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MOTIVATION AS A FUNDAMENTAL TOOL TO PROMOTE STUDENTS’ SPEAKING IN THE CLASSROOM

TRABAJO EN LA MODALIDAD DE ACTION RESEARCH PROJECT

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JANUARY, 2017
To my beautiful and wonderful mother Maria Teresa Nieves.

Thanks for always being there for me. For all your love and support.
Abstract

This Action Research report focuses on motivating adolescent students to speak English in their EFL classes. It was carried out in my teaching context, a private secondary school in the state of Veracruz. The participants involved in this study were a group of eleven adolescent learners who seemed to be reluctant to speak in English, and who seemed instead to prefer to use their mother tongue in the classroom. Based on information collected about motivation in the EFL classroom, the inclusion of specific tasks such as games, class discussions and role plays, were implemented to encourage adolescent learners to speak in English during the lessons. These were based on the idea that students may be more willing to speak when all their classmates are motivated with a task that is interesting for them. For this reason, a four week action plan was designed, implemented and evaluated in which the main objective was to motivate students to speak in English during their lessons. The findings reveal significant information concerning team work in class. In addition, important factors were identified that may be considered as the limitations of this study such as students’ behaviour and the validity of their viewpoints.

Key words: motivation, speaking skill, specific tasks, adolescents
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CHAPTER I: INTRODUCTION

Speaking is often considered as the skill that measures the effective use of language. For example, Nunan (1999) states that successful language learners are those who are capable of holding a conversation in the target language. Consequently, in an ESL/EFL context, it is of paramount importance, as well as the main concern of English teachers (Florez, 1999) to develop learners’ speaking skills. Furthermore, speaking may aid to develop other language skills. In previous studies, oral interaction has been seen to have an important influence on learners’ language development (Gass & Varonis, 1994). It was also found that speaking skill may enhance the development of listening skills (Regina, 1997), reading competence (Hilferty, 2005) and writing skills (Trachsel & Severino, 2004). However, it is necessary to create appropriate conditions in the classroom by means of dynamic and effective activities, to motivate learners to speak (Nunan, 1999).

On the other hand, EFL learners’ reluctance to speak English in the classroom is a problem commonly found in EFL contexts. This is important as students appear to have only a few opportunities to develop their speaking skill in the classroom. In addition, research shows that students often develop negative attitudes to school and are likely to lack motivation which may lead into communication apprehension (McCroskey & Richmond, 1991). As a result, it seems that these students limit their opportunities for language use. Consequently, motivating students to speak in English seems to be an important, though challenging task.

Appropriate conditions and activities are necessary because learners may not be willing to speak or they may overuse their mother tongue in the classroom. There are some factors that may cause this problem. For instance, learners may lack confidence or even feel anxious when required to speak. There are also learners who may lack interest in the classroom activities that are focused on the speaking skill. Therefore, it seems that perhaps learners may need to be motivated in order to produce orally. Motivation may be one of the key elements that influences the teaching and learning process. Consequently, it is essential for teachers to encourage and motivate their learners to speak English in their lessons (Chamot, 1993).
In the specific context of a secondary school, helping learners to speak in English is often a challenging task for the teacher. Being aware of the process that encourages students to speak in English requires a demanding work of reflection, observation and research, given that there are numerous factors involved that may facilitate or impede this process. This particular action research focused on one of these factors: students’ motivation. An action plan was designed, implemented and evaluated to discover whether or not the inclusion of certain activities may motivate teenage students to speak English in their classes.

1. Context
This research was carried out in a private secondary school in Mexico. The school is well equipped; it has large classrooms with plenty of space for the students. In addition, the students have access to many technological resources such as projectors, internet, interactive boards, etc. Regarding the English school system, seven and a half hours are dedicated to English classes every week. The students are divided into six different groups according to their English level, instead of the grade they are in; for this reason there are students of different ages in the same classroom. The English levels in the school system are: elementary, pre-intermediate, intermediate and upper intermediate. At the end of the school year, it is expected that students will pass at least one of the different international Cambridge examinations such as KET, PET and FCE. Consequently, the EFL teachers need to enable students to develop the different language skills such as listening, reading, writing and speaking successfully.

The classroom where my research was carried out had plenty of space so that the students could move around, and it was well illuminated and comfortable. It had also bulletin boards and visual aids as decoration, as well as the technological resources previously mentioned. Regarding the course, it was an elementary English course in which students needed to cover twelve units of their English book. They also had a workbook and a reading comprehension book. The exam period was every two months in which students took two evaluations. In the first one, students were evaluated based on their knowledge and use of the topics in the students’ book. This evaluation covered all
the skills such as listening, reading, writing and speaking. The other evaluation was a KET practice examination so that students’ progress could be registered and taken into consideration for a real KET examination at the end of the year.

1.1 Participants
This work was focused on a group of 11 teenage students who have an elementary English level (A2) according to the Common European Framework of Reference (CEFR). The students were from 13 to 15 years old, and they seemed to come from a similar middle class background. The majority had known each other for years, probably because they had studied in the same private school since they were in primary school, and so they seemed to get along with each other really well. In addition, they had been studying the language for three years, and they were familiar with the KET practice examination papers. They had English classes from Monday to Friday that lasted 90 minutes every day from 10 to 11.30 am. Some of these students were in this English group because they had failed the English course previously. Others needed more language practice so that they could be ready to enter the following English level (pre-intermediate) in the school system. In order to protect the identity of the participants, all their names were changed in this report.

