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Speaking Motivation for Students During English Classes

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DECLARACIÓN JURADA

(TFG E#07)

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Speaking Motivation for Students During English Classes

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Es todo, firmo en Grecia a los dieciséis días del mes de agosto del año 2019.


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Abstract

Every skill has difficulties, but speaking is especially difficult due to the fact that students feel afraid of talk in front of others and being judged, motivation plays an important role when learners want to accomplish something, and in this action research the results are based on this concern, if students are motivated to speak and how they feel when they have to do it on oral classes.

The process to collect data consisted of oral interviews to students asking how they feel in the speaking class, if they feel motivated to talk, and what is their favorite part of this lesson, after this interviews some activities in the class were applied, for example oral games in which learners could practice their oral fluency and production, with the intention of seeing how students react on speaking tasks, to end with the data collection, there was a written questionnaire of five closed questions for students.

Based on the results of the questionnaire, learners feel good in their speaking class, they like the activities and games. They feel motivated to study and practice English as a second language, because they know this could be a tool for their future.

On the other hand, it was showed on the results, that the weakest part of students of speaking skill is talk in public, they feel fear of thinking what the other classmates may say about them, also some students make fun of others, and these are the issues that have to be fixed on the group. Work on confidence, security and have the teacher as an advisor is the key to solve these problems.

Teachers must know their students, stablish a nice and respectful environment to everyone in the classroom, also provide fun and interesting topics for learners in order to motivate and make them feel secure about what they talk.

Chapter I.

Introduction

1.1. Introduction

Motivation plays such an important role in every aspect of life, but when talking about education and the skills students need to develop in class, this motivation takes first place. Many teachers have wonder and try different techniques to make kids and even more teenagers feel motivated and with desire to learn, but the response of learners is most of the time not the right one expected from educators.

According to Cambridge dictionary, motivation means the willingness to do something or something that causes such willingness, so to find this motivation in students it is important to look for a nice topic, applied with techniques they like and wake up their feelings to learn new things.

Besides this, there are two different types of motivation in which human being can act:

- a) Intrinsic: this motivation comes within the human being, a personal purpose of reason to do something in order to achieve the objective, in this case the individual tries to accomplish something because the results will fulfill his or her beliefs or goals. There are some qualities in people who have this type of motivation, for example; honor to always accomplish what is wanted, independence to do things by self, and social status, we all want to be the best ones in our society.
- b) Extrinsic: In this case motivation comes from the outside. It could be an award for example, it is important to remark that even though this motivation comes from outside reasons it will benefit the individual.

To receive all these factors to be motivated a student must have parents who incentive education and learning, some teenagers do not have this at home and it is very difficult for them to go to school and learn because they do not have the support in their houses. That is why teacher's role is so important in education. They have to be motivators in the classroom and provide nice activities, fun topics which learners feel interested and their motivation can be awaken.

This is why this action research tries to investigate how students react in classroom and how they feel motivated in this case with the speaking skill which is one

of the most difficult because learners feel ashamed and they are not confident enough to stand in front of an audience a talk.

Teachers have to work very hard to make teenagers confident about expressing themselves, this is why the study is going to be applied in a high school, first, observing what is their reaction in the English speaking class, after that, apply some different and fun techniques that can help them feel motivated and attracted to speak and produce the language, after seeing their behavior the results are showed and the situation in the class could be analyzed to see if the techniques worked and how students felt.

Explode student's imagination and their skills to help them to motivate speaking in English is a hard work for teacher, but the time and innovation play an important role in order to create more effective classes and significant learning in students.

1.2 Rationale

There are four different skills in English, speaking (which is divided into spoken interaction and spoken production), writing, listening and reading. Each of them is important to communicate and to express ideas in a general way. Even though a picture can have a million meanings without speaking it will be poorly understood. Every skill needs to be learned in an effective way to be proficient in the language but the ability to speak skillfully gives the speaker some advantage those advantages are the ones studied in this research work, and how teachers can improve this in the classroom to motivate students and reinforce speaking ability among teenagers.

To develop this project, the observations are going to be made on eight graders from the Colegio Tecnico Profesional Piedades Sur, after seeing how they work and react when they speak in front of the class or among other classmates in English. After taking notes from this, 3 different techniques to test students with speaking skills will be applied to evaluate how they react and how well they can handle talking in English.

