TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTAMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

Theme:

Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico González Suárez" educational unit.

Research dissertation before obtaining the master´s degree in Applied Linguistics to Teaching English as a Foreign Language.

Author:

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LATACUNGA – ECUADOR

2021

TUTOR´S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL investigated by Lcda. Lady Marianela Rivera Aguirre, for obtaining the master´s degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, September, 10th, 2021

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COMMITTEE APPROVAL

This research dissertation: Motivational strategies to encourage the speaking skill, has been revised, approved, and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language. This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, september 10th, 2021

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DEDICATION

I dedicate this research work to my children: Katty, Eduardo and Andrés for their patience and support during this academic challenge.
To God for giving me his strength and unconditional love.

Lady

ACKNOWLEDGEMENT

I thank God for giving me health, life, and his unconditional company, making me understand that each learning is one more step towards humility.

Lady Marianela

AUTHORSHIP

I, Lady Marianela Rivera Aguirre declare to be the author of the concepts, procedures, and findings in this research dissertation.
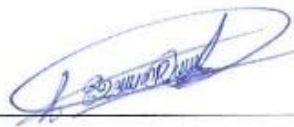
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COMMITTEE PRESIDENT'S APPROVAL

I, Sonia Jimena Castro Bungacho Mg,C , declare that this research dissertation: Motivational strategies to encourage the speaking skill, has the corrections and comments suggested by the members of the committee in the scientific session.

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TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO

THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

THEME: Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico González Suárez" educational unit

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ABSTRACT

The present research work looks for weaknesses in the linguistic and phonological development during the teaching of English as a foreign language, considering the absence of interest, monotony in the classes and a scarce development of these skills. The objective was to analyze whether the use of motivational strategies influences the development of the oral skills of 7th grade students of the "Federico Gonzales Suárez" Educational Unit. The methodology had a qualitative-quantitative approach, the research purpose is descriptive with a non-experimental design, the instruments used were surveys and interviews to teachers and students. The study population consisted of 2 teachers and 100 students. The results indicate that 40% of the students sometimes participate in class, the practice of spoken activities reaches 60%, where it is never possible to carry them out in class, 64% of the students believe that their classes are boring. The implementation of the proposal indicates that the use of methodological strategies through motivational techniques as mediators in learning, allows a dynamic classroom environment, which stimulates the development of speaking skills and in the teaching methodology that contributed positively to both teachers and students in the development of their learning.

Key words: Motivational strategies, didactic resources, speaking skills, didactic resources.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LINGUISTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: **Estrategias de motivación para fomentar la habilidad de hablar con los estudiantes de séptimo grado de educación básica de la unidad educativa "Federico González Suárez"**

Autor: Rivera Aguirre Lady Marianela
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RESUMEN

El presente trabajo de investigación busca las debilidades en el desarrollo lingüístico y fonológico durante la enseñanza del inglés como lengua extranjera, considerando la ausencia de interés, la monotonía en las clases y un escaso desarrollo de estas habilidades. El objetivo fue analizar cómo influye el uso de estrategias motivacionales en el desarrollo de la habilidad oral de los estudiantes de 7º grado de educación primaria de la Unidad Educativa "Federico Gonzales Suárez" de la Ciudad de Salcedo en la Provincia de Cotopaxi.

La metodología tuvo un enfoque cualitativo – cuantitativo, el propósito de investigación es descriptivo con un diseño no experimental, los instrumentos utilizados fueron encuestas y entrevistas a los docentes y estudiantes. La población de estudio estuvo conformada por 2 docentes y 100 estudiantes. Los resultados indican que el 40% de los estudiantes algunas veces participan en clases, la práctica de actividades habladas alcanza un 60% donde se manifiesta que nunca es posible su ejecución en la clase, el 64% de los estudiantes creen que sus clases son aburridas. La implementación de la propuesta indica que el uso de estrategias metodológicas a través de las técnicas motivacionales como mediadores en el aprendizaje, permite un ambiente de clase dinámico, que estimula el desarrollo de las competencias habladas y en la metodología de enseñanza que contribuyó positivamente tanto a docentes como a estudiantes en el desarrollo de su aprendizaje.

Palabras clave: Estrategias motivacionales, recursos didácticos, habilidades orales, recursos didácticos.

INDEX

CHAPTER I

CHAPTER II.

CHAPTER III APLICATION AND VALIDATION OF THE PROPOSAL

TABLE INDEX

GRAFHICS INDEX

INTRODUCTION

Background: The role of the teacher should not be limited to the transmission of information or knowledge, but it should train students with skills that allow them to interact without difficulty in society. That is why it is necessary to establish methodological strategies to encourage oral expression in the students of 7th year of basic education at Educational Unit "Federico González Suárez" that allow them to be motivated and be aware of the importance of their acquaintance for their intellectual and social development throughout their life.

English is currently the most taught language in most countries of the world and has become one of the most important basic skills at the academic and work level; the use of a second language is an indispensable requirement for learning science and technology. The incorporation of strategies that promote the development of skills in the fluent expression of the language represents an innovative process in its learning. Educational institutions have a serious social debt with the country's children since the development of these linguistic competencies is insufficient to meet the basic requirements for language proficiency.

Most students, especially in public institutions, do not reach the minimum required level A1, so **it** is necessary to establish what strategies are used in the teaching-learning process and how their use affects the proper training of students. This diagnosis will indicate the state of their teaching and in the short term will make it possible to generate the necessary corrective measures to improve the competencies spoken in the English language.

The direct beneficiaries of this study are the students of the seventh grade of general primary education of the Federico González Suárez Educational Unit of the City of Salcedo in the Province of Cotopaxi and the indirect beneficiaries are the English teachers of the educational unit and the pedagogical community who, by implementing.

innovative motivational strategies on the part of the teachers, the children will learn in a fluent way strategy that will allow them to be fluent in their communication.

In our country, English as a subject has been part of the national curriculum for several decades, however, most teachers focus on teaching from the criteria of grammatical construction, which neglects the development of other basic skills such as reading comprehension, listening, written production and oral pronunciation; this treatment of the subject causes serious deficiencies in language skills observed in students and a lack of motivation to learn.

The Ministry of Education signed an agreement according to official letter, No 00057 -DCS-2013 in 1992, with the British Council to implement the Curriculum Reform and Development for Learning English (CRADLE), which sought to update the way
English is taught in the country's public schools. It came into effect from the 19931994 academic period and was in force for 12 years. At the end of the agreement, in 2012, the Project to Strengthen the Teaching of English as a Foreign Language was presented to give continuity to the CRADLE project and as an educational policy to improve the quality of the teaching-learning of this language in the country's educational system. These projects contemplated the teaching of the language from the eighth year of primary school to the third year of high school. The magazine Otras voces (2016) indicates that the Ministry of Education since 2014 established the obligatory nature of the English language for all schools in the Ecuadorian school system which has been in force since 2016- 2017 for the Sierra and Orient regime and since 2017 - 2018 for the coast, the exit profile pursues that high school students reach a B1 level to generate greater academic, cultural, and economic relevance.

The teaching of English as a foreign language follows the guidelines established by the Ministry of Education through the basic principles of the curricular proposal can be summarized in the following approaches:

Communicative: language is best learned when it is used to interact and communicate.

Student-centered: teaching methodologies that respond to students' strengths, facilitating their learning process.

Thinking skills: the foreign language fosters thinking and social and creative skills and the exercise of citizenship.

Content Integrated Learning for Foreign Languages (CLIL): a model that integrates cultural and cognitive aspects.

International standards: based on the standards approved by the Common European Framework of Reference for Languages and teaching processes (CEFR).

The main objectives of the curriculum are:

To develop understanding of the world, other cultures, their own and the communication of their views.

To develop the personal, social, and intellectual skills to reach their potential and participate in a globalized world.

Create a love of language learning from an early age to foster students' motivation to continue learning.

Achieve the exit profile in the national curriculum for EGB and BGU. A1+ for seventh graders. (Ministry of Education of Ecuador, 2016)

These linguistic objectives can only be achieved through better methodological strategies and evaluation criteria with respect to those traditionally used by most teachers in English, it is pertinent that students learn the foreign language through innovative strategies. The present research proposes the implementation of metacognitive self-monitoring strategies for reading comprehension, to increase their higher order thinking skills, which strengthen students' critical thinking, cooperative and collaborative learning, as well as the development of self-reflection and argumentation.

In English language comprehension, additional actions are required to motivate students to learn when these learning experiences are not effective, there is a lack of interest in learning; they only study for the need to obtain the minimum grade necessary to pass the course. The deficiency in learning a foreign language is due to several factors such as a study with the application of traditional methods, a teaching-learning process based on the teaching of grammar; but at the same time there is also a pressure for young people to know the mastery of English as a foreign language in this globalized world, a factor that can affect as stimulating or discouraging. By allowing the implementation of more active learning

experiences, emphasizing the formation and acquisition of skills for autonomous learning, by rethinking the system of lectures and memorization for more interactive methodologies, by establishing active teacher training programs away from a passive one of mere reception of information.

In the teaching of English as a foreign language, it is considered that students should develop the four skills, reading and listening comprehension, and written and especially oral production, to develop a communicative capacity. Students must be able to recycle acquired vocabulary; they must continually expand their vocabulary and integrate it, when necessary, in their continuous learning process.

The curricular criteria determine that in the teaching of the English language the motivation of the student before, during and after the class, it is essential to propose strategies, techniques and methods within the teaching-learning process, the motivation as the instrument that awakens the interest of the students at the time of learning and practicing an English class will be determinant. With the application of new motivational strategies, it is intended to reach the students with a clear message so that English is considered as a matter of interest and learning is emotional and attractive. By using motivational strategies to improve oral expression, it is intended to give a positive response to a problem that is experienced daily and that until now has not been corrected. The goal as teachers is to make students understand the importance of learning a foreign language. This will help them to broaden their knowledge, since science and technology are immersed in the language and, by mastering this second language, they will be able to easily access all the information that will contribute to their integral development in this competitive world.

The reality described above has also been identified in the teaching of English as a foreign language at the Federico González Suárez Educational Unit. Weaknesses in linguistic and phonological development have been evidenced due to the students' lack of interest in learning a second language. The teachers of the unit describe a generalized lack of interest in the study of the subject, on the other hand, the students mention that the subjects studied are monotonous, we study to pass the year, there is a lack of interest that resulted in a deficient level of knowledge and an almost null development of the necessary oral and written skills.

One of the main weaknesses in the teaching of English as a foreign language is the methodology of the classes, as reported by the authorities of the institution in an interview. The influence of these techniques affects performance, comprehension, and subsequent practice of the acquired knowledge. The communicative method from a motivational conception allows the study of English to develop from communicative competence. (Beltran, 2017).

Motivation is the key to all learning; without motivation, any type of behavior is impossible. The role of motivation in achieving meaningful learning is related to the need to induce in students the interest and effort needed to learn, and it is the teacher's job to provide the relevant direction and guidance to direct their own learning whether intrinsic or extrinsic (Otero , 2017).

From the interviews conducted with teachers, authorities and seventh grade students of the Federico González Suárez Educational Unit, they are not adequately motivated to acquire the basics of the English language; this leads them to learn it mechanically without interest; therefore, they fail to develop the basic skills of English - speaking, writing, reading, and understanding this language. The teachers have concluded that the students do not fulfill the tasks adequately, they only fulfill part of their obligations to obtain a grade without showing any interest in learning this language because of its importance or usefulness. In addition, homework and classes become activities in which they do not understand what they read or what they hear; homework is done without motivation. Students are not aware of the importance of their learning.

Once the situation has been posed and analyzed, the question arises for the **formulation of the problem: How does the use of motivational strategies influence the development of the oral skills of seventh grade students of the "Federico González Suárez" Educational Unit during the 2020-2021 school year?**

The general objective of the present research is:

To analyze how the use of motivational strategies influence the development of oral ability of 7th grade students of primary education of the Educational Unit "Federico Gonzales Suarez" City of Salcedo in the Province of Cotopaxi.

As specific objectives we have:

Table 1. System of tasks related to specific objectives

Objectives	Activity
To theorize the methodological aspects of motivational strategies to develop speaking skills in the English language.	1. Selection of the bibliography in primary and secondary sources in books, magazines, databases, and others. 2. Founding the theoretical criteria of the information obtained. 3. Write an essay focused on the topic of study according to the information obtained.
To identify the methodologies used by the teachers of the English area in the students of the seventh year of Basic Education.	1. Elaboration of surveys directed to teachers and students to obtain information on the current state of the methodologies used and their impact on learning.
- To apply the motivational strategies in the teaching of the communicative ability of the English language in seventh grade students.	1. Collect information on motivational methodological strategies applied to the communicative ability of the English language. 2. Organization of motivational strategies in English language teaching. 3. Implementation of the motivational strategies in English language teaching.
- To validate by expert criteria the pertinence of the use of motivational strategies in the teaching of the communicative ability of the English language.	1. Review of experts in the area 2. Determination of errors and corrections of observations. 3. Final proposal

Elaborated by: Lady Rivera

The critical aspects developed by this research are detailed in Table 2.

Table 2. Stages of the research problem

Stage	Description
Stage 1	At this stage, the state of the art of the variables under study is reviewed.
Stage 2	The aim is to analyze the state of the variables under study in the educational unit "Federico González Suárez" through adequately formulated surveys to teachers and studens.
Stage 3	The analysis of the information reviewed on motivational strategies will allow an application in real situations in order to determine the results obtained through the application of the lesson plans to seventh grade students.
Stage 4	The information obtained because of the application will be considered to the criteria of experts in the area to reach a validity by expert criteria.

Elaborated by: Lady Rivera

The present work is **important** since motivational strategies are procedures that teachers use to influence and manage motivation and effectiveness during their teaching process. The present research proposal will allow to establish the weaknesses and strengths of the learning strategies used in the pedagogical process of the teachers of the unit, how they relate to the performance of students, the motivational aspects that are present in the student population allowing to generate from the results the approach of class plans with the insertion of these methodologies to enhance the process of meaningful training and aligned with the proposals of the curriculum of the subject.

This research is **feasible** because most of the teachers of the institution are expectant to be part of this research process that allows them new learning strategies and motivation in their educational work, they have the technological and human resources and the support of the authorities of the educational

institution. Often, the motivations applied are not related to the teaching content and, what is worse, they maintain uniformity in terms of their structure, i.e., they become repetitive and lose their objective. This study is expected to establish how teacher-applied motivation increases students' interest in the development of their English language skills.

With respect to **scientific novelty** the present study aims to obtain valid and updated information on how to implement motivational strategies for the development of communication skills inside and outside the classroom. In this way, by implementing a set of these strategies we seek to improve the quality of the teaching work, since it will represent of practical utility to them, its implementation in the learning in the English language will improve the quality of the education of the students, by promoting these **new methodological strategies** in the planning we explore new ways of teaching where the mechanical and traditional aspects of education are forgotten, making it more attractive and dynamic and creating awareness of the usefulness of the English language in everyday life. English has become a fundamental communication tool for social, economic, and academic development. In Ecuador, English has been implemented in the curriculum at all educational levels, but unfortunately it has not been given the importance it deserves. Teachers in charge of the subject lack continuous training that includes strategies to awaken students' interest and increase their desire to learn the language.