2. Description of the problem
On reflection, I realized that many of my teenage students from the elementary group had problems when they had to speak in their English class. As an English teacher, speaking in English is an important element of the students’ learning process. However, my students seemed to be reluctant to speak in English, and seemed to prefer instead, to use their mother tongue in the classroom. In addition, these students were at the difficult age where they did not seem to take anything seriously, and their English class was not an exception. When I asked them to speak in English, some of them did the opposite and started speaking in Spanish, while others remained quiet. It appeared therefore, that one of the factors that may have inhibited these students from speaking in English in the classroom was their lack of motivation. They perhaps did not feel the need to speak in English because they did not see the English class as something meaningful for them.
Nevertheless, they did seem to be aware of the fact that English is an important language around the world that may help them to open many doors in the future.

3. Objectives
As a first step, this study aimed to identify the existence of a problem, and understand its nature by using different data collection methods. Once the problem and its characteristics were understood, the main objective was to design, implement and evaluate an action plan as intervention that might provide a possible solution to the identified problem.

4. Research Questions
The main research questions in this inquiry were the following:

- What is the nature of adolescent students’ speaking problem?
- How may the inclusion of specific tasks encourage adolescent students to speak in English during the lessons?

The answers to the first question were analyzed to discover the characteristics of the problem to be taken into consideration for the implementation of the action plan. The answers to the second question were obtained by evaluating this plan.

5. Map of research report
This research is divided into five chapters.

Chapter I
In the first chapter, the area of practice investigated is introduced. This is followed by a brief description of the context, and then the participants, as well as a reflection of the nature of the problem. Finally, the objectives and the research questions of this study are stated at the end of this chapter.

Chapter II
The second chapter deals with the literature review. It examines the issues that are directly related to the identified problem by referring to theory. This includes information from the
different sources consulted, such as articles and empirical studies, that are related to motivation in the EFL classroom; in particular, the factors and techniques that may motivate EFL students to speak in the classroom.

**Chapter III**
This chapter discusses the choice of methodology, as well as the procedures and processes followed in this inquiry. Given that action research is the method used in this study, different experts’ views regarding AR and its characteristics are included. This is followed by a brief description of the research problem. The findings from an initial research are presented in order to validate the nature of the problem. Then the data collection methods, including their definitions, usefulness, characteristics and purpose are stated. Finally, the action plan implemented in an attempt to help solve the identified problem is described.

**Chapter IV**
In this chapter, the data collected during the intervention process are discussed. This includes the findings that resulted from the evaluation techniques used in the implementation of this action plan. It highlights the findings that seem to support the fact that motivation in the EFL classroom may be a fundamental tool to promote students’ speaking.

**Chapter V**
The last chapter includes a discussion of the research process. At the beginning, a summary provides a brief review of the entire project. Then, the implications, as well as the limitations that emerged during the study, are pointed out. This leads to a consideration of the possible modifications and/or changes necessary to improve this research cycle. Finally, the usefulness of the research is discussed, as well as the possible modifications in teaching practice as a result of this research. This chapter ends with the focus for a possible second cycle.
CHAPTER II: SPEAKING AND MOTIVATION

The first section of this literature review deals with the definition of speaking and the different issues related to it. Then, a definition of motivation and the different types of motivation is provided. In the following section, the importance of motivation in the classroom is analyzed and discussed. The third section has to do with the factors that motivate students to participate in an English class. The last section presents an analysis of how teachers may elicit speaking in the EFL classroom.

2.1 Speaking

Speaking is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney 1998: 13). Speaking may be an essential process in second language teaching and learning. In order to elaborate more on the nature of speaking, Luoma (2004) states that speaking, is “an interactive process of constructing meaning that involves producing, receiving and processing information” (Luoma, 2004: 2). Its nature and significance are determined by the circumstances in which it appears such as the physical setting, the participants themselves, and their reasons for speaking. Furthermore, Bygate (1987) suggests that the speaking process may be open-ended, impromptu and developing.

2.1.1 Speaking and communicative competence

Speaking as a process involves different elements that deal with a communicative competence. Based on the communicative competence model proposed by Scarcella and Oxford (1992), it is important to mention the components involved in the different competences. They are shown in the figure below:
Riggenbach (1998) states that grammatical competence ‘includes using correct grammar, pronunciation and adequate vocabulary’ (Riggenbach, 1998: 55). In speech, the production of fundamental grammatical structures is needed to facilitate communication. The use of adequate vocabulary deals with the recognition of words, common collocations and fixed phrases. It involves also the use of “vague language” (Luoma, 2004: 24). Pronunciation, as reported by Cornbleet and Carter (2001:18), involves features such as: “sounds, intonation, rhythm, linking and assimilation.” On the other hand, sociolinguistic competence is related to the concept of “appropriateness” (Cornbleet &Carter 2001: 20). It is influenced by the context, purpose and participants in the conversation.

Strategic competence entails the strategies that efficient speakers use such as body language, gestures and topic selection. These are the strategies that help them when they do not know all the words they need when speaking. According to Scarcella and Oxford (1992: 156) “strategic training” for this competence facilitates students to make use of their speech in the form of the following strategies: interrupting, asking for clarification, asking for explanation and changing the topic. Another competence is the Discourse, which, according to Dörnyei and Thurrell (1994:40), implies “the ability to use evaluative and expository information routines including their sequential stages in conversations.” It involves also the use of the common procedures for opening or ending a conversation.