This study is worthy because teachers can find answers on how learners are feeling and how they keep themselves motivated in class, besides that, the activities that are going to be developed during the class for the research can be nice ideas for tutors to implement in speaking classes.

Most of students in their teenphase feel ashamed of talking in public, even if they do it in their native language, this issue can be related to many factors, but the solution is not to name these factors, it is to work on abilities and activities to motivate learners on speaking and help them.

1.3. Purpose

The main purpose of the action research is reflected in the objectives, which are based mainly in investigate the reasons why it is so difficult for students to speak in English in the Oral class. Also to apply and look for different techniques which teachers can apply and have better results in learner´s oral production in English.

1.3.1. General Objective:

To study how students react using the speaking skill during the English lesson in order to develop activities to reinforce the speaking skills on students during class tasks.

1.3.2. Specific Objectives:

- a) To observe a speaking class and see what is the reaction of students when they need to express themselves in English.
- b) To apply different techniques that can improve and motivate speaking in students.
- c) To evaluate how the different strategies applied, help students in their speaking improvement.

1.3.3. Research Questions

- a) How the speaking skill can be improved during the class?
- b) What activities can be applied in the speaking class to reinforce talking in English in students?

Chapter II.

Literature Review

2.1 Literature Review

2.1.1. Motivation in the learning Process

Learning plays such an important part of life, sometimes it is related to daily routines, memories and motivation. Many teachers and researchers have said the motivation has a very important role when getting new concepts and during the education process of a person.

In the book “Motivation and foreign language Learning: from theory to practice” (Lasagabaster, D.i Doiz), it is mentioned a type of motivation when learning, it is called Directed Motivational Current, this is the enthusiasm learners can get over a topic, theme or project when it is interesting for them. In this way they can accomplish learning objectives, goals and get significant learning from what they do. This is remarkable because teenagers are in the process of getting information for their future, if they feel motivated for something interesting that catches their attention, the knowledge and getting the right information is easier to assimilate and to comprehend.

The role of the teacher in the class is to be a guide and facilitator, in order to awake student`s motivation, tutors have to look for topics and activities that can be easily develop by teenagers and something that can have impact on them, for example, a nice work for students in which they have to manage the direction and content, give them some freedom to express themselves and let them do something original that represents their feelings, would be a method to see the advanced learners have and how they deal with this ideas and managing a work by themselves. Motivation in a class in order to study, succeed and accomplish learning objectives is completely linked to the fact that the teacher leaves some authority to students to give ideas and have a little independency at the time they work.

Costa Rican schools and high schools may differ in the method that English is being taught with, usually in the classroom the authority is the teacher, and everything said here needs to be done by students and follow the rules. It is

important to have some guidelines to have some discipline in the class, but feeling independent and free to realize a labor in classes give students a feeling of enthusiasm and power to express in front of others and produce in a foreign language. If teachers give a little independence on learners the results can be positive for both parts.

In order to have motivation in students, some features need to be clear in the whole group, for example goals in common, if learners know after finishing a task they have a good score in the course, a tour in high school after an exam, they will feel motivated and work hard in order to receive the prize for this effort. Rewards are not recommended in all graders or all the time, but depending on the learning objectives the prize can vary and get adapted, if learners know they have an extra point of the final grade they are going to work harder and give their best to get the point and have in a certain point some “advantage” over the other classmates.

Long term goals play an important role when it comes to motivation, some students do not know what they are going to study at the University, some of them even think they never use the English learned during high school, on the other hand there is another population of students who find very attractive and important the knowledge of a second language in a future life. On the book “Motivation and foreign language Learning: from theory to practice” there are mentioned two important factors that interfere in the learning process of a foreign language, those are:

- a) Motivation: It is the feeling that drives an individual to do something and engage to learn something, the importance to have a reason to understand a second language and apply it to daily life and experiences.
- b) Learner Achievement: This can be defined as the achievements a learner can have which are significant and useful for the future.

Based on this the process of being motivated is inside every student and it will depend on the attitude and goals they have. To build classrooms filled with committed learners and people motivated to learn a practice a second language, it is needed big commitments from teachers as well, it is true that they are guiders in the

class and are uncharged to make everything possible to have learning experiences with significant knowledge, these tutors have to get involved and make a change in the way they teach in order to make students more engaged with the second language and with a wider vision of the world.