The approach considered in the present research has a **quantitative** base and seeks to investigate the effects of the variable under study through surveys directed to students and teachers of the academic unit and is **qualitative** since it will analyze the characteristics of the variables under study and their relationship in the presentation of the problem to understand the cause and consequences.
The analytical-synthetic method was used since it explores the state of the empirical, theoretical, and methodological information in the present case of the motivational strategies in the development of the spoken competence of the English language, this analysis will allow a better diagnosis in the educational unit.

The research modality of the present study is applied since it is intended to solve the problem through the insertion of motivational strategies in the planning of the

seventh-grade students with the purpose of improving the spoken competences of the English language.

According to the purpose of the research, the present study is **descriptive** since it analyzes the most pertinent motivational strategies for the development of language skills in the seventh grade, to improve the quality of pronunciation and the relevance of learning in this language.

The type of design **is non experimental** because the research does not manipulate the variables and the analysis it would be based on observation.

Regarding the techniques used to collect data on the variables under study, surveys were conducted with teachers and interviews with students from the educational unit in order to make a diagnosis of the detected problem. The population was made up of 2 English teachers and 100 students in the seventh year of general basic education.

CHAPTER I

1.1 Research background

Educational approaches currently demand that curricular planning be carried out through the development of competencies; the mastery of another language has currently become a necessity in the academic profile given the global connotation of this language. It is important to adapt metacognitive strategies that help students to increase their higher order thinking skills, promote critical thinking, cooperative and collaborative learning, and develop self-reflection and argumentation, the mastery of the language is a necessity in the working world.

The teaching of English as a foreign language is based on linguistic and communicative skills; oral and written expression, listening and reading comprehension. In the process of acquiring the skills of a non-native language, intellectual and scientific abilities are activated, which will be useful in the development of student life and even professional life. However, to achieve this development, motivated learners who feel the need to learn are needed. For them, the class should not be a routine that they are forced to attend, but should become a positive challenge that they want to face every day, on the other hand, we must consider the needs that this population has by belonging to the millennial generation, where language skills in the English language according to teachers is one of the skills that least progresses in the learning process as it requires the development of the four basic skills. The communication process cannot be carried out if students cannot express their ideas verbally; for this reason, dynamic and motivating strategies are needed to achieve the development of this skill.

Authors such as Dörnyei (2010) in his book "Motivational Strategies in the Language Classroom", focuses on the temporal dimension of motivation; instead of considering motivation as an emotional state, he analyzes motivational

processes as they occur over time. The aims of his study are to demonstrate the dynamic development of motivation in prolonged learning processes. In addition, he discusses the practical implications of the process-oriented approach to motivation for professional practice. To achieve the same, he uses a method of theoretical analysis and model building based on the results of empirical research where he argues that the time dimension is relevant in the study of motivation to establish how it is generated and how it fluctuates and subsequently develops in learning.

Another aspect of this publication is to argue that motivation is dynamic and that it is part of a systemic framework that continuously evolves, oriented to the learning and acquisition of language competence. In the learning process, motivation goes through different phases; first, choice motivation, which occurs in the initial phase, helps learners choose a goal or task to pursue and moves them to action. Executive motivation is the second phase; it is crucial in situations where students are affected by negative factors, which determines that motivation must be maintained and protected. The third phase, called motivational retrospection, occurs when the action has been completed, and the student retrospectively evaluates how things went to determine the type and quality of activities he or she will be motivated to pursue. The findings of the study indicate that strategies supported by the four main components of motivation in teaching practice in language teaching guide the form and extent to which they should be applied.

A component to consider beforehand are the primary motivational conditions such as appropriate teacher behaviors, a pleasant, well-disposed classroom environment, and a cohesive learning group with appropriate group norms. Initial motivation must be generated to increase learners' expectations of success and their effort to achieve the objectives; at this stage the important role of the teacher in generating additional motivation through the development of relevant materials for the learners is emphasized. For the maintenance and protection of motivation the teacher's presentation of tasks should promote the learners' ability to develop self-motivation strategies. An indispensable detail is the teacher's role in protecting students' selfesteem and increasing self-confidence to foster positive self-evaluation, activate students' motivational attributes by increasing their satisfaction.

In the same vein authors such as Guilloteaux (2010) in his doctoral dissertation, "Motivating language learners' classroom-oriented research on teachers' motivational practices and students' motivation", states that although it is generally and accurately believed that teachers' use of motivational strategies enhances students' motivation, there is little empirical evidence to support this claim. This classroom-oriented research focused on how English teachers' motivational practices relate to students' motivation to learn the language and the behavior of a motivated classroom.

The study measured the motivation of more than 1,300 students through a set of self-report questions and the use of motivational strategies in English classes by 27 teachers in 20 schools. The results indicated that language teachers' motivational practice is directly related to higher levels of learning by motivated learners and their learning behavior. The results based on quantitative and qualitative data indicate that motivational practices reach different levels of motivation and are intertwined with the contents and processes of English language teaching and the overall teaching procedure.

These contents and processes seem to be rooted in teachers' and learners' beliefs about what counts as learning in the English classroom and how best to learn a foreign language. It is inferred then that there is not always a match between what teachers consider motivating to teach English and what students consider motivating to learn English, although there is a sufficiently significant relationship between motivation and achievement level. In addition, a group of motivated students changes the classroom environment and their behavior towards learning, emphasizing the achievement of assigned tasks.

An interesting point of the paper is the development of the quasi-experimental study that was developed to examine the influence of classroom circumstances on the intrinsic learning motivation of young foreign language learners between 8 and 12 years of age. Classroom observations were used to collect data on how teaching and learning processes were carried out in an experimental and a control group, and post experimental interviews were conducted to measure students' perceived intrinsic motivation, competence, and autonomy.

The results established that the use of motivational strategies in the experimental group generated positive variation in perceived competence and autonomy, leading to higher intrinsic motivation for foreign language learning. In other words, providing English learners with more enthusiasm in a predictable learning environment with moderately challenging tasks, adequate instructional support, and assessments that emphasize self-improvement are effective ways to develop students' perceived competence. In addition, learners' perceived autonomy increases when they are given some freedom to choose content, methods, or learning outcomes and are provided with integrated strategic training.

In turn, a greater perception of competence and a greater sense of autonomy translate into significantly greater intrinsic motivation for language learning. The results show that variables related to the instructional environment interact in complex ways and depend on each other, so if teachers of younger English learners aged 8-12 years who wish to create a motivating classroom environment conducive to the development of intrinsic motivation are to adopt a holistic approach to classroom intervention.

For authors such as Arango (2020) in her study on a "Proposal of motivational strategies to improve English language teaching in teachers at Clemente Yerovi School, Guayaquil", she mentions that 64% of the motivational strategies in English language teaching are not imparted in a relationship of interest - enthusiasm with the students, The study used a non-experimental methodology in a cross-sectional design applied in a population of 25 years old in the Clemente Yerovi Guayaquil school, it is highlighted that the teachers of the institution do not use techniques that manage the writing skills for the language, Finally, in the listening skill, strategies that facilitate learning are not applied either; on the contrary, the students do not understand the learning objectives that are intended in the subject and the teachers to whom the research instruments were applied indicate that they use innovative methods regarding language learning are not used by them and recognize that learning tends to the apathy of the students.

1.2 Epistemological foundation

A first record of motivation theories is presented by Maslow in his pyramid of needs, according to which the satisfaction of needs is the driving force of

behavior and the satisfaction of achievements. Later on, Rogers in the humanism conception also indicates that there are motivational conditions that activate human behavior.

The present research work is based on the self-determination theory, conceptualized by Desi and Ryan in 1985, who relate in their theory the theoretical criteria of behaviorists and humanists. Their empirical hypothesis considers a metatheory that explains how the activators of motivation are presented in the subjects.

His basic postulate states that both internal and external environments are inherent to the satisfaction of people, in this process the external conditions are present in the social environment or the immediate environment of the subject and become enhancers that activate their behavior, but at the same time there are other internal processes associated with the subject, which ultimately generate an activator of behavior.

The results of this theory were extrapolated in different cultural contexts and social environments such as: sports, working conditions, education and clinical settings.

The theory also explains how the criterion of social factors that are mediated by the psychological needs of individuals, autonomy competence and its link to this process the authors call intrinsic motivation and extrinsic motivation.

The first is considered as activities of the external environment, which when executed are not necessarily external rewards, they are under environmental control, and they give pleasure to the subject. The second, instead would be the behaviors performed by these external activators that arrive and converge with the previous one generating in the subject an unregulated condition to experience a sense of well-being and pleasure that whoever receives it will surely wish to experience again. (Stover et al, 2017).

1.3 Foundation of the State of the art

According to Alemany et al (2018), motivation is an activator of the beginning, direction and perseverance of a behavior directed towards a goal in the event that students obtain a grade, pass an exam, develop a proposed activity that in the short

term generates social recognition or avoids punishment. Therefore, teachers through the use of appropriate pedagogical resources may be able to motivate their students' learning in an extrinsic way.

When a teacher says that a given student is motivated, one can imagine a student who is dedicated, committed and enthusiastic in the subject of study; who has good reasons to learn; who studies with vigor and intensity; who demonstrates perseverance. However, it is easier to use a single adjective than to be more specific and list all these attributes. Generally, English teachers talk about motivation when they refer to whether their students are successful. This reflects the belief, held by many theorists, that the long and tedious process of learning a foreign or second language through learner enthusiasm, commitment and persistence is the determinant of success or failure. In fact, in most cases, sufficiently motivated learners can achieve a practical level of English regardless of their language skills or other cognitive characteristics. In contrast, without sufficient motivation, even the brightest learners are unlikely to persist long enough to reach a language level that can be useful.

The basic dimensions of human behavior are direction, intensity, and magnitude, all centered on motivation. Thus, it is responsible for the choice of a certain action, the effort that is made and its persistence, explains why people decide to do something, how intensely they pursue it, and how long they are willing to sustain that activity. (Dörnyei, 2001).

Currently, the psychology of motivation from the cognitive approach focuses on how individuals' conscious attitudes, thoughts, beliefs, and interpretation of events influence their behavior; in other words, how mental processes are transformed into actions. From this approach, learners act with a goal-directed intention and are engaged in a constant mental balancing act to coordinate a series of personal desires and goals guided by the possibilities observed from their perceived ability and the support of the environment. In other words, whether learners decide to do something is determined first by the value they believe the action has and then by their assessment of whether they will be able to meet the challenge and whether the support they are likely to receive from teachers and institutions in their environment is sufficient.

1.3.1 Criteria and principles of motivation

Motivation is an umbrella term that implies a wide range of different factors. For this reason, motivational psychologists have endeavored to reduce the number of potential determinants of human behavior by identifying a relatively small number of key variables that explain a significant proportion of the variety of people's actions. In other words, an attempt has been made to identify a few central motives that are considered more important than the others, and this is what differentiates the various competing theories. The following is a summary of the theoretical motivational approaches that are considered dominant.

Expectancy-value theories: According to proponents of these theories, motivation to perform specific tasks is the product of two key factors, the individual's expectation of success in each task and the value he or she places on the success of that task, for the individual the more significant the perceived probability of success and the incentive value of the goal, the greater the degree of positive motivation.

Achievement motivation theory: Supports the conflict between approach and avoidance tendencies. Positive approach influences are the expectation or perceived probability of success, the incentive value of successful task completion, and the need for achievement. Negative influences are fear of failure, incentive to avoid failure, and probability of failure.

Self-efficacy theory: Refers to people's judgment of their abilities to perform specific tasks and, consequently, their sense of efficacy will determine the choice of activities attempted, the amount of effort exerted, and the persistence shown.

Attribution theory: The individual's self-explanations or causal attributions of why past successes and failures have occurred have consequences for the person's motivation to initiate future actions. In the school context, ability and effort have been identified as the most important perceived causes. It has been shown that past failures that the student attributes to lack of ability make future performance behavior more difficult than failures attributed to insufficient effort.

Self-esteem theory: People are highly motivated to behave in ways that increase their sense of self-worth. When these perceptions are threatened, they

fight desperately to protect them, resulting in a unique set of behavioral patterns to save their image in the school environment.

Goal-setting theory: Human actions are caused by purpose, and for action to take place, goals must be set and pursued by choice. Goals should be specific, with difficulty within reason, and should enhance performance if the individual shows commitment to the goal.

Goal-Orientation Theory: Knowledge mastery goals, focused on learning content, are superior to performance goals, focused on demonstrating ability and getting good grades. These goals are associated with a preference for demanding work, intrinsic interest in learning activities, and positive attitudes toward learning.

Self-determination theory: Intrinsic motivation refers to a behavior performed by oneself to experience pleasure and satisfaction, such as the joy of performing a particular activity or the satisfaction of curiosity. Extrinsic motivation consists of performing a behavior to an end, i.e., to receive an extrinsic reward, e.g., good grades or to avoid punishment. People's motivation can be situated on a continuum between self-determined or intrinsic motivation styles and controlled or extrinsic motivation styles.

Social motivation theory: This theory holds that much of human motivation comes from the sociocultural context rather than from the individual.

Theory of planned behavior: Attitudes exert a directive influence on behavior, as someone's attitude toward a goal influences the overall pattern of the person's responses. Their impact is modified by the person's subjective norms, such as perceived social pressures, perceived behavioral control, perceived ease, or difficulty in maintaining the behavior.

There is no reason to contradict the argument that people will only be motivated to do something if they expect success and value the outcome (expectancy-value theories) or that it is the goal that gives meaning, direction, and purpose to a specific action (goal theories). Nor can it be doubted that people are often motivated to behave in ways that enhance the esteem in which they are held (self-

esteem theory) or that, if they lack confidence in performing a given task, they are likely to avoid it (self-efficacy theory).

It is also reasonable to assume that past actions, and especially the way in which past successes and failures are interpreted, determine current and future behavior (attribution theory) and that people will be more motivated to do something of their own free will than something they feel obliged to do (self-determination theory). Finally, no one can deny that personal tastes and attitudes also play an essential role in deciding what to do and what not to do (theory of planned behavior). In short, all the theories make a lot of sense; the problem is that they ignore each other and often do not even attempt to make a synthesis. This leaves a somewhat fragmented overall picture of motivation.

The extrinsic motivation activated in an extrinsic way causes the students to generate expectations in front of the activity proposed by the teacher, in this way an intrinsic motivation, generated by the competence of the game, propitiates the activation of an intrinsic motivation that can be used as a means that emphasizes the learning of the spoken competences.