2.1.2 Communicative Language Teaching

Communicative Language Teaching (CLT) is based on the theory of the communicative approach which Harmer (2001: 69) sums up as a “set of beliefs” that re-evaluate what to teach and how to teach it. CLT focuses on the importance of getting meaning across and the ability to communicate.”

As Brown (1991:226) suggests, it has been the ideology of CLT to teach foreign languages by employing a communicative approach which centres “on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts.” Brown (1991:245) defines the four most important characteristics of CLT as follows:
1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence;

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context.

Furthermore, Brown (1991) suggests that accomplishing a communicative task successfully is more important than the accuracy of the language. Regarding communicative language teaching, Revell (1991) affirms that “theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate”, it is necessary to create a connection between “linguistic competence” and “communicative competence” (Revell 1991:5). Littlewood (1981) observed that one of the most representative features of CLT is that it focuses on structural as well as functional aspects of language. In addition, the CLT approach highlights the communicative tasks that deal with the actual use of language in an everyday life context.

2.1.3 Tasks in the communicative process
Providing a definition of the term task may depend on its communicative purpose since this is fundamental in speaking. Some authors define task in communicative terms, mainly because for them, the word task involves communication. Stern (1992:195-196) makes a connection between the concept of task and ‘realistic language in use.’ He argues that “communicative exercises…provide opportunities for relatively realistic language use, focusing the learner’s attention on a task, problem, activity or topic, and not on a particular language point.”
Following this perspective, Willis (1996:23) states that, “tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” Furthermore, Ellis (2000:195) emphasizes that this definition, from a communicative viewpoint, symbolizes “a broad consensus among researchers and educators.”

More than a definition, the concept of task involves certain criteria that deal with the nature of a communicative activity. Willis and Willis (2009:4) mention the main characteristics that a task involves:

A task has a number of defining characteristics, among them: does it engage the learners’ interest; is there a primary focus on meaning; is success measured in terms of non-linguistic outcome rather than accurate use of language forms; and does it relate to real world activities? The more confidently we can answer yes to each of these questions the more task-like the activity.

In general, a task may be presented to the learners as a real situation that enhances real communication. It is focused on meaning and the use of learners’ linguistic resources as well as realistic language. Thus, a task may enable a constant communication during the teaching and learning process. Precisely, it is through engaging tasks that learners may be more motivated to communicate in the target language.

2.2 Definition and types of motivation

In order to understand fully the importance of motivation in the foreign language classroom, it is first important to provide a definition of what motivation is. In psychology, motivation may be seen as a force that energizes and directs behavior towards a goal (Eggen & Kauchak, 1994). Similar to how a force moves an object, motivation moves a person. Hamachek (1989:262) expresses the view that motivation has three important functions:

1) energizing us (i.e. turning the key and starting the motivational engine),
2) directing us (i.e. pointing us in a particular direction), and
3) helping us to select the behavior most appropriate for achieving our goals.
Student motivation modifies achievement and behavior in the classroom; it is a particularly important variable that affects speaking, a vital element in learning a second language. In everyday life, truly successful people are those who are motivated. Semantically speaking, motivation is a word that comes from the Latin verb movere meaning to move. Consequently, motivation is related to what moves a person to make a decision and take an active part in an action. If there is no motivation, success might be difficult to achieve, and in the case of learning another language, it is quite similar.

In other words, motivation is an internal state of being that influences the desire for a goal, and maintains people’s efforts to persist in a certain direction. In education, Richards et al. (1992) define motivation as the factor that determines a person’s desire to do something. A more specific and brief definition of motivation is provided by Ur (1996). She claims that it is more useful to think in terms of the ‘motivated’ learner: the one who is willing or even eager to invest time and effort in learning activities and in order to progress. From a SLA perspective, learning may be affected directly by different types of motivation.

Regarding the different types of motivation, several studies have been carried out by researchers, as well as language teachers. These include Gardner and Lambert (1972) who state that there are two basic types of motivation: integrative and instrumental. Integrative motivation deals with learning the language in order to interact with native speakers and possibly participate in their community. Instrumental motivation implies that the language is learned for a practical reason such as in order to earn a promotion and/or more money in their occupation. These two kinds of motivation may affect the language learning process (Cook, 2000). Other experts also refer to extrinsic and intrinsic motivation, for example, Spaulding (1992:116) defines extrinsic motivation “as an outward force in the form of expectation, praise and rewards. It powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged.”

For instance, this is when learners work hard to receive praise or good grades from the teacher. That is, the aim of learning may not be for the sake of learning, but for potential rewards. In contrast, intrinsic motivation is “a response to needs that exist within the
learner, such as curiosity, the need to know, and feelings of competence or growth” (Eggen & Kauchak, 1994: 428). This may be perceived when “someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not” (Spaulding, 1992: 4); that is, when learners are willing to acquire the knowledge owing to their curiosity or need to know, their desire to feel competent, as well as their desire for growth. Instead of searching for praise or rewards, they are more concerned with the enjoyment of the learning process. Consequently, students with an intrinsic motivation orientation, study English on their own initiative, and tend to prefer moderately challenging tasks such as speaking in English in the classroom. No matter how motivation has been classified, all kinds of motivation work in the SLA context, and each kind contributes to the learners’ progress in different ways and to different degrees (Spaulding, 1992). Therefore, it is difficult to decide which type of motivation is the most effective.

2.3 Motivation in the EFL classroom

Motivation is an intensive desire that prompts students’ enthusiasm and willingness to learn English. It has an impact on the success of foreign and second language learning in general, and in classroom language learning in particular, given that motivation, according to Dörnyei (1998:117), “provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process.”