Teachers need to make students conscious about the importance of a second language in their lives and how this is going to impact their future, the classroom needs to be specialized in order to motivate learners and create a space in which technology, teaching techniques and innovative tools for students to make them able to manage their own material and use it to develop and build ideas that can make them feel enthusiastic about the second language. This can be done with better resources in the classrooms, sometimes not even expensive things, with the use of technology, computers and/or cellphones teachers and learners are able to get tones of information, material to develop in the class, new ideas, and also students can get the control of what they do and how they do it.

Autonomy and confidence in students is the key to keep them motivated and enthusiastic on the learning process, in this way they are going to feel important and on control of their learning.

In Costa Rica the topic of motivation in schools and high schools is sometimes complicated, there are many teachers who say they do not have the tools or material to build up a class in which learners can feel the motivation or feel it differently with nice strategies that call their attention. Most of the time, learners do not get the enough motivation for themselves to go and study, some of them do not have it from their homes, not even less feel motivated by themselves. This is the case of the Colegio Tecnico Piedades Sur in which this research is going to take place, it is a rural town in which most of the economic activity is based on cattle (dairy products) and tourism. Because of this, most of the parents just want teenagers to go to high school, get the bachelor degree and get to work on the field, this is why some people in this community do not think study is important, these students come to classes with very poor motivation and this important job is part of the teachers, engage this

type of students and make them comfortable, confident and secure about themselves.

Knowledge is the key for success in a society, only with qualified trainings, high quality material and different planning, teachers can feel supported and motivated to give classes in which students can learn at the same time they get involved and interested in the topic. Even tutors need this kind of support to feel they are important and always value the job of a teacher, they play a very crucial role in teenagers, most of the time they are the motivators in class.

2.1.2. Speaking Skill

This is one of the four skills on language, there are: speaking, listening, reading and writing, besides that speaking is now divided into:

- a) Spoken interaction: which is the part where the individual talks and shares ideas between peers and other people, it is how someone can interact among others and speak. This subdivision is important for the development of a learner because the interaction among others is part of acquiring new knowledge such as vocabulary, new phrases, and how to respond naturally and spontaneously.
- b) Spoken production: this part of the speaking skill is related to the production of the individual by her or himself, the automatic production of a topic at random or give own ideas about something is a basic part of understanding a language and knowing how to react when talking in front of a group of people.

Four skills are important and useful when learning a second language, most of the time skills are not used isolated, they are used in pairs or all together because they are necessary to communicate. To learn a second language, it is important to involve all the four skills at the same time, this happens because when the brain gets ready for new information, it opens and gets knowledge and abilities in a better way, this is why getting the four skills as a whole is good to develop the brain and also to get everything from the language in order to speak, read, write and listen in a proper way.

Even though this action research is about the Speaking skill, it is important to remark that learning is an integral process, the whole learning process takes times to acquire and even more to make it perfect, students and teachers continue in this journey for a long time, and nobody is going to know everything about the language, but when the strategies are good, nice and with such a significant learning, thin journey gets easy and funny, for teachers is a pleasure to see how students reach during the different phases of learning, and for students to have well prepared teachers that encourage them to never give up and try to do their best is also nice. To learn is a team work that has to be done together.

2.1.3. Importance of speaking

Language is a mean of communication to others, there are ideas shared in common, students can give their ideas by communicating and they can also receive ideas through this bridge. Speech and oral communication play an important role because globally around the world ideas, speeches, songs, poems, everything about literature is perceived in a better way in an oral form, without speech it is just a piece of writing, which is important as well, but to spread ideas and thoughts speaking is the most common tool. People use language to speak all the time, at the workplace, at school, and if people do not communicate well there could be a misunderstood, this is why the oral part is important and also involves a lot of aspects that need to be taken into account, such us intonation, fluency, stress, all these rubrics are crucial when talking, because some person can get a wrong meaning from what another person said.

All these characteristics make speaking (as the other skills) a difficult and complete skill to learn and practice, teachers have to reinforce practicing among students and explain how these situations may vary and interfere in the language barrier.

Speaking skill becomes even harder to apply because the speaker need to take into account the topic to develop, the time the person is going to speak

and how, this will depend on the audience. At high school this is the most terrifying skills students are afraid of, they feel fear to speak even in their native language, for them it is embarrassing to stand in front of the group and start a speech by themselves, or if someone asks them something in the foreign language they feel afraid and nervous to respond. It is the fear of making mistakes and not having the approval from peers what makes students so insecure about speaking. Teachers have to motivate them more in order to feel secure and confident, this is a skill that is going to be used in the rest of their life to express their feelings and insights. Students just need more activities that explode their talent and vision in order to talk, funny topics and things in which they are interested is always a good idea to make teenagers bond with the subject matter and in the class time.