The real problem with motivation lies in the fact that everyone is looking for a single, simple answer. Teachers are looking for that pedagogy that, when exercised, will make all students want to do their homework, get extracurricular help, and get good grades on their tests and report cards. Unfortunately, and in keeping with a realist approach, motivating students is not a singular or simplistic process. (Scheidecker & Freeman, 1999).

1.3.2 Motivation in the Second Language Teaching Classroom

Research on motivation in second or foreign languages has traditionally shown different priorities from those that characterize the dominant psychological approaches. This is mainly because the specific focus of this field is language. English teachers know that language is more than a set of communication codes whose grammatical rules and vocabulary can be taught in much the same way as any other school subject.

Robert Gardner, the most influential motivational researcher, established that the second or foreign language in school education is not simply an educational

phenomenon or a curricular subject, but also represents a part of the cultural heritage of the speakers of that language. Therefore, the teaching of a foreign language can be seen as the imposition of elements of another culture into the living space of the learners. To learn a second language e.g., English, learners must develop an English or American identity: they must learn to think in English and - even if only partially and temporarily - also to be a little English or American.

Evidence for the assumption that language and culture are inextricably linked manifests itself in situations where, for some reason, learners dislike the language community, thus refusing to incorporate elements of that culture into their behavioral register. Therefore, language learning is a profoundly social event that requires the incorporation of a wide range of elements of the foreign language culture into its teaching.

Learning a foreign language always involves, to some extent, learning a second culture, even if one never gets to visit the country where the language is spoken. Language and culture are linked and interrelated. People do not exist in isolation, but are part of a framework: a family, a community, a country, a set of traditions, a body of knowledge or a way of seeing the universe. In short, each person is part of a culture.

Moreover, everyone uses a language to express that culture, to externalize that tradition and to categorize the universe. Therefore, if one intends to communicate with people who speak or write a particular language, one must understand the culture from which that language emerged. (Douglas Brown, 1989).

On the same subject, Marion Williams points out that there is no doubt that learning a foreign language is different from learning other subjects. This is mainly due to the social nature of the subject. Language, after all, is part of a person's whole social being: it is part of his or her identity and is used to transmit it to other people. Learning a foreign language involves much more than simply learning skills, or a system of rules, or grammar; it involves an alteration of self-image, the adoption of new social and cultural behaviors and ways of being, and thus has a significant impact on the learner's social nature. (Marion Williams 1994).

Research on the motivation to teach a language began in Canada, a country that is one of the few bilingual places where the population is officially a speaker of one or the other of the two world languages (English and French). As a result, competition between the two official Canadian languages has been particularly intense. Robert Gardner proposed that knowledge of the language of the other community could serve as a mediating factor between the Anglophone and Francophone communities, implying that the motivation to learn the language of the other community is a primary force responsible for enhancing or hindering communication and affiliation within Canada. A fundamental tenet of the Canadian social-psychological approach is that attitudes related to the second language community, e.g., the English-speaking learner's feelings toward Francophones exert a strong influence on second language (L2) learning. Few learners are likely to succeed in learning the language of a community they despise, just as they will try harder if it is a community to which they are attracted.

From this, it is theorized that the goals of language learners fall into two broad categories:

- The integrative orientation reflects a positive disposition toward the L2 group and a desire to interact with and even resemble valued members of that community.

- The instrumental orientation, in which language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

Although these two orientations are widely known in L2 teaching, the most elaborated and researched aspect of this theory is not the integrative instrumental duality, but the broader concept of the integrative motif. This is a complex structure consisting of four main components:

- The integrative motive encompasses integrative orientation, interest in foreign languages, and attitudes toward the L2 community.

- Attitudes toward the learning situation also include attitudes toward the teacher and the course.

- Motivation includes motivational intensity, desire to learn the language, and attitudes toward language learning.

- The concept of linguistic self-confidence is an important motivational subsystem, which is very much in line with the growing importance of self-efficacy. (Dörnyei, 2001).

Although no one questions the importance of the sociocultural dimension, many motivational psychologists believe that motivation is something more, the educational approach focuses specifically on motivation from a classroom perspective. It conceptualizes L2 motivation in terms of three levels: the first linguistic level encompasses various components related to aspects of the L2, such as culture and community, and the intellectual and pragmatic values and benefits associated with it. That is, this level represents the traditionally established elements of L2 motivation associated with integration and instrumentality. The Learning level involves the individual characteristics that the learner brings to the learning process, especially selfconfidence.

The Learning Situation level is associated with situational motives having to do with several specific motivational aspects of L2 learning in the classroom: course components related to the syllabus, teaching materials, teaching method, and learning tasks; teacher-specific motivational components related to the motivational impact of the teacher's personality, behavior, and style, teaching practice; and group-specific motivational components related to the characteristics of the learner group.

The contribution of the model is that it is based on a process-oriented approach. This means that it takes a dynamic view of motivation, considering changes in motivation over time. This is a crucial consideration because, when faced with a prolonged learning activity, such as mastering an L2, motivation cannot be seen as a stable attitude towards learning that remains unchanged for several months or years. What most teachers find is that their students' motivation fluctuates, going through inevitable ebbs and flows. This variation may be due to several factors, such as the phase of the school cycle, motivation may decrease over time, or because of the type of activity the students are faced with. Therefore, it may be

useful to include a temporal dimension - or a temporal axis - in a model of motivation that applies to school learning. (Dörnyei, 2001).

The main assumption underlying the process-oriented approach is that motivation consists of several distinct phases:

First, motivation must be generated; the motivational dimension related to this initial phase is a choice motivation because the motivation generated leads to selecting the goal or task being pursued.

Second, the generated motivation must be actively maintained and protected for the duration of the action for which it was created. This motivational dimension is called executive motivation. It is especially relevant to classroom learning, where students are exposed to a myriad of distracting influences, such as off-task thoughts, irrelevant distractions from others, task anxiety, or even physical conditions that make it difficult to perform the task.

Finally, a third phase occurs after the action is completed called motivational retrospection, which refers to learners' retrospective evaluation of how things went. How learners process their past experiences in this retrospective phase will determine the type of activities they will be motivated to do in the future.

1.3.3 What it takes to motivate students

Motivating someone to do something can involve many different things, from trying to persuade students directly to indirectly influencing them by arranging conditions or circumstances so that students are likely to choose a particular course of action. Sometimes it is enough to offer a good opportunity to achieve this. Whatever form it takes, however, the motivational process is usually long-term and builds each time a core of trust and affection (Scheidecker and Freeman 1999).

In classrooms, contrary to teachers' wishes, it is unlikely to find dramatic motivational events that, as if by magic or as a revelation, change students' mindsets from one moment to the next. Instead, it is a matter of adopting a series of attitudes that can culminate in a lasting effect. There is no magic formula for motivation that can be used to make people want to learn, work hard and act responsibly. Similarly, teachers cannot directly force anyone to take an interest in

anything. The idea that should guide attempts to motivate students is facilitation, not control. (Martin Ford 1992)

Much of the debate about motivational strategies revolves around the idealistic belief that all students can be motivated to learn given the right conditions and that teachers can provide these conditions in their classroom (McCombs and Pope 1994). Unfortunately, several scholars have shown that this assumption is not necessarily valid in all cases. It is unlikely that everyone can be motivated to learn everything, and even students who are estimated to be motivated are not equally interested in all subjects.

However, it has also been found that the motivation of most learners can be worked on and increased. While rewards and punishments, unfortunately, seem too often to be the only tools present in many teachers' motivational strategies, the availability of other, potentially more effective, motivational strategies is so vast that it is hard to believe that none of them work.

1.3.4 Motivational Strategies

Motivational strategies are techniques that promote an individual's behavior with respect to his or her goals. Since human behavior is quite complex, there are many ways to promote it; in fact, almost any influence on which a person is exposed can potentially affect his or her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and lasting positive effect.

Regarding the various strategies that promote L2 learning in the classroom, there are several ways to organize them into separate topics; however, an approach has been chosen that focuses on the different phases of the process-oriented model. This model has been developed specifically for educational applications and offers the critical advantage of comprehensiveness over other approaches. It appears that following the motivational process from the initial arousal of motivation to the completion and evaluation of the motivated action is, in many ways, the most logical approach. Critical units of this process-oriented organization include:

Creating the primary conditions for motivation: appropriate teacher behaviors; a congenial and supportive classroom environment; a cohesive group of learners with appropriate group norms.

Generating initial extrinsic motivation: By enhancing learners' L2-related values and attitudes; raising learners' expectations of success; increasing learners' goal orientation; making learning materials relevant to learners; creating realistic expectations of learners.

Maintain and protect motivation: make learning stimulating and enjoyable; present tasks in a motivating way; set specific goals for learners; protect learners' self-esteem and increase their self-confidence; enable learners to maintain a positive social image; create learner autonomy; promote self-motivation strategies; promote cooperation among learners.

Encourage retrospective self-evaluation (intrinsic motivation): promote motivational attributions; provide motivational feedback; increase learner satisfaction; offer rewards and grades in a motivational manner.

Not all strategies work in all contexts. One point must be emphasized: motivational strategies, even those that seemed most reliable, are not unbreakable rules, but suggestions that may work with one teacher or group better than with another, that may work better in today's conditions than in tomorrow's conditions. This is especially true when different language learning situations are considered. It is unlikely that, for example, a group of second graders will benefit from precisely the same strategies as high school or college students.

Differences among learners in terms of their culture, age, proficiency level, and relationship to English as a foreign language may render some strategies totally useless and meaningless, while others are especially manifest. The results will confirm what most experienced teachers already know, namely that almost everything a teacher does in the classroom has a motivating influence on learners. Therefore, teachers should display some appropriate attitudes to promote motivation: enthusiasm, commitment and expectations to students' learning, relationship with students, relationship with students' parents.

1.3.5 Enthusiasm students

The teachers most remembered by their students are the enthusiastic ones. Those who love teaching and show their dedication and passion as if there was nothing else, they wanted to do. It may seem that students are not aware of their dedication to the subject, but the truth is that deep down they admire that passion. That commitment to the subject motivates a similar willingness in their students to pursue knowledge.

Many scholars believe that enthusiasm for one's area of expertise and the ability to convey that enthusiasm to one's students is one of the most important ingredients for successful teaching from a motivational standpoint. Projecting enthusiasm is related to the more general process of modeling, a teaching method of leading by example. This example can include motivational factors such as effort, dedication, positive attitudes, and interest in the subject matter.

It is essential to keep in mind that projecting enthusiasm does not mean giving pep talks, or staging a dramatic performance, but rather identifying the reasons why teachers are interested in the subject and sharing them with students. Dramatic staging may work if the teacher is that kind of person, but sincere, understated statements will be just as effective. Young people are smarter than adults often recognize. They can tell whether their teachers like what they do. If their teachers do not believe in their work, do not enjoy the learning they are trying to convey, students will sense this and draw the entirely rational conclusion that the subject in question is not worth mastering.
(Csikszentmihalyi, 1997).

1.3.6. Acquisition of competencies

The aspects involved in learning a foreign language are varied, from correct grammar and pronunciation to extensive vocabulary; learners must develop specific competencies to apply their knowledge and convey a message in a language other than their mother tongue. (Cassany, Luna, & Sanz, 2008).

Every linguistic action is an act of language and consists of the codification of a verbal or written message through which we achieve the objective of

communicating. Use and communication are the true meaning and fundamental objective of language learning. Therefore, learning must be accompanied by its use, however, most students in the educational system, both public and private, in Ecuador, have been learning English as a foreign language for years, but they do not know how to use it, that is, to speak or write it correctly.

It can be said that these knowledge and skills are the terms that define competencies, to present the concept in a somewhat simplified manner. It was Chomsky (1965) who, in his studies on linguistics, focused on explaining how language acquisition and development occurs in human beings, coined the term competence to explain the unconscious knowledge that speakers have of their language as a system of internalized linguistic rules, which make up their verbal knowledge and allow them to know an infinite number of linguistic utterances. It does not refer to the performance of specific tasks, but to the way in which language is related to grammatical or psychological aspects and the mental representation of language.

Along with this definition, which other researchers have called linguistic competence, other proposals have emerged. Hymes (1974) introduces the term communicative competence as the sociolinguistic use of language, defined as the ability to use language appropriately in the various social situations that arise daily. Communicative competence is complemented by a linguistic ability that enables L2 learners to interact in the classroom and in their daily life activities in the L2.

Canale & Swain (1980) speak of sociolinguistic competence and divide this competence into two categories. The first, called sociocultural norms of use, refers to the fact that one can speak grammatically correctly, but not with the right language or in the right place; it studies the norms of use so as not to make errors of judgment when using words in places, situations, or people incorrectly, even if the pronunciation and grammatical structure are correct.

The second, called strategic competence, refers to those verbal and nonverbal communication strategies that allow acting in situations where there is no prior knowledge of the topic, or the vocabulary is unknown to the speaker; otherwise defined it is the ability to improvise. Students of English as a foreign language

must develop this competence. Learners will not always make use of the language in a controlled environment such as the classroom, where the material and topics of conversation have been pre-established; when in everyday situations they interact with L2 speakers, there will be situations in which they may hear new words or require spontaneous opinions on topics of which they have little knowledge.

After this brief definition of the types of competencies, it is possible to establish the relationship between the three types described and the didactics of foreign language, which refers to the discipline that studies the theoretical points of the teaching-learning process, and the resources that the language has, to express itself and communicate. Competence is different from linguistic performance, the latter being the effective execution of the competence in a concrete situation, that is, the use that each speaker makes of the language. To achieve linguistic proficiency in a foreign language, learners must develop five essential skills: reading, writing, listening, speaking and cultural awareness.

1.3.7. Skills Development

Learning English as a foreign language involves the development of specific skills, which will enable learners to understand the language in different contexts and to make use of it, i.e., to express themselves correctly. According to Canale & Swain (1980) the use of the language can only be done in four different ways depending on the role the individual plays in the communication process, that is, depending on whether he/she acts as a sender or receiver of the message and whether the message is oral or written, then the forms of use are: speaking, listening, reading, and writing. To be considered a fluent user of an L2, students must develop and use these skills effectively.

Simplifying the differences between speaking and writing skills or classifying them as active or passive has been controversial. Speaking and writing are externally observable skills, which does not mean that they are the active or most important skills. Teachers should give equal priority to the development of each of them because, in the use of language, they are part of an indivisible whole, and if the development of one of these skills may be more complex and require more significant effort, it does not mean that it is more important than the others.

The work of Cassany, Luna, & Sanz (2008) presents the essential characteristics of language skills in terms of receptivity or productivity. Receptive skills are learned and developed first; learners acquire a broader command of the language they learn, understand dialectal varieties, acquire a wider repertoire of registers and a larger vocabulary than they use to express themselves. Users have no control over the language used in the messages they receive and understand. There are some microskills of oral and written comprehension, and they share certain affinities: anticipation, inference of information, formulation of hypotheses of meanings, use of contextual information that differ substantially from productive skills.