Nevertheless, motivation is a “complex” and “multifaceted construct” (Gardner, 1985: 23; Williams & Burden,1997: 11). It includes many factors such as the attached value of a task, the rate of success anticipated by learners, whether learners consider they are capable enough to succeed, and what they believe to be the reason for their success or failure when performing a task (Dörnyei & Ushioda, 2011).

Gardner (1972) proposes that “motivation in foreign language learning implies four elements: a goal, effortful behavior, a desire to attain the goal and attitude” (cited in Jia Guanjie, 1996: 69). Learners who have a solid motivation to learn have a positive attitude towards studying and eagerly make an effort in order to learn English. In addition, students
who are self-motivated have a strong drive to keep on learning, as well as a positive self-concept.

2.3.1 Factors that motivate students to speak in an English class

According to Dörnyei, (2001:7) motivation explains people’s behavior: “…motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.”

Motivation in language learning plays an essential role. Precisely, motivation creates successful second language speakers by giving them the opportunity of being more self-confident. Motivation also produces students who are in a constant learning process even after they achieve their goals. In order to motivate students, English teachers may make use of some approaches or methods in the class. As reported by Hussin et al (2001:3),

…positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conductive environment that could contribute to the success of language learning

They also explain that there are six elements that have some influence on motivation: opinions about self, attitudes, commitment, aims, group support, and personal qualities. Most importantly, there are some particular elements that are strongly linked to motivation in language learning: experiencing success, satisfaction, confidence and an effective rapport between learners (Hussin et al, 2001). All these elements are assumed to be related to developing motivation. When it comes to learning a language, it seems necessary to elicit communication in daily life circumstances. Students need to achieve communication skills that they can put into practice with different people. Nunan (1999) states that some “types of communicative tasks can also influence students’ willingness to speak” (Nunan, 1999: 35). For this reason, it is necessary that teachers make use of different techniques that may motivate students to speak English in the classroom.

2.3.2 Techniques to elicit speaking in the class

Learning English is often related to learning how to speak the language. As Ur (1996:120) states:
…of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

When it comes to practice, however, many learners may not be motivated enough to speak English as they may find that speaking in a foreign language is a complex issue. It is because speaking involves many factors. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” (Harmer, 2003: 269).

Nowadays, some different methods, approaches, and techniques are employed in order to encourage students to speak English. Well prepared lessons, as well as clear instructions during the lesson are considered motivating. Some techniques used by teachers recently are the ones characterized as communicative techniques. These place emphasis on the ability to negotiate meaning rather than think too much about the form of the sentences uttered during a conversation. Brown (2001:76) proposes the following principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

The previous techniques suggest that English teachers not only have the task to teach sentence structure, but also to prepare the lessons well in order to motivate the students to speak and to be more communicative. Furthermore, teachers need to create the
speaking class environment, adapt the lessons to make them lively and encourage the students to speak.

In order to encourage students to speak, it is important to include activities that they may find enjoyable. Kayi (2006) analyzed the benefits of using interactive speaking activities. She studied some activities such as: Discussions, Role-play, Simulations, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Reporting, Playing Cards, Picture Narrating, Picture Describing, and Find the Difference. As shown in Hadfield’s (1996a, 1996b, 1996c) work, the use of communicative games as speaking activities offer “opportunities for real communication, albeit within artificially defined limits” (Hadfield, 1996:iii). Whatever the game and/or activity, and however they are performed, they may serve to elicit learners to speak in English. To achieve this, it seems necessary that the teacher may make use of different games and activities and explore the advantages of these speaking activities. Furthermore, the willingness in using games and interactive activities seems to be crucial since it is the teacher who is in charge of motivating the students to carry out these kinds of activities in a successful way. In this case, the teacher may be seen as a motivator that the students need to speak more in the English class.

2.3.3 The role of teachers in students’ motivation

Teachers have to assume different roles that may help students to succeed in their learning. Banton (1965) defines a role as “a set of norms and expectations applied to the incumbents of a particular position” (Banton, 1965: 29). There are different roles that teachers may play in FL classes. Among these roles are: mentor, facilitator, initiator, motivator, consultant, ideal model of the target language speaker, and mental supporter. These roles are considered to have an influence on learners’ motivation. Ramage (1990) claims that teachers should make an effort to increase learners’ motivation so that learners may be more involved in their learning process until they accomplish their common goal in FL learning. In addition, the influence of teaching strategies on motivating students depends also on students’ perceptions of these strategies, as Dörnyei (2001) has suggested.
There are various studies that indicate that teachers are a main influence on learners’ motivation. Dornyei (1994) pointed out that some components associated with the teacher have an impact on learners. These components are language learners’ affiliation that is learners’ aspirations to please teachers; teacher’s style of teaching and the use of specific teaching strategies, such as feedback and modeling task-presentation. In addition to these, there are other important elements that may have an influence on FL learners, for instance students’ interactions with the teacher, feedback, previous learning experiences, praise, rewards and punishment (Williams & Burden, 1997).

According to Oxford and Shearin’s (1994) findings, it appears that there are five important points to consider when comprehending motivation. They reported that teachers may (I) find out learners’ authentic reasons for learning the L2; (II) aid students to elaborate challenging, but possible aims; (III) explain to students the benefits of learning the L2; (IV) create a safe, positive, and non-intimidating teaching environment; and (V) motivate students to develop high, but meaningful intrinsic motivation. However, developing motivation may be seen as a challenge for a teacher, especially when it comes to adolescents.