2.1.4. Approaches to teach speaking skill

a) Environmentalist Approach: Based on the book “Current Trends in the Development and Teaching of the Four Language Skills ”, there was an idea that the speaking skill was something learned due to the environment of the individual, this was believed because the language is something merely related to the environment in which someone lives, as the person grows get to know the language, in this case it refers to the speaking skill, this because it is the first one a person can learn easily since little kids. Environment is directly connected to the spoken language, for some people it happens the same when you try to learn another language, the environment and everything surrounded the individual has to be related to the second language that wants to be acquired.

Based on this theory as well, it was believed that the speaking part consisted of the items: repeating, imitating and memorizing the input in order to create output and produce speaking, all these assumptions give a space to another theory called Audiolingual teaching approach, in which was believed it was better to start the learning process with the oral skills. After this method

was applied it was believed that teaching the oral skills first was good but only to reinforce speech and pronunciation.

- b) Innatist Approach: In this theory the idea of “Language development” was based on the oral repetition of grammatical structures, also it was believed that little kids had the ability to learn languages in a very easy way. This theory helps to develop the idea that the individual more than just repeating words and grammar structures, he or she has the capacity of create and understand in a second language, this happened because they discovered that being internalized so many grammar rules the individuals were able to apply them on another fields and on daily life.
- c) Interactionist Approach: This theory was based on the environmental approach and the capacity of the individual to create and produce language, the environment gives learner the key and material to produce with his or her own capacity to develop oral speech. In this way an idea about combining both methods were created, the interaction in which the human being is always exposed to and the inner nature of the to create according to the environment.

It is interesting how this methods can be applied in the class in order to help students talk and produce, this is a way in which little kids learn their own native language, according to their environment and about what they hear, they will produce. Also the interaction between peers and people around in the society plays an important role, this way students can get new knowledge and vocabulary.

According to the same book “Current Trends in the Development and Teaching of the Four Language Skills : Current Trends in the Development and Teaching of the four Language Skills” there are some significant differences between the four skills at the process of learning:

“The main difficulty with speech is the problem of “impermanence.” In contrast, written language can be re-read several times, with the reader able

to take time to scan the whole, identify the topic, purpose and general direction, and sort out the comprehension difficulties. By the same token, the writer can plan the whole, organize the topics and their structure, and has time to sort out difficulties of expression. In contrast, speech is transitory and impermanent, so talk has to be produced bit by bit, with new meanings added in the light of meanings communicated so far, with each utterance being expressed while the listener waits. In other words, whereas working with written texts seems to allow careful and thorough handling and clarification of message and expression, working aloud allows less time to make sure of the meaning and expression of each bit of talk, and no time at all to check over the whole interaction. The result is that whereas reading and writing are rather like navigating from a plan or a map (if necessary with the support of dictionary resources), speaking and listening involve navigating without a map, and relying only with the help of one's interlocutors.

Even more importantly, someone wishing to learn a language from communication may often find written texts easier to learn from than oral communication: one can go back over written texts again and again, take notes from them, and use them as a basis for checking new material in grammar and dictionaries. In contrast, as soon as oral interaction is completed, most if not all of it is gone from the memory.”

According to this text from the book, every skill from a language is different, all of them are difficult in a certain way, and each of them has good things. As a foreign language, to learn English is considered important because it is the most useful around the world, this gives students a motivation in order to learn it, they think that if they learn how to speak English they are going to have a better job and better opportunities in the future. Also during the learning process in teenagers it is important to take into account their abilities and type of intelligence, as the text says, some skills are easier for one person, but the other person can have more compatibility with another skill, it is like a puzzle, some students get to learn in such a theoretical way and some other are more practical. This strategies and

types of intelligence need to be applied in learning in every single aspect because nobody is the same and among students the way to catch new concepts and learning may vary a lot. Also from the part of the teachers, they have to take into account a wide dimension of activities for the class that include each of these intelligences, in this way every student can feel involve, learn in their best way and also get to know how their classmates prefer to learn. It is a process of discover new things, getting new concepts and accomplish goals as a team: student and teacher.