The so-called productive skills present a more limited command of the language; users express themselves in the dialectal variety they are learning, have a more restricted command of the registers, only use some of the words they master receptively. Users control the message they produce; they choose the linguistic forms. In terms of learning, they depend on receptive skills; one can only say or write what has been previously understood. The micro skills of oral and written expression also have certain affinities: communication analysis, information search, linguistic selection, adaptation to the audience, vocabulary management, among others.

Students who master these skills will have the ability to receive and understand all types of messages, resolving their meaning according to the context in which they were presented. When delivering the speech, they will be able to adapt it to the type of audience that will receive the message; for example, if it is written, they will be able to write something concise and structured, or they will be able to explain things in detail using specialized language. If it is oral, they may adapt their vocabulary to the audience, be repetitive or focus on more general aspects.

The communication process is dynamic and constant; something is always being communicated, roles are frequently exchanged, and you can be both receiver and sender in the same dialogue. For these reasons, language skills cannot be expected to develop in isolation, as they interact with each other and blend in infinite combinations. Another decisive factor is the development of ICT, social

networks, and Internet access, which were not available when these theories were presented, making communication even more dynamic and constant.

Considering the massive development of audiovisual media with the downloading of stimuli that this represents, it can be said that the ability to listen has more possibilities to develop. However, we must consider that the communicative process is the product of the action of the four skills, so they must be developed equally, considering that not all are developed with the same degree of difficulty, and therefore, some will require a more significant effort on the part of the teacher.

1.3.8 Speaking skills

Often, English teachers assume the same approach as most basic education teachers; they focus on teaching reading and writing, leaving oral skills in the background. It is known from teaching experience that even after many years of receiving English classes, students do not know how to communicate orally, show unfamiliarity, and even fear using English orally. However, in the globalized environment we live in today, speaking a second language, English, especially for non-English speakers, is one of the most valued skills in today's job market. (Dörnyei, 2010).

Unfortunately, very few students, relative to the effort and time invested in the process, manage to hold a conversation using the correct functions under normal communicative conditions. It is hoped that, using the right methodology and motivation, the teacher will cease to dominate the conversation during class time and opportunities for greater student participation will be created. Therefore, teachers should promote alternatives for their students to practice English more and use it communicatively in and out of the classroom.

1.3.9 What is speaking

Chaney & Burk (1998) define speaking as the process of constructing and sharing meaning with verbal and nonverbal symbols in a variety of contexts. More generally, Burns and Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information; its form and meaning depend on the context in which it is produced,

the participants, and the purposes of the discourse. Operational speaking is defined as learners' ability to express themselves orally coherently, fluently, and appropriately in each meaningful context for both transactional and interactive purposes, using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of spoken language.

Students must demonstrate mastery of some sub competencies and skills; for example, linguistic competence, which includes the ability to use intelligible pronunciation, follow grammatical rules, and use relevant, adequate, and appropriate vocabulary. Discourse competence requires the ability to structure discourse in a coherent and cohesive manner, manage the conversation and interact effectively to maintain the conversation. Pragmatic competence includes expressing a variety of functions effectively and appropriately according to context and register; in addition, fluency means speaking fluently by demonstrating a reasonable rate of speech. Since they offer a classification of the micro-skills of speaking; their development will be advantageous in achieving the goals to be attained to master speaking skills:

Plan the speech, analyzing the situation that will define the context in which it will occur, anticipating and preparing the topic and interaction; tone, style, timing, and written support to prepare the speech. Conducting the speech considering several aspects, learning how to conduct the topic or speech, looking for appropriate topics for each situation, initiating or proposing a topic, ending a conversation, leading the conversation towards a new topic, diverting, or avoiding a topic of conversation, relating new topics to old topics, and knowing how to close or open an oral speech.

To carry out the interaction it is necessary to know how to express that one wants to intervene either through gestures, sounds, phrases; do it at the right time and use the turn to speak effectively, saying all that is considered necessary, sticking to the conventions of the type of speech, knowing how to mark the beginning and the end of the turn to speak. Negotiates the meaning, evaluates the interlocutor's comprehension capacity. Produce the text, developing the ability to simplify the sentence structure, avoid irrelevant words, use regular expressions and formulas, fillers, pauses and repetitions.

Correcting production involves the ability to clearly articulate the words used in speech, apply grammatical rules. Correcting production means self-correcting, clarifying and polishing the meaning of what is said, repeating and summarizing the essential ideas. Non-verbal aspects are also part of the micro-skills of oral expression; they have to do with controlling the tone and volume of the voice, the use of non-verbal codes such as gestures and movements, as well as controlling the gaze directed at the interlocutors.

It is the task of teachers to gradually develop these micro skills to achieve complete mastery of the oral skills of students of English as a foreign language and thus overcome the most significant deficiency in their teaching process, which is to get students to speak in English, to be able to maintain a conversation and communicative fluency.

1.3.10 Importance of speech

The ability to speak is fundamental to people's success in life. Ur (2012) considers that mastering the art of speaking is the most important aspect of learning a language, also stating that of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important to develop: people who know a language are called speakers of it, as if speaking includes all other types of knowledge. Celce-Murcia (2002) argues that, for most people, the ability to speak a language is synonymous with knowing that language, since speech is the most basic means of human communication.

The relevance of speaking is greater when it is integrated with other language skills; among other benefits, speaking can help learners of English as a foreign language develop their vocabulary and grammar, improve their writing and listening skills. By speaking, students can express their feelings, opinions, or personal ideas; tell stories; inform or explain; make requests; converse and discuss; through speaking, the different functions of language can be shown.

1.3.11 Accuracy and Fluency

One of the main goals of teachers working with communicative approaches in EFL teaching when developing oral skills is to achieve fluency in oral production.

Hughes (2017) defines fluency as the ability to express oneself intelligibly, reasonably, and accurately without too much hesitation; otherwise, communication could break down if listeners lose interest. To achieve this goal, teachers should train learners to use their language freely, including speed, intonation, stress, and rhythm, to express their ideas and avoid imitations of style.

Further, Nunan (2003) defines fluency as the ease and speed with which a learner can formulate and generate discourse in the target language. It is achieved primarily through contextual speech practice, not drilling with isolated words. It includes the production of connected speech, occasionally interrupted by hesitations as learners search for the correct form of expression, eliminating translation and omission or reducing filler words. Speak fluently for an adequate period. Respond and display basic skills necessary for everyday communication.

For Ellis & Barkhuizen (2005), accuracy refers to how well the target language is produced in relation to its rule system. Learners should focus on several aspects, such as grammatical structure, vocabulary, and pronunciation. To assess accuracy, the following indicators should be considered: correct pronunciation of both familiar and unfamiliar words, limiting grammatical errors that do not interfere with the message, and using cohesive devices to connect ideas.

1.3.12 Integration across skills

When discussing how language is used, teachers often refer to it in terms of four basic skills: reading, listening, writing, and speaking. These are further divided into receptive skills, reading, and listening, which are considered somewhat passive. The productive skills, writing and speaking, are considered somewhat more active, and through them learners produce language. Many current linguistics scholars do not share this classification since, in real life, these skills are rarely separated.

While it is true that when learners speak or write, they are producing language, and undoubtedly, the idea of language activation occurs when they perform these activities. Similarly, it should be noted that reading and listening also require considerable language activation on the part of the reader or listener. Meaning cannot be accessed if the brain is not fully engaged with the text or audio with

which one is interacting; in other words, one must think to understand, not just to speak, using all the knowledge one has of the language. (Harmer, 2007).

Conclusions

From the theoretical analysis it can be concluded that the motivational aspect in the learning process represents a condition that can represent a challenge to the teacher who, through the proposals of extrinsic motivation, sets the classroom, the condition of the English laboratory, the type of guidebook used, the didactic resources or the use of technology, all the strategies that aim at the development of the basic language skills. All of them would represent conditions that extrinsically try to propitiate an interest in the study of the discipline, on the other hand the intrinsic motivation condition of the student in front of the study of the language from the perception that represents its learning, the utility of this in front of its social context, the pressure of the parents or peers that converge as elements that potentiate or inhibit its learning.

The use of innovative didactic resources as elements of language learning, the perception of the cultural context that the student has about native speakers, in this case English, represent elements that can have an impact on the learning of the second language. The cultural criteria demand an expertise for the teacher who must adapt the dialogues, texts, readings, or other technical criteria of learning to the student's environment and from the considerations of his age or his needs, the condition of intrinsic motivation could be generated.

The challenge that learning a second language represents for the student will also be mediated by the weight of the social context that perceives the social influence that its mastery and expertise entails. In the case of English, it is undoubtedly one of the most influential global languages in the world and from the criterion it is considered a condition for academic and work development that we are all, in some way, forced to learn to a greater or lesser extent.

CHAPTER II.

2.1. Proposal topic

Motivational strategies guide as didactic resources to develop the spoken

competences of the English language.

2.2 Objectives

To propose motivational strategies as didactic resources to develop oral communication in the students of the seventh year of basic education of the Educational Unit "Federico González Suárez".

To stimulate the application of motivational strategies as a didactic resource in English teaching planning.

2.3 Justification

The diagnosis carried out in one hundred students belonging to the seventh year at Educational Unit "Federico González Suárez" object of study which through the diagnosis carried out showed that more than 60% of those surveyed indicated that during the learning process they do not participate in their classes, they do not practice outside of class the spoken language skills, 65% of the young people do not use videos for class frequently and do not consider that English classes are fun, they state that no games or participatory activities are proposed during the class.

80% of the respondents consider it pertinent to implement videos more frequently during class, and to try to have teachers establish interactive dialogues with students. Only 40% indicates that students are learning the language through the methodology used by the teacher, 50% states that students only understand some

of the grammatical structure, regarding vocabulary, 40% states that they understand the vocabulary and its pronunciation, however they are always learning how to write and how to pronounce. Regarding fluency and cohesion, 80% do not adequately understand the correct way to pronounce the vocabulary and the sentences of the class topics.

The interview, teachers highlight that they recognize how difficult it is to learn a language in a virtual context because the young people, according to the teachers, do not always connect at the corresponding class time, not all of them always do it, and there are few opportunities where teachers can practice with classmates or with them because most of the time the internet connection is unstable and it is impossible to listen to the children adequately. Another thing that the teachers emphasize refers to the use of didactic material, which, according to them, it is difficult to adapt to the virtual context; the use of videos is not very frequent because of the little time they have for class development.

The level of pronunciation, according to the teachers, requires that students learn the ways of pronunciation and this is difficult due to the lack of interest shown by the students and at the same time they do not understand the grammatical structure of the study topics; They state that there are very few cases in which they learn proper pronunciation along with writing, thus recognizing that the level of fluency and cohesion is low for the year of study in which the students are.

The motivational strategies in this proposal consider the theory of **extrinsic and intrinsic motivation,** which can be used as a didactic technique by teachers through games; the purpose of this proposal is to demonstrate how the games used from the extrinsic perspective become resources that activate the intrinsic elements of the student for the development of active learning for the mastery of spoken competencies in the English language.

2.4 Proposal Development
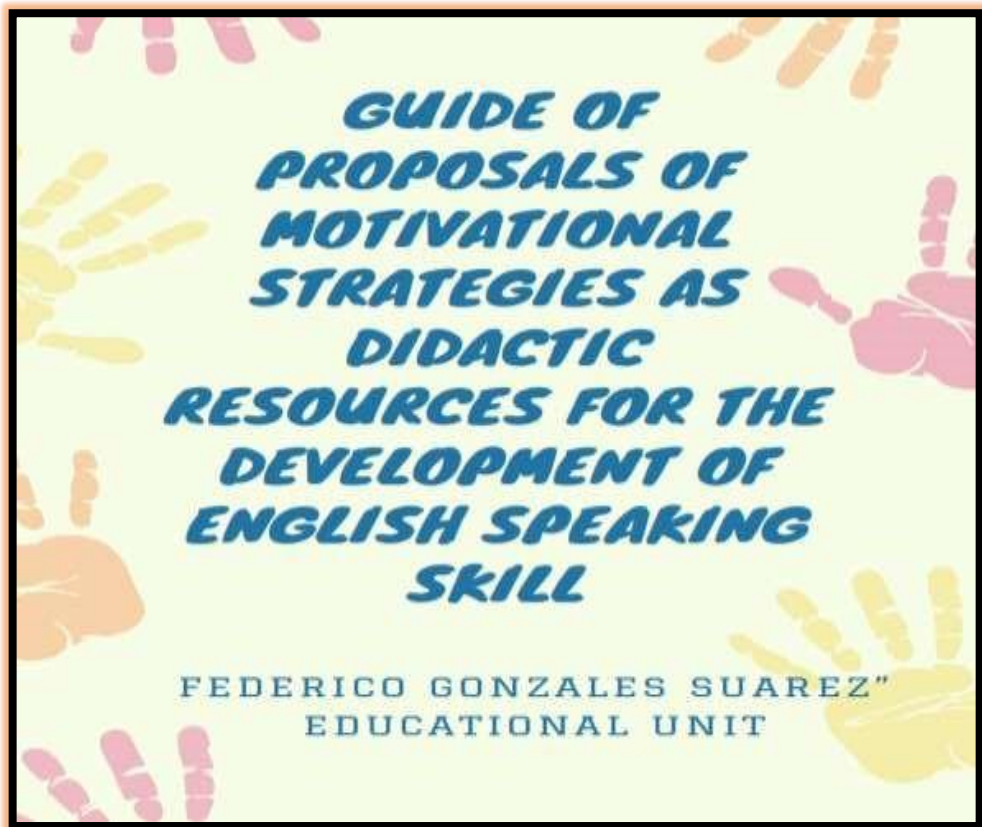
2.4.1 Elements of the proposal. -

Activating a student's motivation can be a challenge for educators when they do not adequately understand the strategies to be implemented with their young pupils, activating motivation will depend on a series of conditions that the teacher must be aware of to adapt them to the learning environment.

The proposal is focused on 8 activities that are as a reference to perform a number of activities with different themes, the same that will help to improve speaking.

This is composed of a theoretical reference based on intrinsic and extrinsic aspects. Motivation theory as guiding elements that activate the learning process, through the games that are used as didactic resources, which promote the learning of spoken competencies in the English language. The essence of the present work focuses on proposing to the teacher, that in each game the learning content is implemented with the student, through the consideration of this game activates the**, READ ALOUD (PRONUNCIATION)** that seeks to activate the sounds = consonant vowels, stress = Words and phrases, intonation = rising and falling. **The INTERVIEW (GRAMMAR)** that activates the accuracy, interaction = Responding appropriately to questions.

DESCRIPTIONS (VOCABULARY) promoting lexical range = Basic knowledge of vocabulary, pronunciation = Rhythm, semantics = Meaning.

SPEAKING (FLUENCY AND COHERENCE) for fluency = No long pauses, coherence = Use of connectors

This information is detailed in the lesson plan developed by the beneficiaries.