### 2.3.4 Adolescents

In SLA research, adolescence is sometimes regarded as a defining moment in which the child’s neurological ability to learn languages is lost or altered (Scovel, 2000). Additionally, experts have often portrayed maturing learners’ changing views of self and social context as an significant element in age differences in second language (L2) acquisition (Krashen, 1981). As a matter of fact, it is agreed that adolescents are at the stage in which they are searching for an identity, and have a constant need to protect their self-esteem and be taken into account. In other words, they need to feel confident about themselves and valued. According to Harmer (2007) this is seen in the teenage learner who argues that an effective teacher “is someone who knows our names” (Harmer, 2007:26). However, it is not only with teachers, adolescents may also have an extreme concern for peer approval. All these factors combined are reflected in the students’ performance in class. Therefore, teachers may need to reinforce students’ self-esteem and to be aware of the students’ need for identity in order to motivate them to speak.
Puchta and Schratz (1993) consider that some of the issues regarding adolescents in the classroom are caused by “the teacher’s failure to build bridges between what they want and have to teach and their students’ worlds of thought and experience” (p. 4). They propose linking language teaching far more directly to the students’ interests through, particularly, the application of ‘humanistic teaching’ (Puchta & Schratz, 1993). Therefore, attractive material has to be designed by taking into consideration the topics that the students can feel more involved with. In addition, they may be motivated to respond to situations using their own thoughts and experiences, rather than just perform overwhelming learning activities. Harmer (2007) mentions that adolescents’ passionate commitment to what they do when they are motivated makes them the most exciting learners of all. Most of them may feel the need to learn and, with the right guidance from the teacher, may be able to succeed in their goals.
CHAPTER III: METHODOLOGY

This chapter deals with the methodology followed in this study. The importance of qualitative research is highlighted as an appropriate approach for the purpose of this inquiry. Since this study is based on action research, different authors’ perspectives of AR and its characteristics are mentioned. This is followed by a description of the data collection methods, and then the method of data analysis used. Finally, this chapter includes a description of the action plan carried out in this inquiry, and then the research procedure that was employed.

3.1 Qualitative research

Qualitative research has to do with exploring an issue, understanding a phenomenon, and answering questions. For the present study, qualitative research allowed the researcher to establish a clear and comprehensive picture of the phenomenon referred to as motivation for speaking in the EFL classroom. This paradigm emphasizes understanding by examining students’ thoughts, actions and records. As Denzel and Lincoln (2003:4-5) state:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.

In addition, qualitative research explores the information which emerges from the data, which is usually based on the participants’ points of view. It is the researcher’s assignment to find that information in the participants’ behavior, actions and opinions; analyze it and present it while staying as close to the construction of the world as the participants initially experienced it. In other words, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Cresswell, 1994).
### 3.2 Action Research (AR)

AR is an influential method for making changes and improvements. It combines the terms *action* and *research* that catch the attention of investigators, teachers and the educational community (Nunan, 1993). It may be carried out in different contexts where a problem involves a group of potential participants and a difficult situation that needs a possible solution. AR is defined and implemented in different ways in the research field. For instance, Wallace (1998:4) claims that AR is “...basically a way of reflecting on your teaching...by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what the future practice should be.”

From this perspective, AR is a mode of inquiry carried out by teachers that is more focused on the teacher’s and the students’ development than it is on building theory (Kemmis & McTaggart, 1992). Although Chaudron (2000: 4) holds the view that AR does not “imply any particular theory or consistent methodology of research”, numerous steps in the AR process have been identified by researchers. In fact, Nunan (1993) proposes a useful perspective of the process that deals with conducting an AR. That is, that in most of the empirical studies on foreign or second language classrooms, researchers share similar goals. These goals generally include a better understanding of the process of teaching a foreign or second language and improving the conditions for learning.

When employing AR, the researcher needs to be systematic and collaborative in collecting evidence based on detailed reflection. This may bring about changes in the teachers’ definitions of their professional development and roles (Cohen et al 2007). Furthermore, AR may change what teachers do in practice in the classroom based on their renewed awareness of classroom issues. This is fostered by the feedback obtained from data in an ongoing cyclical process (Wallace, 1998). In an AR cycle, researchers may complete and even go back to any stage. Consequently, the research cycle may vary in the number of research decision making steps as Ferrance’s (2000) AR model shows.
According to Kemmis and McTaggart (1992:21), AR is “…motivated by a quest to improve and understand the world by changing it and learning how to improve it from the effects of the changes made.”

AR was appropriate for this study since it allowed the researcher to reflect and understand why the students are not willing to speak in English, identify the main issues and make some changes in the class in order to improve the learning conditions. Another benefit that AR offered this study was its reflective nature. In addition, AR was appropriate to discover and analyze students’ attitudes and feelings. All this allowed the researcher to perceive students’ multiple points of view regarding their motivation towards speaking English in the classroom.

3.3 Identifying and understanding the problem

In order to both verify and understand the problem that had emerged after observation and reflection on what was happening in my EFL classroom; an initial research stage was carried out. This stage was necessary to understand clearly the nature of the problem identified. It seemed that one of the factors that were inhibiting students from speaking in English was a lack of motivation because they did not seem to enjoy the classes. In addition, they appeared to be overwhelmed by the aspects they were required to learn. Furthermore, in spite of being aware of the importance of the English language, students were unable to see the English class as something relevant for their learning.
3.3.1 Initial Research
For the purpose of this action research, initial research was carried out as a first step to verify the nature of the problem and its characteristics. The main research methods that were used to collect data were observations and two kinds of interviews: focus group interviews and semi-structured interviews. The first instrument that was used was an observation sheet (Appendix 1) in order to identify the aspects that seemed to have an influence on whether or not the students spoke in English. After the observations, a focus group interview (Appendix 2) was carried out so that students could express themselves freely. It was confirmed that they were reluctant to speak in English because they were not motivated enough. From the focus group interview, four participants were chosen at random to be interviewed individually. This semi-structured interview with the participants was used to compare responses, and discover what prevents students from speaking in English in the classroom.