2.1.5. Speaking in the target Language

This is the goal in a speaking class, have confident students who like to express themselves in the second language is the main objective for a teacher, in this section some aspects of how to improve speaking in the class are going to be developed.

Many students feel overwhelmed by learning a second language, they live in their environment in their native language and culture, when they enter to the English class they have to completely change their mind and prepare to get new concepts, different grammar and a whole different world, this impact may interfere in the learning process, it is a big challenge for a teenager to make this switch every time they go to English classes.

On the book "Current trends in the development and teaching of the four language skills: current trends in the development and teaching of the four language skills" there are explained some methods or ideas to develop a speaking class, making it easier to teach and more comprehensible for learners in structure and in content.

a) Initiation-response-feedback: this is a way to present new concepts, it could be grammar, production or any other topic, in the part of initiation the teacher will introduce the topic, explain it, give some examples and ask for questions in case students have doubts. Then in the part of response, teacher will

assign a task to each students, it could be in groups or individually, in this case it would be an oral task to produce and speak, after this comes the part of the feedback, in this step teacher gives any recommendation to improve speaking or gives any advice to students.

- b) Questions: The usage of question during the class is another way to get production from learners and to make them talk in the target language. Most of the time learners ask a lot of things to the teacher and of course the tutor's responsibility is to answer them, but this strategy tries to do it the other way around, it pretends the teacher elaborates some questions about facts, fun topics and interesting things for students, after that each of them has to take one and try to answer it in a widely, this is nice because everyone can and have to participate, they hear the opinion from every classmate and also they can give their own ideas. After this it is important that the teacher makes a little feedback as well to talk and mention the mistakes in a general way.

After exploring methods of teaching speaking, improving oral production and looking for motivation in students in order to speak, it is very difficult to say there is a right way to get it. Every teacher has his or her own strategies to apply on speaking classes, but one thing is true and does not change among high schools; kids and teenagers need to build a bond between them and the target language, this is a hard work but only with motivation can be accomplished. Teachers have a huge commitment to teach learners and make them aware of the importance of a second language, besides finding the way to wake up their enthusiasm, they have to make them feel confident and secure to produce orally in the second language.

In Costa Rica it is hard to say that the motivation in some students almost does not exist, many teenagers go to high school without money and without approval from parents, and even worst some learners do not find English as an important subject in high school.

This is why the role of a teacher is so important in a learner's life, they are the example of what to do and how to do it, and this is why tutors have to find better and funnier ways to teach and catch student's attention.

Chapter III.

Design and method

3.1. Research Method

Action research method is the most accurate to apply with this investigation, due to the observations that are made in order to apply the interview and then based on this make the conclusions on how the study went.

3.2. Type of Approach

This action research is based on a quantitative method, because the compilation of information is based on closed questions which give an idea of what factors are influencing on students' motivation.

3.3. Context

The place in which the investigation is developed is a rural area in which many students study as an obligation, it is a poor society in most cases and with difficulties to go to high school.

3.3.1. Setting: the action research will take place on Colegio Técnico Profesional de Piedades Sur en San Ramón de Alajuela, this high school has a lot of different activities in which students can participate, such as, bakery, animal production, dairy products. This type of activities is developed as technologies at the high school because of the environment of the zone, this is a little rural town which bases their economy in the cattle activity, coffee plantations and dairy products creation.

3.3.2. Participants: The group chosen for this investigation is an eighth grade of 28 students with ages from 14 to 16 with an intermediate level of English.

3.4. Data Collection Procedures and Tools of Initial Research

To collect data for this action research it was needed to visit the institution and the population of students to evaluate and see how they behave in the speaking classes, after gathering some observations a questionnaire is applied to get the information for the research.

3.4.1. Procedures of initial research.

To start evaluating students the first visit to the high school was made when teacher was making a practice for the exam, the second time there was the possibility to talk to students and make them a little interview, the third time learners were making an activity about present basic personal information on a chart from their classmates.

3.4.2. Instruments.

In order to collect some data and information from the class visited, 2 instruments were used:

- a) Observation: This activity is easy and important to construct an analysis because many notes can be taken and also see how the group of students react in the class.
- b) Interviews: the interview in this case was not very formal, but it is very important to have at least 2 or three reactions from the students about how they feel during the speaking class.

3.4.3. Diagnostic Data Analysis

Based on the observation the following can be stated:

- a) Students feel nervous about talking in the class, they show ashamed with expressions like laughing and bothering classmates.
- b) When a student tries to say something in English, he or she speaks very low and embarrassed.
- c) English is not used among students when making a practice, they talk in Spanish.