The aim is to insert these elements with the ludic activity, but at the same time it is intended to insert the structural conditions in the spoken skills, since these types of skills influence other language conditions such as grammatical structuring, vocabulary, pronunciation and coherence. In this way, the proposal is adjusted to a technical approach that observes in a premeditated way that the game not only becomes a ludic aspect for the student, but also allows the development of oral skills.

Intrinsic Motivation

According to Ferrer (2013) who defines it as the actions that an individual performs during an activity for the simple pleasure of performing it without anyone in an obvious way giving any external incentive, it also comes from within, from oneself. The task is performed for the enjoyment and satisfaction one experiences while learning, exploring, or trying to understand something new and does not depend on rewards. Intrinsic motivation is an act of behavior and self-motivation to perform such as activities, etc. To fulfill inherent satisfactions rather than receiving some reward for that. The proposals of online games, fun manual

activities, competition games are some of the didactic resources to be implemented.

Extrinsic Motivation

According to Salvador (2016) who defines as that motivational reference in which a certain activity is going to be performed where they are located outside of it; or they are subject to contingencies or external factors. In this kind of motivation, the incentives, or reinforcements, both positive and negative, are external and they are outside from control of the person and a reward is given for it. This type of extrinsic motivation would be related to the completion of the task to get a prize and satisfy others, in turn receives an economic incentive, moral or to avoid punishment, during class the teacher should encourage this participation with notes, individual and group competitions.

Theories of Motivation

According to Maslow (2012) who defines the theory of needs: theory of motivation by which people are motivated to satisfy different types of needs classified with a certain hierarchical order focuses on what people require to lead rewarding lives, particularly in relation to their work; there are several theories of needs, which will be cited in the order we thought convenient to make comparisons and attach opinions about them.

McClelland's three factors

McClelland (1961) and his theory, specific to three types of motivation:

Achievement: This is the drive to succeed and shine. And therefore, motivation arises from setting important goals, aiming for excellence, with a focus on work well done and accountability.

Power: this is the drive to generate influence and gain recognition of importance. Prestige and status are desired.

Affiliation: This is the drive to maintain satisfying, friendly and close personal relationships, feeling part of a group. Popularity, contact with others and being useful to other people are sought.

Two-factor theory of motivation: This is the theory developed by Frederick Herzberg and cited by Huilcapi et al (2017) in the late 1950s, in which it is said that both job satisfaction and dissatisfaction derive from two different series of factors, on the one hand, we have the hygienic or dissatisfying factors, and on the other the motivating or satisfying ones.

Theory of the three needs: John W. Atkinson proposes in his theory that motivated people have three impulses (Colmenares, 2008):

- The need for achievement
- The need for power
- The need for affiliation

Theory of Goals: This is the theory put forward by the psychologist Edwin Locke and cited by Huilcapi et al (2017) in which it is stated that people set goals to achieve them.

To motivate workers, they must possess the necessary skills to achieve their goals.

Vroom's theory of expectations

According to Naranjo (2009), this theory or model of motivation was developed by Victor Vroom, who believes that people are motivated to do things and strive for high performance to achieve a goal if they believe in its value, if they are sure that what they will do will contribute to achieve it and if they know that once they reach the goal they will receive a reward, so that the effort made has been worthwhile.

Stacey Adams' equity theory

According to Naranjo (2009) indicates that this theory of motivation focuses on the criteria formed by the person according to the reward obtained by comparing it with the rewards received by other people who perform the same task or make similar contributions.

Motivation in the classroom from Intrinsic and Extrinsic Motivation

For Llanga et al., intrinsic motivation in the student is the act of performing activities that generate internal satisfaction. Unlike extrinsic motivation, it is performed without any incentive. "It is related to the satisfaction that people feel

and that is manifested through interest, curiosity and their own abilities" (2019, p.34).

Extrinsic motivation is that which comes from the external environment and works as an engine to be able to perform something. Rewards are the result of this type of motivation.

All kinds of outcome-related emotions are supposed to influence extrinsic task motivation. Within these outcome-related emotions, Pekrun (1992) distinguishes prospective from retrospective emotions. He considers prospective emotions to be those that are immediately and directly linked to task outcomes (...). Thus, anticipatory enjoyment expectations would produce positive extrinsic motivation. LLanga et al (2019).

On the other hand, Lopez (2009) describes motivation for learners is imminently extrinsic, with usually negative implications. In cases where students are not internally motivated to learn or to do well, the only way to motivate them is to use external rewards or sanctions, since the effectiveness of these procedures if used well is beyond doubt.

According to Lopez (2009), for a person to be intrinsically motivated, two conditions are necessary:

-       That the performance of the task is an occasion to receive or experience that student is competent, that allows to exercise his/her own possibilities without boredom or anxiety.

-       That the experience of autonomy is given. If the person implies experiences that he/she has to do something "because someone else wants him or her to", he will not act spontaneously, and his intrinsic motivation will be affected.

2.4.2 Proposal Explanation. -

This proposal aims to provide teachers with examples of extrinsic and intrinsic motivational strategies such as didactic resources found on the web as games applied to learning, videos and practical exercises related to the topics addressed for the seventh year, incorporated to the moments of the development of the lesson plan that seek interaction among peers and with the teacher, improve the quality

of pronunciation, understanding of grammatical structure and that in the short term in this approach a substantial improvement in spoken language proficiency is observed.

2.4.3 Implementation Premises. -

The following activities are susceptible to be used during the moments in the development of an English class. Essentially, they have been chosen considering the relevant aspects for the development of spoken language competencies.

Attached are the criteria considered for the implementation of each of the proposed activities through educational games that can be carried out during the moments of a class (motivation, knowledge building and feedback).

I.   READ ALOUD (PRONUNCIATION)

Sounds = consonant vowels

Stress = Words and phrases

Intonation = rising and falling

II.   INTERVIEW (GRAMMAR)

Accuracy = Using grammatical structure

Interaction = Responding appropriately to questions

III. DESCRIPTIONS (VOCABULARY)

Lexical range = Basic knowledge of vocabulary

Pronunciation = Rhythm

Semantics = Meaning

IV. SPEAKING (FLUENCY AND COHERENCE)

Fluency = No long pauses

Coherence = Use of connectors

Name: **LETTER SOUP**

I. Read aloud (pronunciation)

II. Interview (grammar)

Objective: To recognize adjectives in English.

Description: Review by means of alphabet soup.

Explanation: You will have to find in the alphabet soup the most used adjectives in the English language. On the right you have the adjectives in English that you will have to find in the alphabet soup.

Graphic 1. Letter soup

Link: https://bit.ly/3isBAyR

Name: **GAMES**

II. Interview (grammar)

III. Descriptions (vocabulary)

Objective: Recognize and Learn Adjectives in English

Description: 14 diverse and fun online games.

Explanation: From the "Topics" menu, you can choose Adjectives 1 and 2, in which you can choose whether you want to learn adjectives through audio and pronunciation, vocabulary, spelling, questions and grammar.

Name: **The Learning Apps**

III. Descriptions (vocabulary)

IV. Let´s talk (fluency and coherence)

Objective: To recognize and Learn English Nouns

Description: Improve your knowledge on various topics and practice noun exercises through these noun games online.

Explanation: Learn what a noun is and find the word that is used to identify a noun, a place, an animal, or a thing. Through these trivia quizzes from quiz 1 to quiz 20, we click and review in the sentence where the noun is found and click it. Each question gathers research knowledge and is specifically designed to better understand the grammatical noun.

At the end of the test, you will see the results and the words we chose by mistake.

Link: https://bit.ly/37iK05l

 Name: TURTLE DIARY

II. Interview (grammar)

III. Descriptions (vocabulary)

IV. Let´s talk (fluency and coherence)

Objective: To choose the Correct Collective Noun

Description: Collect as many correct collective nouns along the way to make sure your knowledge is correct.

Explanation: Click on the "OK" option and the game will take you to the start page. It will scroll through a total of 10 sentences in which a noun will be included in it, then choose the correct noun from the colored boxes. If the noun is correct, the game character will climb the stairs and earn rewards.

Graphic 4. Turtle Diary

Link: https://bit.ly/37k0PN
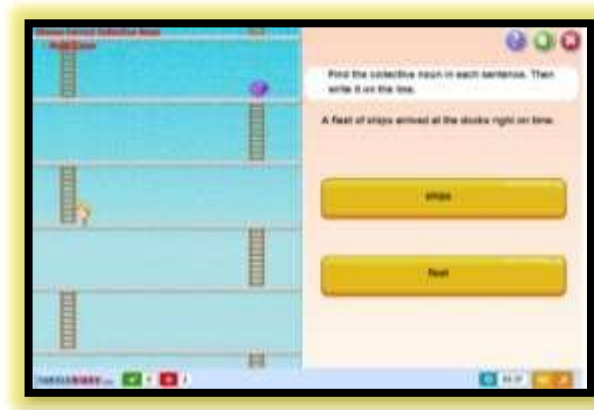
Name: **DIDACTIC MATERIAL GAMES**

II. interview (grammar)

III. descriptions (vocabulary)

IV. let´s talk (fluency and coherence)

Name: Paper Roll Penguin Craft

Objective: To enjoy and learn about animals with paper Craft Camp.

Description: We will make a fun penguin craft with just a roll of toilet paper.

Explanation:

First, cut a strip of black paper the same width as your paper roll; it should be long enough to wrap around the paper roll. Naturally, you can also paint the paper roll black. - Cut the "half oval" shape out of white paper. Cut two wings out of black paper. Also cut a beak shape and two feet from orange paper.

- Glue the black paper around the paper roll. Glue the white paper. Glue two moveable eye stickers.

- Glue the beak. Glue the feet, we glue them to the inside of the paper roll.

- Finally, glue the wings. Let the glue dry completely before using this toilet paper roll to play.

Graphic 5. Didactic Material Games

Link: https://bit.ly/3fvLy0

 Name: Memory Games

III. Descriptions (vocabulary)

IV. Let´s talk (fluency and coherence)

Name: Know English

Objective: To remember and memorize pictures and words.

Explanation: Click on two pictures. Try to remember their contents. Match the pictures with the words. You will get 50 points for each correct pair. But you will lose 10 points for each wrong one.
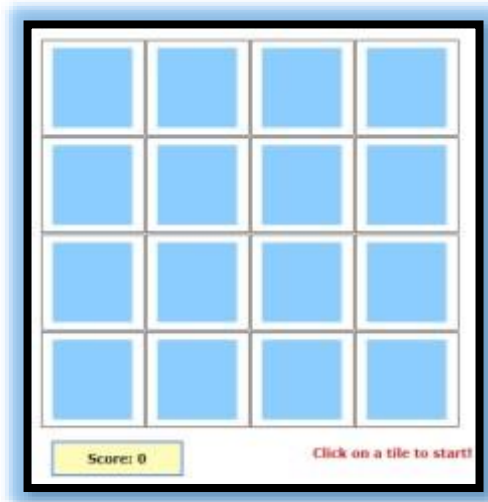
Name: **ABC Tree** (interactive game)

I. Read aloud

(pronunciación) **II.**

Interview (grammar)

III. Descriptions (vocabulary)

IV. Let´s talk (fluency and coherence)

Objective: To memorize and recall images and words as appropriate.

Explanation: Choose the level of difficulty, then click on each card that appears and look for its pair. Until we finish this fun game.

INTERACTIVE VIDEO

I Read aloud (pronunciation)

II. Interview (grammar)

III. Descriptions (vocabulary)

IV. Let´s talk (fluency and coherence)

Objective: To development of the musical ability five stages should be focused with a chain learning methodology and interrelated to each other.

1.   Phonemic awareness, considered as the ability to recognize and use sounds in spoken language.

2.   Alphabetic principle (phonics), related to the learning of the sounds that represent the letters.

Vocabulary, or the set of words of a language that a person needs to be able to use it.

4. Fluency, defined as "the ability to read quickly, accurately and with appropriate expression, intonation and pronunciation".

Description: With this music video in English, you will be able to recognize and learn the translation or subtitles of the song that is in English and Spanish. Within

the YouTube platform you can find many songs related to this topic so you can practice English.

Graphic 8. Interactive video

Link: https://www.youtube.com/watch?v=vxDM4W1yeF

2.5 Chapter II Conclusions

Teachers, when using motivational strategies as teaching resources through games and inserted in the moments of the development of the class, become extrinsic motivational inactions since games are the main motor of action to achieve pleasure or a distraction and as an element Intrinsic motivation, on the other hand, challenges the participant to be part of it, if to this we add a competition scheme in the group, the motivators will trigger a better response to the activity presented, which encourages the action behavior of the students to participate. By applying these pedagogical resources, teachers enhance the classroom environment by generating a participatory argument for teachers and students.

The activation argument through intrinsic motivation depends entirely on the student, however, the development of the game brings with it a powerful incentive that allows the student to get involved in the development of the activity, if the teachers to this participation we attach a note or condition of competition with their peers there is a greater probability that the student participates and at the same

time learns the proposed learning objective. There are no recipes that work in a general way for all students, but perhaps the combination of several aspects that relate creatively to the interests, needs and desires of the learners is a possible resource that allows this type of motivation.

Enhancing spoken language skills requires that both teachers and students participate in an active, efficient, and effective learning process relevant to the subject of study that allows them to learn together in the short and medium term and dynamically provide feedback on learning, the ideal immersed in the proposal, it is a shared benefit for those involved in the learning and insertion process. This proposal in class planning offers one of alternative solutions from an innovative, dynamic, and participatory perspective that can be implemented in the classroom environment in the virtual or face-to-face context.

CHAPTER III APLICATION AND VALIDATION OF THE PROPOSAL

3.1. Experts' assessments

The experts who endorse the present proposal are a group of professionals who belong to several universities in the country, who have a master's degree profile in English, most of them are research professors with more than 10 years of experience in the area, whose academic profile describes a trajectory in teaching and research.

The expertise of each expert in their professional profile allows certifying its validation and relevance in its structure and application. To establish the criteria for this, a scale has been used that describes all the indicators of the present proposal according to a scale that values in the range 5 the criterion is excellent, 4 the criterion is very good, 3 the criterion is good, 2 the criterion is regular and 1 is insufficient. The results obtained in the proposal are described in Table 3 below.

Table 3. Specialist Evaluation Results

Criteria	Specialists						MODA	MEDIA
	1	2	3	4	5	6		
	Experience years							
	13	17	18	8	8	17		
	Degree							
	Mgs	Mgs	Mgs	Mgs	Mgs	Mgs		
	Evaluation							
I	4	4	5	5	5	4	5	4,5
II	5	4	5	5	5	4	5	4,6
III	5	4	5	5	5	4	5	4,6
IV	5	4	5	4	5	5	5	4,6
V	5	3	5	4	5	5	5	4,5
MODA	5	4	5	5	5	4	Moda Integral	Media Integral
MEDIA	4,8	3,8	5	4,6	5	4,4	5	4,56

Elaborated by: Lady Rivera

The first expert rates the proposal with a mode of 5 and a media of 4.8; in consideration of the rating scale, this expert considers that this proposal has an excellent rating and is pertinent to the objectives set out in the research.