3.3.2 Data collection techniques & verification of data
As previously mentioned, initial research was carried out to identify the nature of the problem. The research methods that were chosen and designed for the data collection were observations and interviews. During the interview process, two different types of interview were used: focus group and semi-structured. A description and analysis of these research methods is provided below.

3.3.2.1 Observation
Owing to the fact that observation is focused, objective, reflective, documented, and evaluated (Burns, 2010), it involves a more self-conscious attitude to teaching practice. Similar to other methods of data collection, observation allows the researcher to adapt or to design his/her own observation instrument. When it comes to collecting data by using observation techniques, the researcher attempts to provide detailed descriptions of the students’ activities and responses in the classroom without being an influence on the events in which the students are taking part (Mackey & Grass, 2005). In order to facilitate the registering of the key factors that could be observed, an observation sheet was
designed (Appendix 1). Mackey and Grass (2005:175) state that in a highly structured observation, the researcher uses a detailed checklist or rating scale:

In a complex L2 environment such as the language school, workplace, or community, a structured observation can facilitate the recording of details such as when, where, and how often certain types of phenomena occur, allowing the researcher to compare behaviors across research contexts in a principled manner.

Its usefulness for this study may lie in detecting if there is a pattern that brings about speaking in class, if there is a specific moment during the class when students remain in silence or in which stage of the lesson students use their mother tongue the most. Additionally, the elements that were taken into account in this structured observation were: the classroom atmosphere, students’ speaking, participation in class, the rapport between students and the teacher, the attention paid to the class, students' motivation, the interaction among students and the presence of shy and outgoing students. All these factors allowed for a closer contact with the students' experiences. As Patton (1990:203) establishes: “observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. The researcher is given the opportunity to look at what is taking place in situ rather than at second hand.”

This first instrument allowed the researcher to identify the aspects that seemed to have an influence on the students’ speaking. It was carried out during the entire English class which lasted 90 minutes. After the saturation point was reached in the observations and no more additional data could be found to develop new properties of categories, the next research method used in the initial research was the interview.

3.3.2.2 Interview

In general, an interview is an exchange of points of view among people referring to a specific issue. It enables participants to express their interpretations of the world in which they live, and to express how they regard different aspects and situations in their own words (Cohen et al 2007). Furthermore, Kvale (1996:11) emphasizes the beneficial use of an interview as an important method in qualitative research since “the use of the
interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations.”

### 3.3.2.3 Focus group interview

In a focus group interview, interaction plays an important role. The group discusses a topic provided by the researcher and the participants interact with each other rather than the interviewer, so that the participants may express their feelings and thoughts more freely (Morgan 1988). For Mackey and Grass (2005:173), focus group interviews “…usually involve several participants in a group discussion, often with a facilitator whose goal it is to keep the group discussion targeted on specific topics, again often using a stimulus for discussion.”

The data and outcomes emerge from the interaction of the group. According to Morgan (1988) focus group interviews are useful for orientation to a specific field, developing topics for future interviews, formulating hypothesis that come from the insights that data provides and gathering feedback from previous studies.

During the focus group interview carried out in the initial research, the eleven participants were asked some questions related to speaking in the English class, as well as about their likes such as their favorite movies, celebrities, songs in English etc. The questions were written on the board so that students could also write their opinions regarding speaking. It was important that students could express themselves honestly and freely during the focus group interview so that their answers could reflect their thoughts that later led to the designing of the action plan.

### 3.3.2.4 Semi-structured interview

In a semi-structured interview the researcher designs a written list of questions as a guide. The set of questions may be derived from the main issues that the research involves (Kvale, 1996). In other words, it is organized around a set of predetermined questions. It is important to emphasize however, that in a semi-structured interview, the interviewer has the freedom to digress and probe for more information (Cohen, J. et al, 2007).
Therefore, during a semi-structured interview, other questions may emerge from the dialogue between the participant and the interviewer. However, the interviewer usually maintains control over the interview, asking questions, but contributing little else (Sorrell & Redmond 1995).

The main reason for using a semi-structured interview in this study was to give the participants the opportunity to express their concerns as if they were holding a conversation with the interviewer. This may give them more confidence to explain their issues regarding speaking. Four participants from the elementary English group were chosen to be interviewed as they gave the most outstanding answers during the focus group interview. They were three boys and one girl whose real names are not included. The questions for this particular interview mainly focused on students’ opinions regarding their English class, the factors that motivate them to speak in English, as well as the factors that inhibit them from doing so. It also included a section regarding the possible changes that the teacher should take into consideration in order to make the English class more lively and enjoyable. The answers to these questions, were taken into account to develop the action plan.