Another instrument is the interview, it is not a formal interview, it is just to share some ideas and comments from some of the group students and how they feel during the speaking classes. Here are the reactions from 3 students:

Student a. 14 years, female: "I like English, but the teacher talks in English all the time and sometimes we do not understand, that is why we are ashamed".

Student b. 14 years, female: "It is very difficult for me to pronounce some words, sometimes I do not talk because the others can make fun out of me if I make a mistake".

Student c. 15 years, male: "I always try to speak during the class, it is difficult but I hope I can learn more English".

Based on this information it is inferred that students may like the second language, but sometimes they feel ashamed of what others may think if they say something wrong, also because this is a characteristic adolescent have, to get the approval from all their peers. Also many of them are motivated and they like to learn English and talk in the class.

3.5. Action Plan

In order to gather information more specifically of what really motivates students it is important to apply a questionnaire and see their answer and after that process it to show results. Also there are going to be applied two strategies in the class, activities that can make students participate more and feel motivated.

3.5.1. Description of deliberate intervention applied:

- a) The questionnaire is going to be formed by 5 closed questions, it tries to get answers for what students like to do during the class and how they feel motivated.
- b) Apply the following two strategies to see how students react and if they participate more in the speaking class.

- Each student picks a paper from the bag and start a monologue about the topic she or he gets.
- Teacher gives a fun topic to each student, every student has to give an idea to build an oral story among the whole group.

3.5.2. Instruments used to asses

The instruments used to assess how students can improve their motivation in speaking are going to be two: a couple of activities developed during the class to see how learners react, and a questionnaire to get more information about what students may feel as a motivation for them in the speaking class.

Chapter IV.

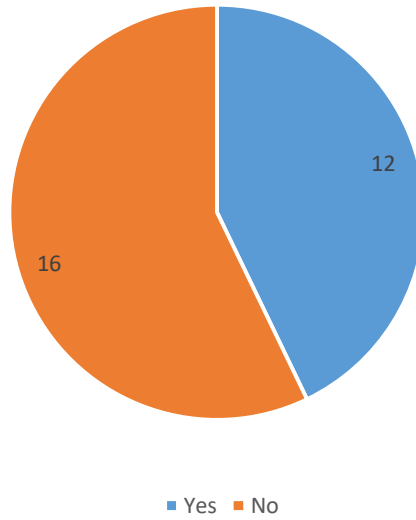
Findings

4.1. Data Analysis.

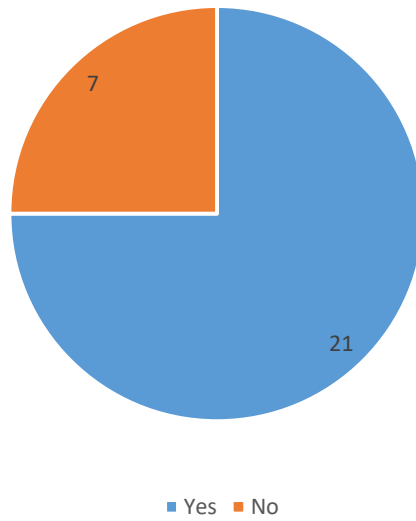
After applying the survey to 28 students of eight grade in the Piedades Sur technical school, the results reflect the actual situation of how learners feel during the English class and how motivated they are.



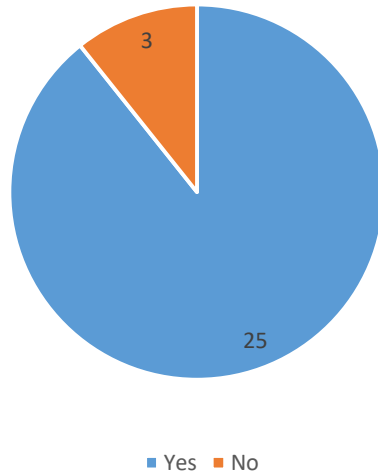
Question 2. Do you like to express yourself in English?



