oficial No. 0680 "Juana de Asbaje"	
Grade: 4		CCT: 15EES1017Y	
Group: II		Location: Gómez Farias 232, "La y griega", 54457, Nicolás Romero	
		English Teacher: Mariam Morales Montoya	
General of the course			
Dates: October 27th and October 28th	Weeks: 1 Classes: 2	Time:50minutes by period	Schedule: Wednesday: 11:30-12:20, Thursday:10:40- 11:30 and Friday: 9:30-10:40. Grade:1st Group: "A"
Topic: Introducing another person (Family, friends, classmates etc) and "Verb to be"			
Aprendizaje esperado: que los estudiantes aprendan el uso de los pronombres personales, las estructuras del verb to be, vocabulario de ocupaciones y vocabulario sobre los miembros de la familia para poder presentarlos.			
Reforzamiento: números y abecedario.			

Class 1

Activity	Aim	Items	Dynamic	Place	Time
Brain excersise	Activar y concentrar a los alumnos.	Manos	Individual	Sala de medios	1 minutos
Game "the numers game"	Recordar los números y que los alumnos sigan indicaciones.	El cuerpo	Grupal	Sala de medios	5 minutos

Image 7 Example of lesson plan used for the research

Link for seeing the lesson plans:

https://docs.google.com/document/d/1ViyJlEfQ6ZbGNPyIamGsxzODGHBmm-

59/edit?usp=sharing&ouid=10624384782432712754 2&rtpof=true&sd=true

Materials for motivating to the students

Image 8 Flash-cards for the application of Rassia´s method, topic: Daily activities

English	Spanish
Clean my teeth	Cepillar mis dientes
Do homework	Hacer tarea
Get dressed	Cambiarse
Get up	Levantarse
Go to bed/ sleep	Ir a la cama/dormir
Go home	Ir a casa

Image 9 Flip chart to apply the audiolingual method in the topic: daily activities

Hello! I am
Mariana.
This is my routine!
In the morning:
I get up at 5:00 (five
o' clock).
In the afternoon:
I watch TV at 3:30
(three thirty).
In the evening:
I have dinner at 8:00
(eight o' clock).
Finally, I go to bed
at 10:00 (teen
o'clock).

Image 10 Flip chart for the application of the communitive language learning

Link to check the materials:

https://drive.google.com/drive/folders/1iYB7P1VHQgraPv4v4f1ypK2YrBauTuuQ?usp=sharing

Questionary to know the students 'interests

https://docs.google.com/forms/d/e/1FAIpQLSdrGCnJoS_QU1UtkKjlcaFUk8mpq-

2KmDmnDrivXFYa-I8igg/viewform?usp=sf_link

Students 'products speaking English

https://drive.google.com/drive/folders/17ri7DXQ1c4eSxcC9NL43PRI3fVGeOoEM?usp=sharing

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 Private speech is "the self talk which many children (in particular) engage in that leads to the

      inner speech that more mature individuals use to control thought and behavior"

      (Saville-Troike, 2006; p. 114).

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