The second specialist rates the present proposal with a mode of 4 and an average of 3.8, which corresponds to a rating of very good.

The third specialist in his evaluation indicates a media of 5 and a mode of 5, which corresponds to the criterion of excellent, agreeing with the previous criteria of the specialists.

A fourth specialist indicates in his rating a media of 4.6 and a mode of 5 that place the present case in the criterion of excellent.

A fifth specialist in his evaluation indicates a mode of 5 and a media of 5, which corresponds to the criterion of excellent.

Finally, the sixth specialist indicates a mode of 4 and a media of 4.4, which also corresponds to the criterion of excellent. As can be seen, the criteria of all the specialists have a concordance of valuation in the range of excellent for the present research proposal and therefore it can be inferred that the objectives proposed are pertinent and valid in the opinion of the specialists.

In the analysis of the structure, the pertinence and validity of the present research qualified the first criterion that corresponds to the foundation of the proposal which seeks to theorize the theoretical criteria on motivation, the criteria of intrinsic and extrinsic motivation, its applications in an academic content and its adaptation to practical learning, whose parameters present the evaluation that corresponds to a mode of 5 and the media of 4.5 its equivalent describes in the valuation table the qualification of excellent.

The internal structuring of the proposal seeks to be integrated into the teacher's planning as a didactic resource through extrinsic and intrinsic motivational strategies by means of the game that act as motivators for the development of skills in the spoken language, this criterion is rated with a media of 5 and a mode of 4.6 that correspond to a qualification of excellent.

The importance of the proposal as a didactic resource that enhances the learning of speaking skills is evaluated with a mode of 5 and a media of 4.6, which corresponds to the descriptor of excellent.

The condition for its application in a classroom context, i.e., the feasibility of being implemented in the teacher's planning together with the web resources to motivate the learning of speaking skills, has a mode of 5 and a media of 4.6, which corresponds to the criterion of excellent.

Finally, the comprehensive assessment of the proposal is determined by the experts as viable for the micro-curricular plan, which is qualified with a mode 5 and a mean of 4.5, which corresponds to the criterion of excellent.

The final appreciation of the proposal in an integral way indicates an integral mode of 5 and an integral mean of 4.56, which corresponds to the criterion of excellent, thus demonstrating in the experts' opinion its validity, pertinence, and coherence with the proposed objectives.

3.2. Users´ evaluation

The beneficiaries of the present proposal are English teachers who have experience in basic general education in the educational unit under study. The experience of these teachers is around 13 years and four years respectively, currently the two teachers are working in the educational institution and have had the opportunity to apply the motivational strategies in their class planning, the results of which are shown in the following table four.

Table 4. Users' Results

Aspects	Users			MODA	MEDIA
	1	2			
	Years of experience				
	13	4			
	Academic degrees				
	Lic.	Lic.			
	Evaluación de Usuarios				
I	4	5		4	4,5
II	4	5		4	4,5
III	4	4		4	4
IV	4	5		4	4,5
V	3	4		3	3,5
MODA	4	5		Moda Integral	Media Integral
MEDIA	3	4,6		4	4,2

Elaborated by: Lady Rivera

The first user is a Bachelor of Science in Education with a major in English with a higher diploma in innovative pedagogies who rates this proposal with a mode of four equivalent to a rating of very good and a media of 3, which is equivalent to a good rating.

The second user has a bachelor's degree in Education Sciences with a major in English and values the implementation of the proposal as a mode of 5 equivalent to the category of excellent and with a mean of 4.6 equivalent to the same criterion.

As it can be seen, the direct users of the present proposal rate it as adequate and practical in the implementation of teaching planning, which guarantees that by using this type of strategies as didactic resources, intrinsic and extrinsic motivation can potentially be activated in the learning of spoken language skills.

3.3. Evaluation of results

The valuation of results was elaborated according to the diagnosis of results considering the state of the problem in the institution and contrasted with the results issued by the users and experts validating the proposal, in this analysis the percentages that allow identifying the improvement of the problem through the implementation of this proposal are described in table 5 of results.

Table 5. Proposal results

Indicator	Percentage before proposal implementation	Percentage after implementation of the proposal
I. P**roposal justification.** Theories of motivation Intrinsic and extrinsic motivation criteria adapted to learning.	15%	65%
II. Internal structure of the proposal. It is about integrating didactic resources to the teaching planning by means of extrinsic and intrinsic motivation strategies through games as motivators in the development of oral linguistic competence (criteria are attached).	20%	80%
III. Proposal importance. The use of motivational strategies can improve the learning of oral language proficiency in English.	15%	75%
IV. Proposal applicability. Feasible to use for teaching planning, the didactic resources of the web adaptable to virtual learning.	10%	85%
V. Comprehensive evaluation of the proposal Viable to the micro curricular plan since it manages the use of online game resources as motivators for the learning of spoken skills of the English language.	15%	85%

Elaborated by: Lay Rivera

When considering the proposal's rationale, the contrast before implementation is 15% and after implementation is 65%. Regarding the internal structure of the proposal, the difference is 20% versus 80%. Regarding the importance of the proposal, a difference of 15% versus 75% is expressed. The criterion of applicability of the proposal shows a 10% before implementation and an improvement of 85% after implementation. The integral valuation of the proposal before its implementation shows 15% and 85% after its application. A global interpretation of these results clearly shows an improvement through the proposal.

3.4. Proposal results

The implementation of the proposal was executed at the end of the school year 2020 2021, the implementation oversaw the basic education teachers who teach the subject of English with the students under study. The results of the implementation of 2 classes executed indicated levels of intrinsic and extrinsic motivation on the part of the students, who also stated verbally that this way of executing the class allows them to learn better, this information is collected in a video of the class recorded through a virtual platform.

 One of the first actions for the implementation of the proposal was for the teachers to adapt their micro curricular planning according to the class theme and in this, intrinsic and extrinsic motivation messages were inserted during the moments of class development, thus, motivation, knowledge construction and feedback were the elements where this type of motivational activities were inserted, then it was suggested to the teachers to choose part of them in those detailed above or to look for a similar one according to the theme of their class planning. In general, it can be said that there was a perception of positive acceptance on the part of teachers and the implementation of the class with the use of these resources was executed without problems; the collaboration of teachers allowed the development of this innovative way of encouraging the learning of spoken language skills.

Conclusions

Adapting extrinsic motivation strategies to the learning of spoken English language skills requires that teachers seek to change their teaching style, through this work we sought to adapt the use of games, activities and resources from digital platforms as external elements that encourage students to act or motivate them to learn the topics they are studying, it is important that teachers can identify activities that encourage this type of motivation according to the type of spoken skills they want to work on in that topic of study.

Managing intrinsic motivation requires that the student is autonomously motivated to learn what the tutor is presenting, the use of games in learning is one of the tools that can be used for this purpose and in this proposal it has been observed that class participation through this type of audiovisual resources have made a difference that allows voluntarily triggering the participation of students during

class, Likewise, the beneficiary teachers who applied the strategy during all the learning moments were able to feel the participation of their students, thus, it is proven that during class planning, inserting this type of motivating agents can generate more dynamic and participatory classrooms for students.

Selecting activities from the motivation also demands that teachers know about technological resources that can be used as teaching resources in class planning, there is currently on the web a myriad of resources that can be used for learning spoken skills such as vocabulary, grammatical construction, idiomatic aspects, description of routine activities and other criteria of the English language, which will undoubtedly allow the learners to better understand the spoken competence of the language and, most importantly, will allow them to implement this knowledge in their daily life, which is one of the shortcomings of all language learning, since the use of the language is concentrated only in the classroom environment and this learning is diluted by the lack of practice in the daily life of the student.

The application of the present proposal has proven to be an innovative element that allows activating a micro curricular planning, a dynamic, pertinent and motivating concept that immediately allows a change in the dynamics of the classroom environment through the use of games as mediators of the motivation of extrinsic strategies, which then commits the student as a participant; that helps both teachers and students to generate a significant learning on oral language skills, when considering the importance that the English language has acquired in learning, is an element that contributes substantially to the integral development of students. As can be observed in the results of experts and beneficiaries, the present proposal is qualified with a criterion of mean and integral mode around 4, which is equivalent to very good.

GENERAL CONCLUSIONS

The analysis of primary and secondary sources allowed us to understand the role that intrinsic and extrinsic motivation can have as a didactic resource implemented in the teaching planning to activate the spoken competencies of the English language, since it allows adapting the theoretical criteria of the practice to the classroom environment with the purpose that the students' learning reaches its greatest deployment in a meaningful learning.

The analysis of the methodological strategies used by the teachers of the unit under study indicated a lack of knowledge of the teachers about the use of motivational techniques as mediators for dynamic learning, the lack of proposals that affect the development of spoken competencies and it is highlighted that most of the teaching planning is structured on the basis of the traditional model; at the same time it is indicated that young people are apathetic to this type of routine learning that negatively affect their student performance and cause little participation in language learning.

Finally, it is concluded that the implementation of the proposal described in this research allowed the beneficiary teachers to favor the development of the competencies spoken in the language, they were also observers of a change in the dynamics of the classroom environment, and these same elements allowed them to experience a change in the teaching methodology that positively contributed to both teachers and students in the development of their learning.

RECOMMENDATIONS

- It would be interesting to generate the application of the present proposal in other levels of study of basic general education in such a way that the other educational levels can benefit from the motivational elements in the classroom environment.

- This leaves open an element of research on motivational strategies as didactic resources that allow teachers to adapt other educational elements in order to generate more dynamic and participatory classroom environments for their students

- It is necessary to provide participatory environments where the knowledge of new strategies can be implemented by teachers in the area of English, and most importantly, it is necessary to achieve an insertion in the micro curricular planning which will allow the development of learning competence in the English language.

- It is important for teachers to learn the use of new web resources that allow them to activate both intrinsic and extrinsic motivation in the development of all language skills so that their students are motivated in their practice not only in the classroom environment, but that this can be extended to their peer and family context.

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Survey addressed to the teachers of the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit.

FACULTY OF HUMAN SCIENCES AND EDUCATION MASTER'S DEGREE IN ENGLISH

Survey addressed to the teachers of the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit.

Instructions: Please answer the following questions in relation to your teaching job.

Teacher interview

Name: Mónica Velasco

English teacher: 7th grades

Answer and explain the following questions.

MOTIVATIONAL STRATEGIES	
Speech activities	**In English classes do your students feel confident to participate?** No, because it is not easy to adapt to a foreign language, and they are afraid of mispronouncing it.
	Do you promote speaking practice in your students, after school at home, with partners or others? Yes, because in classes the skills are developed according to the subject.
	How often do you do speak activities in the classroom?
	Rarely as they do not feel safe to do so.
Topic selection	**Is it usual for your class to present videos?** It is unusual because you do not have the technology, and the time to do it.

	With the methodological strategies you employ, do you think students learn and have fun?
	No, because the didactic material is very scarce and there is no facility to choose.
	Does your lesson planning include games for English practice? This depends on the skill to be developed, usually for listening, the pre-selected audios are used.
Feedback	**Does the closing of the English class include videos or audiovisuals?**
	No, because time is limited.
	With the strategies you employ, is it easy for children to learn English?
	No, because audios are not fun, and children like videos and cartoons better.
Interaction	**What are the forms of interaction for spoken language practice in the classroom?** talk about daily routines with classmates.
	Do you feel that all students participate in your class?
	No, because they do not feel confident to develop English skills well.
Pronunciation	**By using the techniques applied in the class, is pronunciation learned?**
	Little, but strategies are needed to get students' attention.
Grammar	**With the strategies employed by you, is it easy to apply the grammatical structure in the topics explained?**
	Yes, but new strategies are needed to optimize learning and time.
Vocabulary	**In each class topic, do students learn new vocabulary words?**
	Yes, at a percentage of 40%.
Fluidity and cohesion	**Would you say that most students find it easy to pronounce English words correctly?**
	For most students it is difficult, as the imitation of phonetic sounds requires constant listening and speaking practice.

FACULTY OF HUMAN SCIENCES AND EDUCATION MASTER'S DEGREE IN ENGLISH

Survey addressed to the teachers of the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit.

Instructions: Please answer the following questions in relation to your teaching job.

Teacher interview

Name: Lady Rivera

English teacher: 7th grades

Answer and explain the following questions.

MOTIVATIONAL STRATEGIES	
Speech activities	**In English classes do your students feel confident to participate?**
	Sometimes because they don't like to talk.
	Do you promote speaking practice in your students, after school at home, with partners or others?
	YES, during speaking classes

	How often do you do speak activities in the classroom?
	Almost always, during the class
Topic selection	**Is it usual for your class to present videos?**
	Very rarely since there is no suitable classroom to do so.
	With the methodological strategies you employ, do you think students learn and have fun?
	Yes, but they don't like to speak in English
	Does your lesson planning include games for English practice?
	Yes, but because of the time it is difficult to practice it frequently.

Feedback	**Does the closing of the English class include videos or audiovisuals?** NO, because the time is too short.	
	With the strategies you employ, is it easy for children to learn English? For some students	
Interaction	**What are the forms of interaction for spoken language practice in the classroom?** Dialogues between students	
	Do you feel that all students participate in your class?	
	Sometimes	
Pronunciation	**By using the techniques applied in the class, is pronunciation learned?** A little, since it requires constant practice	
Grammar	**With the strategies employed by you, is it easy to apply the grammatical structure in the topics explained?** Yes, but more didactic strategies are needed for the students to understand better.	
Vocabulary	**In each class topic, do students learn new vocabulary words?** Yes, although they soon forget them due to lack of practice.	
Fluidity and cohesion	**Would you say that most students find it easy to pronounce English words correctly?** NO, because they are used to a different phonetic structure.	

Tabulation

<table>
<tr><td colspan="2" align="center">MOTIVATIONAL STRATEGIES</td></tr>
<tr>
<td>Oral activities</td>
<td>MOTIVATIONAL STRATEGIES

In English classes, do your students feel safe to participate?