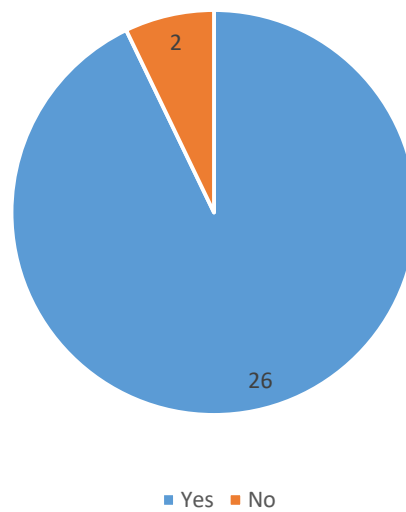
Question 3. Are the speaking classes fun and interactive?



Question 4. Do you feel embarrassed to talk in English in front of your classmates?



Question 5. Would you like to express yourself freely in English in front of the class?



Based on what students answered the conclusions can be made.

- Students feel motivated and they have the desire to learn English, more than the half of the group expressed they want to study the language.
- Learners would like to talk in English, but some of them are afraid.
- More than the half of the class stated that the speaking classes are fun, that means that the resources and activities are fun and entertaining for learners.
- Only three students said they do not feel embarrassed if they have to speak in front of the group, the majority of students do not like to talk in front of the others, this is a lack of confidence, and it is related also to the lack of vocabulary and grammar rules in order to speak fluently.
- In the last question of the interview, once again it is seen that students really want to learn and talk in English, what is really affecting this is the motivation and the way learners feel in front of others, this is what makes them afraid and uncomfortable and actually stops the talking on them.

The work and activities during the class are good and students feel fun and encouraged to speak in English according to these results, but the motivation to produce in the language is what make them feel afraid of not being accepted in their group if they make a mistake while they talk in English.

After the interview, the two activities stated in the action plan of this research, were applied.

Activity Number 1. Each student wrote a fun topic of their interest in paper, all papers were collected in a bag, and each student ha to pick one and start talking in English about the topic.

The production in English was well for many of the students, most of them spent around 15 minutes talking about the topic they had. This activity was very good because students felt free and comfortable about the theme they had to produce, they were familiar to it and they had fun.

Activity Number 2. Students sit down making a circle, teacher gives to the first student a topic, each student has to add an idea orally in order to complete an oral story among the whole group.

This activity was enjoyed by the whole class, 3 topics were developed and students participate a lot, 4 of them did not have a lot of vocabulary to express themselves orally, but they could give some ideas.

At the end of the class most of students were really happy and motivated with these different strategies, they felt confident, because everybody had to do the same exercise.

4.2. Restatement of questions and discussion of results

Until this part of the research the results of the interview can be related to the stated questions at the beginning. The main purpose of this investigation is to study how students react in English classes when they have to speak and if they are motivated in order to learn in a significant way. According to the starting questions these are the results:

How the speaking skill can be improved during the class?

- a) Based on the activities done during the class, the speaking skill can be improved by games in which students feel fun, motivated, and encourage to build something as a team, also when it comes to themes or topics in the class, learners like something they know about, interesting facts, things that they know about and can give ideas and/or produce and comment on a critical way. Besides that, this topics learners like can be related to what is being studied on the class and make a significant learning based on what needs to be acquired and what students like as well.

b) What activities can be applied in the speaking class to reinforce talking in English in students?

The best way to reinforce speaking in the class is making activities in groups in which students can be part of a dialogue and also feel that they are being supported by their classmates.

Chapter V.

Reflections

5.1 Reflections

The action research made on the Technical High School of Piedades Sur has been a good method to study how students behave in the classroom based on what they feel. Analyze how learners feel motivated to get a second language means to know how they feel and how they react depending on the desire they have and the situations they are dealing with, it could be external situations such as: look for a better job in the future, a prize from their parents or it could be internal situations like their desire to speak another language.

The main feeling in this class, the one that was studied, an eighth grade, is that students are really able and open to learn and get new knowledge, they are full of dreams and hope for their future, they are enthusiastic, they enjoy new activities presented by the teacher and they are very collaborative in the classroom. For the teacher was easy to manage the group, they obey and follow instructions, with the activities that were planned and developed in this action research, learners participate in an active way and they stated after the practices that they really enjoy new activities and would like to try more of them to participate more in class and make lessons funnier and attractive for them,

Learners are willing to get knowledge and practice among themselves, the only thing that makes them afraid is their lack of experience with the language and the poor vocabulary they have, this can only be improved with more practices, giving them some confidence and make them feel capable of express themselves in the second language.