3.3.3 Outcome of initial research
The findings from the data collection revealed that participants were reluctant to speak in English because the class activities were not attractive for them. This conclusion emerged from the semi-structured interviews with the participants when they explained that using different activities such as games, competitions and discussions may help them to speak English more often. In addition, they mentioned that when speaking, they prefer to use Spanish because it is easier for them and they can express themselves better. This idea was reinforced by the focus group interview that reflected that all the students were rather lazy about speaking English (see appendix 2). For this reason, the action plan for this action research was focused on motivation to elicit students’ speaking in class. Motivation might help learners’ in speaking English more often so that they can avoid using their mother tongue in class. To do so, different tasks were designed such as games, class discussions and role plays taking into account students’ likes.
3.4 Action Plan
As previously mentioned in chapter two, motivation is the factor that determines students' desires to do something. Since they were reluctant to speak English because they did not have the motivation required, it was necessary to make the class more interesting for them. Based on the initial research findings regarding the characteristics of the problem, an action plan was designed which was focused on including specific tasks that may motivate students to speak English in class. During the week, the students studied and practiced grammar structures and vocabulary. Then, on a specific day of that week, students put into practice the grammar and vocabulary acquired in different tasks. These tasks were based on Kayi’s (2006) and Deesri’s (2002) work that presents popular speaking tasks such as games, class discussions and role plays. The tasks carried out in the four-week action plan were divided into these three categories because according to the data these were also the most popular activities among these students.

3.4.1 Rationale
As a secondary school teacher, I observed that students, who were not able to develop the speaking skill as well as the others, were affected negatively. Regarding adolescents, the negative repercussions may be reflected in their lack of interest in the English class, and in their academic performance. It seems that students may be more willing to speak when all their classmates are motivated with a task that is interesting, appealing and interactive (Deesri, 2002). For this reason, the action plan included games, class discussions and role plays that experts and even students suggest so that they could be more motivated to speak.

The first task in the action plan included games. Well-chosen games may be helpful as they give students a rest of the class routine (Kayi, 2006). In addition, when it comes to playing games, students may put into practice their speaking skill. Games are quite motivating since they are entertaining and at the same time challenging. They also make use of significant and helpful language in real life (Deesri, 2002). Furthermore, games increase and promote team work. According to Ersoz (2000:4), “games are highly
motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.”

They also allow students to learn new experiences within a FL which are not always possible during a normal class (Hadfield, 1996). There is also an extensive set of word games that are “useful for practicing and revising vocabulary after it has been introduced” (Haycraft, 1978:50). During the first week, the games included in the action plan were charades for one lesson and a board game in another lesson to practice the vocabulary and some grammar structures seen during that week. These particular games were chosen given that the interviewed students showed interest in guessing and competitive games.

The following tasks during the second week were class discussions. Brookfield and Preskill (2005) mention some benefits of class discussions, for example, they help students explore a diversity of perspectives, develop the capacity for the clear communication of ideas, and help students develop skills of synthesis and integration. One of the tasks carried out in the class discussion included a debate. Debate is an interesting speaking task for language learning because it aids students to be immersed in different linguistic and cognitive activities (Harmer, 2007). In a debate, students may express themselves by expressing their arguments, agreements or disagreements regarding a topic that may be controversial for them. Davidson (1996: 42) states that “…with practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments.”

Nisbett (2003: 210) adds that “debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas.” Although debate is quite challenging, students may develop their speaking skill which can help them to express themselves in the target language.
Another task carried out in a different class was the discussion of students’ favorite movie. According to Berk (2009), the use of films or video clips in the classroom generates interest in the class, provides an opportunity for freedom of expression, and inspires as well as motivates students and builds a connection with other students and the teacher. Herron et al (1995) state that the use of films, “permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures” (Herron, et al., 1995: 775). They also conclude that using films in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating speaking in the classroom. In task, students were required to express their opinions regarding their favorite movie. In order to elicit a class discussion, students were asked to tell their classmates the parts that they liked the most, as well as the parts they wanted to change in the story, describe their favorite characters, and propose an alternative ending for the movie.

The following tasks included role plays. According to Tompkins, (1998: 69) “the effective use of role plays may encourage thinking and creativity, develop and practice new language and behavioral skills in a relatively safe setting, and create the motivation and involvement necessary for real learning to occur.” Additionally, Jones (1982:113) expresses the view that role playing also encourages affective interpersonal relations and social interactions among students, given that “in order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.”

To accomplish their role responsibilities, students may interact with their classmates in the simulation, by using their social skills effectively. Harmer (2007) claims that role play can be used to encourage general oral fluency. In order to help students improve their speaking and overall communicative skills, two different tasks were designed and organized using role plays so that students could practice the different vocabulary and grammar structures in a more meaningful way. In the first task related to role play, students were asked to pretend they were famous people and participate in an interview. In this role play task described by Ladousse (1987), the teacher asks personal questions
in order to find out more information about the famous person. This communicative exercise allows students to be creative with their character as they may improvise some of their answers. It involved more complexity than just answering ‘yes’ and ‘no’ questions and allowed learners to control the nature of the interactions that take place in the classroom (Skehan, 1998).

Another task carried out in a different class was acting from a script. For this task, students chose a scene from their favorite movie, looked up the script and acted it in the class. It is important to mention that when students are working with a script, they should treat it as ‘real acting’ (Harmer 2007:349). That is, the teacher needs to aid students to explore the script as it is the teacher who is the ‘movie director’, and who pays attention to correct pronunciation, intonation and rhythm. In fact, the speech they produce may be meaningful. By focusing on these features before students give their actual performances, it may guarantee that acting is a motivating language producing activity (Harmer, 2007).