Teachers' responses indicate that there is no confidence to participate in class for fear of looking bad.</td>
</tr>
</table>

<table>
<tr>
<td rowspan="2"></td>
<td>Do you promote oral practice in your students after school at home with peers or others?
Teachers affirm that they insist on oral practice of learning, but not all of them practice at home.</td>
</tr>
<tr>
<td>In your English classes, how often do you speak in English?
The teachers indicate that less than 50% achieve fluency because there is not enough comprehension on the part of the students.</td>
</tr>
<tr>
<td rowspan="3">Topic selection</td>
<td>Is it usual to present didactic videos in English classes?   It is indicated that there is a lack of time to cover class topics and a lack of technological tools.</td>
</tr>
<tr>
<td>With the strategies you employ, do you think students learn and have fun?
The teachers agree that learning is not possible due to the lack of adequate didactic material for the topics and the lack of participation through the Internet.</td>
</tr>
<tr>
<td>Does your lesson planning include games for English practice?
Audio videos are used on most occasions pre-selected by teachers.</td>
</tr>
<tr>
<td></td>
<td>Does the closing of the English class include videos or audiovisuals?</td>
</tr>
</table>

<table>
<tr>
<td>Feedback</td>
<td>It is mentioned by the teachers that it is not possible due to lack of time.</td>
</tr>
</table>

	With the strategies you use, is it easy for children to learn English? The teachers say no because the audios used are not fun and because the children are not self-confident.
Interaction	**What are the forms of interaction for spoken language practice in the classroom?** Teachers indicate that they often ask children to practice with other students or daily routines.
	Do you feel that all students participate in your class? It is indicated that no since you are always demanding their participation, they are not self-confident.
Pronunciation	**Using the techniques applied in the classroom, is pronunciation learned?** The teachers consider that currently it is a little more complicated due to the lack of participation and strategies for their students' learning.
Grammar	**With the strategies you use, is it easy to apply the grammatical structure in the topics explained?** The teachers consider that they learn the grammatical structure but recognize that they lack strategies to make the students pay more attention to the class.
Vocabulary	**In each class topic, do students learn new vocabulary words?** There is a coincidence of criteria indicating that less than 40% learn new vocabulary.
Fluency and cohesion	**Would you say that most students find it easy to pronounce English words correctly?** Teachers acknowledge that it is not easy because it requires practice, and these conditions are not present in most of their children.

Annex 2:

Results of the questionnaire applied to the seventh-grade students of the educational unit.

Instructions: please answer honestly and think about the activities you do in English classes; the survey is anonymous.

Mark an X inside the parenthesis in the answer you consider correct.

MOTIVATIONAL STRATEGIES

Do you feel confident to participate in the English class?

Always   Sometimes   Never

Oral activities **Do you practice what you learn in English class at home or with your classmates?**

Always   Sometimes   Never

Do you frequently perform speaking activities in the classroom?

Always   Sometimes   Never

Are videos used in your English classes?

Always   Sometimes   Never

Topic selection

Do you think English classes are fun?

Always   Sometimes   Never

Does your teacher prepare games for you to practice English?

Always   Sometimes   Never

	At the end of the English class do you interact with videos or audiovisuals?		
Feedback	Always	Sometimes	Never

Do you learn English easily, the way your teacher teaches you?

Always	Sometimes	Never

	Would you like to talk like they do in the videos your teacher uses in class?		
Interaction	Always	Sometimes	Never

Does the teacher interact with everyone in the English class?

Always	Sometimes	Never

	Is it easy to learn English with the techniques your teacher applies		
Pronunciation	**in the classroom?**		
	Always	Sometimes	Never

	Do you understand the grammatical structure as explained by		
Grammar	**the teacher in class?**		
	Always	Sometimes	Never

	In each topic, do you learn new vocabulary words?		
Vocabulary	Always	Sometimes	Never
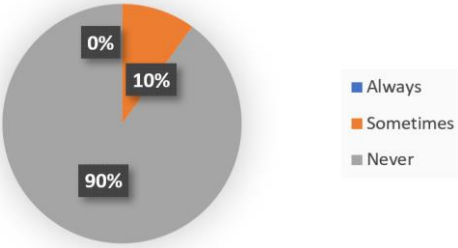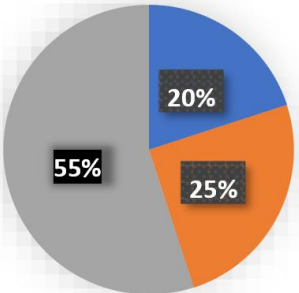
	Is it easy for you to pronounce English words correctly?		
Fluency and cohesion	Always	Sometimes	Never

Tabulation

MOTIVATIONAL STRATEGIES			
	Do you feel confident to participate in the English class?		
	Alternatives	**Frequencies**	**Percentages**
	Always	15	15%
	Sometimes	40	40%
	Never	45	45%
	Total		**100**
Oral activities	**Participate in the English class**		
	Analysis 15% always participate in class, 40% sometimes, and 45% never. This shows the apathy that young people feel in their classes.		
	Do you practice what you learn in English class at home or with your classmates?		
	Alternatives	**Frequencies**	**Percentages**
	Always	5	5%
	Sometimes	30	30%
	Never	65	65%
	Total		**100**
	Practice your classmates		
	Only 5% always practice the language, 30% only practice it sometimes and 65% never practice it. It is noticeably visible that there are no actions that reinforce language practice.		

	Do you frequently perform speaking activities in the classroom?		
	Alternatives	**Frequencies**	**Percentages**
	Always	10	10%
	Sometimes	30	30%
	Never	60	60%
	Total		**100**

Speaking activities in the classroom

The activities spoken in the classroom environment are always practiced by 10%, sometimes 30% and never 60%. Perhaps this aspect is not considered with relevance in class planning.

	Are videos used in your English classes?		
	Alternatives	**Frequencies**	**Percentages**
Topic selection	Always	10	
	Sometimes	40	
	Never	50	
	Total		**100**

Videos used in classes

The use of the video during the class has to say of the students a frequency in their presentation of 10% always, 40% say that sometimes and 50% say that never. What can be seen here is that teachers do not use videos in their class topics

Do you think English classes are fun?		
Alternatives	**Frequencies**	**Percentages**
Always	10	
Sometimes	30	
Never	70	
Total		**100**

Classes are fun

■ Always
■ Sometimes
■ Never

Regarding the perception of fun classes, only 9% believe they are always fun, 27% believe they are sometimes fun, and 64% believe they are never fun. This demonstrates the apathy that students feel in their classes

Does your teacher prepare games for you to practice English?		
Alternatives	**Frequencies**	**Percentages**
Always	15	
Sometimes	30	
Never	55	
Total		**100**

Teachers prepare games for you to practice English

■ Always
■ Sometimes
■ Never

Regarding the use of games during English classes, 55% of the students say never, 30% sometimes, and only 15% always. This information indicates that this aspect is not considered during English classes.

Feedback	**At the end of the English class do you interact with videos or audiovisuals?**		
	Alternatives	**Frequencies**	**Percentages**
	Always	0	
	Sometimes	10	
	Never	90	
	Total		**100**

Interact with videos or audiovisuals?

0%
10%
90%
Always
Sometimes
Never

Regarding the use of videos and audio visuals, young people think that only 10% of their teachers always use them and 90% indicate that they never use them. This shows how little attention teachers pay to this aspect during class.

Do you learn English easily, the way your teacher teaches you?

Alternatives	**Frequencies**	**Percentages**
Always	20	
Sometimes	25	
Never	55	
Total		**100**

Learn English easily

20%
25%
55%

	On the perception that learning is easy, 20% say always, 25% say sometimes, and 55% say never. This shows that teachers may be moving their English classes into a traditional model.
Interaction	**Would you like to talk like they do in the videos your teacher uses in class?** <table><tr><th>Alternatives</th><th>Frequencies</th><th>Percentages</th></tr><tr><td>Always</td><td>80</td><td></td></tr><tr><td>Sometimes</td><td>16</td><td></td></tr><tr><td>Never</td><td>4</td><td></td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>
	The appreciation of learning with videos during class is perceived by 4% always, 16% sometimes and more than 80% think that never. This indicates that teachers do not observe this important aspect during class. **Does the teacher interact with everyone in the English class?** <table><tr><th>Alternatives</th><th>Frequencies</th><th>Percentages</th></tr><tr><td>Always</td><td>10</td><td></td></tr><tr><td>Sometimes</td><td>40</td><td></td></tr><tr><td>Never</td><td>50</td><td></td></tr><tr><td>Total</td><td></td><td>100</td></tr></table> Interaction with the teacher during class is perceived as 10% always, 40% say sometimes and always says 50%. The criterion of participation is not highly regarded by teachers during class

	Is it easy to learn English with the techniques your teacher applies in the classroom?		
Pronunciation	**Alternatives**	**Frequencies**	**Percentages**
	Always	30	
	Sometimes	40	
	Never	30	
	Total		**100**
	Easy to learn English with the techniques		
	The use of applied techniques for learning is indicated as always by 30%, 40% sometimes and 30% indicate never. This indicates that teachers execute strategies that are not very active with their students.		
Grammar	Do you understand the grammatical structure as explained by the teacher in class?		
	Alternatives	**Frequencies**	**Percentages**
	Always	20	
	Sometimes	30	
	Never	50	
	Total		**100**
	Understand the grammatical structure		
	Regarding the grammatical structure, young people think that 20% is always, 30% indicates that sometimes and 50% indicates that it is never. Here it is indicated that the criteria on the grammatical structure are not very well accepted by the students.		

Vocabulary	In each topic, do you learn new vocabulary words?		
	Alternatives	**Frequencies**	**Percentages**
	Always	15	
	Sometimes	25	
	Never	60	
	Total		**100**

learn new vocabulary words

The perception of vocabulary learning is perceived by 15% as always, 25% as sometimes, and 60% indicate that it is always. The incorporation of new vocabulary in class topics is not a criterion highly considered by teachers in the area.

Fluency and cohesion	Is it easy for you to pronounce English words correctly?		
	Alternatives	**Frequencies**	**Percentages**
	Always	5	
	Sometimes	15	
	Never	80	
	Total		**100**

Pronounce English words correctly

Correct pronunciation is 5% always, 15% sometimes and 80% never Teachers neglect this aspect of speaking skills.

Appendix 3:

Authorization

Latacunga, 26 de marzo del 2021

MSc. César Castillo

RECTOR DE LA UNIDAD EDUCATIVA "FEDERICO GONZALES SUÁREZ"

De mis consideraciones:

Presente. -

Después de saludarle con todo el respeto y consideración que Ud. Se merece, y a la vez, felicitándole por la labor desempeñada día a día en beneficio de nuestra noble institución. Yo Lady Marianela Rivera Aguirre con C.C. 0502052871 postulante a la maestría en Lingüística aplicada al idioma inglés como lengua extranjera, de la Universidad Técnica de Cotopaxi, Cohorte 2019 pido a Ud. De la manera mas comedida se digne en autorizarme el desarrollo y aplicación del Trabajo de Titulación, modalidad Informe de Investigación con los 7mos años de Educación General Básica, jornada Matutina con el Título **"MOTIVATIONAL STRATEGY TO DEVELOP ORAL EXPRESSION AS FOREIGN LANGUAGE".**

Por la atención que se digne dar a la presente, desde ya mis más sinceros agradecimientos.

Atte.

Lic. Lady Rivera
DOCENTE

AUTORIZADO

Appendix 4:

 Specialist requests

<div align="right">Latacunga, August 8th,</div>

2021.

Msc. **Verónica Elisabeth Montenegro Valdiviezo**
Teacher University of the Armed Forces E.S.P.E.L.

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Verónica Elizabeth Montenegro Valdiviezo
ID card number:	0502132624
Phone number:	0995272519
Fourth level or postgraduate degree:	Maestría en "Gestión Educativa y Desarrollo Social"
SENESCYT Registry Number:	**1010-11-720007**
Institution where you are currently employed (Position and Institution):	**English teacher at ESPE**
Years of experience:	18
E-mail address:	vemontenegro@espe.edu.ec
Signature:	VERONICA ELISABETH MONTENEGRO VALDIVIEZO

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

This guide is accompanied by the attached format "detailing the motivational strategies applied as didactic resources", which constitutes the result on which you should make your judgments; taking the indicators as a reference; a grade should be given to each one, using a descending scale from 5 to 1

5 - Excellent,

4 - Very good,

3 - Good,

2- Fair,

1- Insufficient.

INDICATORS	5	4	3	2	1
I. Proposal justification.	X				
II. Internal structure of the proposal.	X				
III. Proposal importance.	X				
IV. Proposal applicability.	X				
V. Comprehensive evaluation of the proposal	X				

VERONICA ELIZABETH
MONTENEGRO
VALDIVIEZO

……………………………………

Msc. Verónica Elizabeth Montenegro
Valdiviezo
ENGLISH TEACHER

Msc. **Angel Gustavo Vaca Alarcón.**
Teacher U.E. PRIMERO DE ABRIL

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Angel Gustavo Vaca Alarcón.
ID card number:	0503504391
Phone number:	0984476987
Fourth level or postgraduate degree:	MAGISTER EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
SENESCYT Registry Number:	1010-2019-2130616
Institution where you are currently employed (Position and Institution):	U.E. PRIMERO DE ABRIL
Years of experience:	8
E-mail address:	gus.thelive13-90@hotmail.com

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

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5 - Excellent,

4 - Very good,

3 - Good,

2- Fair,

1- Insufficient.

INDICATORS	5	4	3	2	1
I. Proposal justification.	X				
II. Internal structure of the proposal.	X				
III. Proposal importance.	X				
IV. Proposal applicability.		X			
V. Comprehensive evaluation of the proposal		X			

....

Msc. Angel Gustavo Vaca Alarcón.
ENGLISH TEACHER

Lic. Washington José Cadena Galarza F.A.E. Technical School Teacher.

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Washington José Cadena Galarza
ID card number:	0502549769
Phone number:	0998436558
Fourth level or postgraduate degree:	Lic- en Ciencias de la Educación mención INGLÉS
SENESCYT Registry Number:	1031-10-971170
Institution where you are currently employed (Position and Institution):	Escuela Técnica de la fuerza aérea
Years of experience:	8
E-mail address:	Jcadena112011@hotmail.com

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

This guide is accompanied by the attached format "detailing the motivational strategies applied as didactic resources", which constitutes the result on which you should make your judgments; taking the indicators as a reference; a grade should be given to each one, using a descending scale from 5 to 1

 5 - Excellent,

 4 - Very good,

 3 - Good,

2- Fair,

1- Insufficient.

INDICATORS	5	4	3	2	1
I. Proposal justification.	X				
II. Internal structure of the proposal.	X				
III. Proposal importance.	X				
IV. Proposal applicability.	X				
V. Comprehensive evaluation of the proposal	X				

....

Lic. Washington José Cadena Galarza
ENGLISH TEACHER

Msc. Esteban Isaac Manjarrez Guevara
U.E. "Dr. Misael Acosta Solís"

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Esteban Isaac Manjarrez Guevara, Mg.
ID card number:	1804497368
Phone number:	0988343772
Fourth level or postgraduate degree:	Magister en Innovación en Educación
SENESCYT Registry Number:	2021-07-22
Institution where you are currently employed (Position and Institution):	Unidad Educativa "Dr. Misael Acosta Solís"
Years of experience:	13
E-mail address:	estifen.geim@gmail.com

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

This guide is accompanied by the attached format "detailing the motivational strategies applied as didactic resources", which constitutes the result on which you should make your judgments; taking the indicators as a reference; a grade should be given to each one, using a descending scale from 5 to 1

5 - Excellent,

4 - Very good,

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2- Fair,

1- Insufficient.

INDICATORS	5	4	3	2	1
I. Proposal justification.		X			
II. Internal structure of the proposal.	X				
III. Proposal importance.	X				
IV. Proposal applicability.	X				
V. Comprehensive evaluation of the proposal	X				

....