During the class it could be good for students if the teacher makes more fun activities with topics in which teenagers are familiar with, sometimes the classes get boring for them because of the plan study and the topics are not very interesting. Also work in groups during the activities developed was entertain and helpful for students because they participate among them and also help each other with vocabulary and grammar structure.

5.2 Plan for further action

If this project would have to be developed again the potential changes in order to improve are:

1. Make more class observations and gather more time with students, get to know them better before the research questions.
2. Spent more time with students to try more techniques adequate for their way of learning.
3. Make an analysis with the MEP themes and relate them with topics in which students feel comfortable and free to express themselves in English and produce more during the class.
4. Have a longer period to apply activities in which every learning technique could be applied in order to include every student`s way of learning.

Chapter VI

Conclusions

6.1. Outcomes

The job made in this group was integral in the way every situation in the classroom was taken into account, the motivation each student has to learn, the likes and dislikes, also the way of learning they have, and all these factors contribute to the success in the implementation of the activities presented at the end of the research.

At the beginning of the research, learners were able to communicate by an oral interview if they were motivated to study a second language and also which are their interests in this stage of life. After all these opinions, students shared with the questionnaire their answers about motivation at high school and how they feel in the English class, if it is boring or interesting for them. The last outcome was to develop activities in classroom, teenagers' participation was impressive because the topics were related to the MEP curricula but also linked to aspects they are familiar with.

Work with adolescents is definitely a challenge, they are sometimes difficult to deal with, but with some guidance and attention they can interact between them and participate during the class, making significant learning for students.

6.2. Implications

a) How the speaking skill can be improved during the class?

Participation during the speaking English class can be improved by making activities in which students enjoy, have fun and feel the confidence with a topic in which they can manage well, this way, learners can express themselves and improve their speaking skill by practicing.

b) What activities can be applied in the speaking class to reinforce talking in English in students?

Based on the research made with eight graders the activities for students should be entertain and linked with topics that teenagers are familiar with, and themes in which they can give their opinion and participate.

After the interviews and the questionnaire, this action research is important and useful because based on the results, it shows if students feel motivated to study English, if they would like to express themselves in English, if they feel entertained during the English classes, all these information is basic to make some changes in the class in order to improve students´ production and participation during the class time.

6.3. Strengths

- ❖ Teachers and staff form the Colegio Técnico Piedades Sur were very nice and helpful with everything needed in order to develop the research.
- ❖ The group and the teacher were nice and collaborative during the observations, the activities and the questionnaire. The teacher helps with advise and topics in which the students feel comfortable.
- ❖ Eight grader students were afraid to talk in English at the beginning of the research, this was important because at the end of the assignments and the questionnaire, they felt more secure and the difference in their participation and production was considerable.
- ❖ At the beginning, some students expressed they were not very motivated to speak or they did not care, but at the end they showed more interest on the subject matter and participate in the activities.

6.4. Limitations

- ❖ A little percent of the students was not very collaborative, some of them made fun out of others and disorganized the class.
- ❖ The class activities had to be postponed one day due to a teacher's meeting.
- ❖ High school did not have enough technological devices and it affected one activity.

Chapter VII.

Recommendations

7.1. Recommendations:

1. Include topics on the curricula in which students can feel comfortable and familiar with.
2. Create a greater range of activities fun and interesting for teenagers to motivate them to speak, participate and share ideas among them.
3. Try to focus more on students' needs, and help them overcome the fear and shame to speak in front of others. Implement activities in which learners can practice between them and then present on front of the group to reinforce confidence.
4. Even though it is difficult, it is important to pay attention to the multiple intelligences students in class have, it is hard to identify all of them, but at least apply some of them to integrate the group.
5. Investigate a little about the background of students, if they are supported by their family, involve more with their lives.
6. Pay attention to those students who are always interrupting the class, most of the times, these are the ones who need more care and guidance.

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7.3. Annexes

Universidad Latina de Costa Rica

Escuela de Inglés

Seminario I

This is a research in order to get qualitative data and compile information about motivation in students during the English speaking class. Your collaboration is needed to complete this questionnaire according to your experience in the high school. The recollected information will be used only to study purposes.

Directions: mark with an X the options that you consider the best according to your life experience.

1. Do you feel motivated to study English?

Yes No

2. Do you like to express yourself in English?

Yes No

3. Are the speaking classes fun and interactive?

Yes No

4. Do you feel embarrassed to talk in English in front of your classmates?

Yes No

5. Would you like to express freely in English in front of the class?

Yes No