Msc. Esteban Isaac Manjarrez Guevara
ENGLISH TEACHER

Lic. Mónica Paulina Velasco Guachamín
Teacher U.E. "Federico González Suárez".

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Mónica Paulina Velasco Guachamín
ID card number:	0502525280
Phone number:	0995256505
Fourth level or postgraduate degree:	Lic. en Ciencias de la Educacion especialidad Ingles – diploma superior en Pedagogías Innovadoras
SENESCYT Registry Number:	1020-06-701923 - 1031-07-664155
Institution where you are currently employed (Position and Institution):	Unidad Educativa Federico González Suárez
Years of experience:	17
E-mail address:	velascopaulina80@hotmail.es
Signature:	

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

This guide is accompanied by the attached format "detailing the motivational strategies applied as didactic resources", which constitutes the result on which you should make your judgments; taking the indicators as a reference; a grade should be given to each one, using a descending scale from 5 to 1

 5 - Excellent,

 4 - Very good,

 3 - Good,

2- Fair,

1- Insufficient.

INDICATORS	5	4	3	2	1
I. Proposal justification.		X			
II. Internal structure of the proposal.		X			
III. Proposal importance.		X			
IV. Proposal applicability.		X			
V. Comprehensive evaluation of the proposal			X		

....

Lic. Mónica Paulina Velasco Guachamín
ENGLISH TEACHER

Latacunga, August 8th, 2021

Msc. **Nelly Jeanette Masabanda Parra**
Teacher U.E. "Julio E. Fernández"

Present. -

Dear Msc.

By means of this letter, I send you a cordial and attentive greeting and I would like to express my interest in considering your expertise to become the VALIDATOR of the proposal "Motivational strategies to encourage the speaking skill with the seventh graders of basic education at "Federico Gonzales Suarez" Educational Unit".

On my part, I will accept all suggestions you may make to improve this proposal. If you agree to be the evaluating specialist, please provide me with the following information.

Thank you in advance for your time and support.

Specialist evaluator's name	Nelly Jeanette Masabanda Parra
ID card number:	1803890282
Phone number:	
Fourth level or postgraduate degree:	Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera
SENESCYT Registry Number:	1010-2019-2117241
Institution where you are currently employed (Position and Institution):	U.E. "Julio E. Fernández"
Years of experience:	11 years
E-mail address:	nejeanmasabanda@gmail.com
Signature:	

GUIDE FOR THE SPECIALIST TO MAKE AN EVALUATIVE JUDGMENT.

You have been selected to evaluate one of the results achieved in the research "Motivational strategies to encourage the ability to speak with the students of seventh grade of basic education of the Educational Unit "Federico González Suárez"" according to your experience and professional performance.

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5 - Excellent,

4 - Very good,

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INDICATORS	5	4	3	2	1
I. Proposal justification.	X				
II. Internal structure of the proposal.	X				
III. Proposal importance.	X				
IV. Proposal applicability.	X				
V. Comprehensive evaluation of the proposal	X				

……………………………………………

Msc.
ENGLISH TEACHER

	EDUCATIONAL UNIT "FEDERICO GONZALEZ SUÁREZ"	
Ministerio de Educación		UNIDAD EDUCATIVA "FEDERICO GONZALEZ SUÁREZ"
		2020-2021

SKILL PLAN WITH PERFORMANCE CRITERIA

1. INFORMATIVE DATA:

TEACHER: Lic. Lady Marianela Rivera Aguirre	SUBJECT: English	YEAR: 7°	PARALLEL: A, B, C
PROYECT 7	UNIT TITLE: Adjectives	**OBJECTIVE OF THE CLASS:** **O.EG.3.2. Encourage students to practice speaking by creating dialogues to consolidate a personal perspective, using the vocabulary learned, as a tool to communicate inside and outside the classroom.**	

2. PLANIFICATION

EVALUATION CRITERIA: OG.EG.1. Dialogue. Maintain the basic structure using the adjectives in topics of conversation, ideas, experiences and needs with a relevant vocabulary.		SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED: EG.5.1.5. Identify the: adjectives to develop the understanding of dialogues that can be created inside and outside the classroom. Ref. CN.3.1.3.		
PHASES	**METHODOLOGICAL STRATEGIES**	**RESOURCES**	**EVALUATION INDICATORS**	**TIME APROXI MATE**	**TECHNIQUES / ASSESSMENT INSTRUMENTS**
		✓ Videos			

			CE.EG.5.1. Use the adjectives and new vocabulary learned to create dialogues with your classmates.	5 min	**Achievement indicator** **Speak skills** <mark>**Structure**</mark> Using adjectives in descriptions <mark>Pronunciation</mark> Descriptions
INITIAL	**EXPERIENCE** • **EXTRINSIC MOTIVATION** Video: greetings https://acortar.link/x01r8r • **PRESENTATION OF TEACHER** The teacher introduces students to the students, introduces the topic • **DEPLOYMENT OF THE TOPIC TO BE TREATED** Explain the objectives and competencies of the class. **STUDY: Subject**	▯ Internet ▯ Computer ▯ Virtual classrooms ▯ Aplications ▯ Virtual exercices			<mark>Grammar</mark> Sentences compositions Adjectives
DEVELOP	• **ACTIVATION OF PRIOR KNOWLEDGE.** **Motivational Strategy** **Watch the video about the Adjectives** Identify the Adjectives https://www.youtube.com/watch?v=w4iJMBEi7YE REFLECTION Answer questions: Do you know the adjectives? What are Adjectives? https://www.youtube.com/watch?v=n92an AcM41o			20 min	<mark>Oral activities</mark> **Record three sentences using** **grammar structure** **Noun + verb + adjective**

| FINISH | Teaching Technique: Question Method / Simulation / Brainstorming.

Juego: Wordsearch
https://wordwall.net/resource/6275480/adjectives

CONCEPTUALIZATION
• Definition adjective
• Adjectives
• Vocabulary
GRAMMAR STRUCTURE
Article + noun + verb + Adj
<mark>The</mark> sky is blue

APLICACIÓN
Realice a simulation.
Answer the questions:

Describe your classmate
Describe your pet

Match up | | | 15 min | Structured resolution of class activity |
| | https://wordwall.net/resource/15276508/adjectives
Practical application of the class

hhttps://wordwall.net/resource/13913151/adjectivesquiz
Random wheel | | | | |

3. TRANSVERSAL AXES		
FIRST QUIMESTER: Justice, fairness, empathy, assertive communication, respect Punctuality Responsibility Solidarity	SECOND QUIMESTRE: Health care, I respect Honesty Love	
ELABORATED BY	**REVISED BY**	**APPROVED BY**
TEACHER: Lic. Lady Rivera	**PEDAGOGICAL COMMISSION:**	**PRINCIPAL:**
Signature:	**Signature:**	**Signature:**

	EDUCATIONAL UNIT "FEDERICO GONZALEZ SUÁREZ"	
Ministerio de **Educación**		UNIDAD EDUCATIVA "FEDERICO GONZALEZ SUÁREZ"

SKILL PLAN WITH PERFORMANCE CRITERIA

2. INFORMATIVE DATA:			
TEACHER: Lic. Lady Marianela Rivera Aguirre	**SUBJECT:** English	**YEAR:** 7°	**PARALLEL:** A, B, C
PROYECT 7	**UNIT TITLE: to be verb present tense**	**OBJECTIVE OF THE CLASS:** O.EG.3.2. Encourage students to practice speaking by creating dialogues to consolidate a personal perspective, using to be verb in present tense, as a tool to communicate inside and outside the classroom.	

2. PLANIFICATION				
EVALUATION CRITERIA: OG.EG.1. Dialogue. Maintain the basic structure using to be verb in present tense in topics of conversation, ideas, experiences and needs with a relevant vocabulary.		**SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:** EG.5.1.5. Identify: to be verb in present tense to develop the understanding of dialogues that can be created inside and outside the classroom. Ref. CN.3.1.3.		
PHASES	**METHODOLOGICAL STRATEGIES**	**RESOURCES**	**EVALUATION INDICATORS**	**TIME APROXIMATE**	**TECHNIQUES / ASSESSMENT INSTRUMENTS**
		✓ Videos			

			CE.EG.5.1. Use the adjectives and new vocabulary learned to create dialogues with your classmates.	5 min	**Achievement indicator** **Speak skills**
INITIAL	**EXPERIENCE** • **EXTRINSIC MOTIVATION** Video: greetings https://n9.cl/4y0b • **PRESENTATION OF TEACHER** • The teacher introduces himself to the students, introduces the topic • **DEPLOYMENT OF THE TOPIC TO BE TREATED** Explain the objectives and competencies of the class. **STUDY: Subject**	▢ Internet ▢ Computer ▢ Virtual classrooms ▢ Aplications ▢ Virtual exercices			==**Structure**== Sentences in present tense ==Pronunciation== Sentences using to be verb in present tense ==Grammar== Sentences compositions **Adjectives**
DEVELOP	• **ACTIVATION OF PRIOR KNOWLEDGE.** **Motivational Strategy** **Watch the video about to be verb in present tense** https://www.youtube.com/watch?v=i-3kGNbZUXE&t=1s REFLECTION Answer questions: Do you know to be verb in present tense? https://www.youtube.com/watch?v=zP9-5zg0G6A Teaching Technique: Question Method / Simulation / Brainstorming. Play : true or false https://wordwall.net/resource/16041843/personalpronouns-and-verb-to-be			20 min	==Oral activities== **Record three sentences in present tense using to be verb**

FINISH	**(C)CONCEPTUALIZATION** • Definition adjective • Adjectives • Vocabulary GRAMMAR STRUCTURE I + am You + are He She is + intelligent It We You are + intelligent they **(A) APLICACIÓN** Realize a simulation. Answer the questions: what are you? Match up https://wordwall.net/resource/16041843/personal-pronounsand-verb-to-be Practical application of the class			15 min	Structured resolution of class activity
	https://wordwall.net/resource/16041843/personal-pronounsand-verb-to-be Maze chase				

3. TRANSVERSAL AXES		
FIRST QUIMESTER: Justice, fairness, empathy, assertive communication, respect Puntuality Responsibility Solidarity	SECOND QUIMESTRE: Health care, I respect Honesty Love	
ELABORATED BY	**REVISED BY**	**APPROVED BY**
TEACHER: Lic. Lady Rivera	**PEDAGOGICAL COMMISSION:**	**PRINCIPAL:**
Signature:	**Signature:**	**Signature:**
Date: Thursday 1st , 7th, July 2021	**Date: :** Thursday 1st , 7th, July 2021	**Date:** Thursday 1st , 7th, July 2021

EDUCATIONAL UNIT "FEDERICO GONZALEZ SUÁREZ"		
Ministerio de **Educación**	**EDUCATIONAL UNIT "FEDERICO GONZALEZ SUÁREZ"**	UNIDAD EDUCATIVA "FEDERICO GONZALEZ SUÁREZ" 2020-2021

SKILL PLAN WITH PERFORMANCE CRITERIA

3. INFORMATIVE DATA:			
TEACHER: Lic. Lady Marianela Rivera Aguirre	**SUBJECT:** English	**YEAR:** 7th	**PARALLEL:** A, B, C
PROYECT 7	**UNIT TITLE: I like / I don´t like**	**OBJECTIVE OF THE CLASS:** **O.EG.3.2. Encourage students to practice speaking by creating dialogues to consolidate a personal perspective, using the vocabulary learned, as a tool to communicate inside and outside the classroom.**	

2. PLANIFICATION				
EVALUATION CRITERIA: **OG.EG.1.** **Dialogue. Maintain the basic structure using the I like / I don´t like in topics of conversation, ideas, experiences and needs with a relevant vocabulary.**		**SKILL WITH PERFORMANCE CRITERIA TO BE DEVELOPED:** **EG.5.1.5. Identify the: Like / don´t like to develop the understanding of dialogues that can be created inside and outside the classroom.** **Ref. CN.3.1.3.**		
PHASES	**METHODOLOGICAL STRATEGIES**	**RESOURCES**	**EVALUATION INDICATORS**	**TIME APROXIMATE**	**TECHNIQUES / ASSESSMENT INSTRUMENTS**
		✓ Videos			

99

INITIAL	**EXPERIENCE** • **EXTRINSIC MOTIVATION** Video: greetings https://acortar.link/x01r8r • **PRESENTATION OF TEACHER** • The teacher introduces himself to the students, introduces the topic • **DEPLOYMENT OF THE TOPIC TO BE TREATED** Explain the objectives and competencies of the class. **STUDY: I LIKE / I DON´T**	⬜ Internet ⬜ Computer ⬜ Virtual classrooms ⬜ Aplications ⬜ Virtual exercices	**CE.EG.5.1. Use the vocabulary learned to create dialogues with your classmates.**	5 min	**Achievement indicator** **Speak skills** ==**Structure**== Using the I LIKE in dialogues I DON´T in dialogues ==**Pronunciation**== Dialogues using **LIKE / I DON´T** ==**Grammar**== Sentences compositions **I LIKE / I DON´T**
DEVELOP	• **ACTIVATION OF PRIOR KNOWLEDGE.** **Motivational Strategy** **Watch the video about the I LIKE / I DON´T LIKE** Identificar el vocabulario que se utiliza con el I like / I don´t like https://www.youtube.com/watch?v=w4iJMBEi7YE REFLECTION Answer questions: Do you like cream ice cream? What do not you like?			20 min	==**Oral activities**== **Record three sentences with I** **LIKE / I DON´T LIKE**

| FINISH | Teaching Technique: Question Method / Simulation / Brainstorming.

Juego: Random wheel
https://acortar.link/bQgfeY

(C)CONCEPTUALIZATION
  • Definition of the verb Like / don´t like
  • Personal pronouns
  • Adjectives
  • Vocabulary
GRAMMAR STRUCTURE
    POSITIVE
P+like + complemento
    I like ice cream
     NEGATIVE
P+don´t like   +
      don´t like complemento
▪ I   ice cream

(A) APLICACIÓN
    Realice a simulation.
    Answer the questions:

What do you like? | | | 15 min | Structured resolution of class activity |
| | What don't you like?

random cards
https://wordwall.net/resource/16880381/i-like-i-dont-like#
Practical application of the class
https://wordwall.net/resource/16880381/i-like-i-dont-like# | | | | |

3. TRANSVERSAL AXES		
FIRST QUIMESTER: Justice, fairness, empathy, assertive communication, respect Puntuality Responsibility Solidarity	SECOND QUIMESTRE: Health care, I respect Honesty Love	
ELABORATED BY	**REVISED BY**	**APPROVED BY**
TEACHER: Lic. Lady Rivera	**PEDAGOGICAL COMMISSION:**	**PRINCIPAL:**
Signature:	**Signature:**	**Signature:**
Date: Wednesday 14th, , July 2021	**Date: :** Wednesday 14th, , July 2021	**Date:** Wednesday 14th, July 2021