### 3.4.2 Implementation

The action plan took four weeks to implement from April 13th to May 12th 2015. During this time, the tasks selected: games, class discussions, and role plays, were distributed to promote students’ motivation to speak. These were centered on the grammatical structures and vocabulary practiced during the week in class. The following table shows the distribution of the speaking tasks.

<table>
<thead>
<tr>
<th>Category</th>
<th>Task</th>
<th>Sessions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charades</td>
<td>1</td>
<td>50 min</td>
</tr>
<tr>
<td></td>
<td>Board game</td>
<td>1</td>
<td>50 min</td>
</tr>
<tr>
<td>Week 2</td>
<td>Class discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Debate regarding current topics</td>
<td>1</td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td>Discuss students’ favorite movie</td>
<td>1</td>
<td>50 min</td>
</tr>
<tr>
<td>Week 3</td>
<td>Role play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrity interview</td>
<td>2</td>
<td>60 min</td>
</tr>
<tr>
<td>Week 4</td>
<td>Role play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acting from a script</td>
<td>2</td>
<td>60 min</td>
</tr>
</tbody>
</table>
In order to practice the vocabulary seen during the first week, students played charades which consisted in dividing the group into three teams. One member of the team placed a word on their forehead and the team members had to describe the world orally by giving clues or examples without saying the word. In a different class, the other task was a board game. The students were divided into two teams and a board game was projected. The objective of the task was to answer questions according to the grammar structure given.

In the second week, two tasks were carried out. The first tasks consisted in giving students some flashcards that included different topics in order to elicit a discussion. The aim was that students would use different grammatical structures to give opinions and they would be encouraged to express agreement or disagreement regarding the chosen topic. In the other task, carried out on a different day, students’ favorite movie trailers were projected during which students could share their thoughts, feelings and emotions about the movies. The aim was that students would express their opinions, whether the movie should add, omit or change some parts of the story, etc. To do so, it was necessary for students to speak in English using the grammar and vocabulary seen during that week.

The last category was role play and two tasks were carried out. For the third week task, students had to pretend that they were famous celebrities. They had to describe themselves, as well as answer personal questions related to their character. The aim was that they would use different vocabulary and grammar structures to share personal information. In the fourth week, the role play task consisted in having the students act a scene from their favorite movie. They were asked to memorize a part of the script in order to perform the scene they had chosen. The aim was to practice their speaking so that they could understand the different vocabulary and grammar structures used in a specific part of the movie.
CHAPTER IV: FINDINGS
In this chapter, a brief explanation of the type of evaluation, as well as the different evaluation techniques used during the AR is provided. Then, the way in which the data that emerged from the methods used was verified is explained. Finally, a detailed analysis of the findings is included. These findings reveal to what extent this implementation motivated these students to speak in English in their classroom.

4.1 Evaluation of action
In order to evaluate the efficacy of including specific tasks to encourage adolescents’ speaking, it was necessary to use both a formative and a summative evaluation. During the formative evaluation, learners were given feedback that might guide them to make some improvements and changes in their class performance. In the summative evaluation, the level of success that the students achieved at the end of the different speaking tasks was measured by comparing and analyzing the students’ responses. The following methods were used to evaluate the efficacy of the action plan, find out how students felt during the activities and assess students’ speaking skill in an informal way.

4.1.1 Data collection techniques
The instruments implemented to evaluate the action plan as to whether or not the use of specific tasks would motivate students to speak English in their class and to what extent, were an observation checklist, a focus-group interview and an informal speaking assessment. In the following sections, a description of every method used, and why, is provided.

4.1.1.1 Observation checklist
One of the most appropriate methods to collect evidence from participants, as well as register their actions and behavior during the activities carried out in class was observation. An observation checklist (see appendix 4) was designed to record the different elements that appeared to have an influence on students’ speaking such as: willingness to carry out the activities, anxiety, active speaking, use of L1 and L2, motivation, interaction, etc. The main aim of this observation process was to identify the aspects that may affect or influence students before, during and after their speaking
performance in class, as well determine if a specific task was appropriate to enhance speaking. It is important to mention that the observation checklist was used during each speaking activity to increase the comparability of the results.

### 4.1.1.2 Focus group interview

A focus group interview was chosen as an appropriate method to collect students' viewpoints regarding the different activities carried out during the action plan (see appendix 5). During the focus group interview, students gave their opinions regarding the activities. They were asked whether or not they liked the different speaking activities, what they thought about them, what they would change in them, and also how they had felt during their speaking performance. The aim of this interview was to identify the main elements that may have an impact on students' speaking performance in the class. At the end of each speaking task, students were asked the previous questions and they were invited to write and express themselves on the whiteboard in order to find out their ideas and concerns about the activity.

### 4.1.1.3 Speaking assessment

Assessment was used to measure the effectiveness of the different activities. It provided precise, useful and detailed information about each student regarding their speaking performance in class. In this case, an informal assessment (see appendix 6) was carried out in each speaking task during the four-week action plan. By this means, a weekly register of students' progress was kept. This information helped me to detect if there had been an impact on the students' speaking during the different tasks performed. Some of the factors that were taken into account in this assessment were fluency, accuracy, pronunciation and the use of L2 during the activities. Each student was evaluated individually, and they were given feedback after the evaluation so that they could take it into consideration to improve their speaking. As previously mentioned, this was an informal evaluation and it had no impact on their real grade.

### 4.1.2 Verification

The findings obtained from the different collection techniques were compared in order to verify the data. In this case, triangulation seemed to be the most favorable and practical method to compare them. The results were organized according to each instrument used
during the AP and then, they were examined and analyzed in detail to obtain preliminary conclusions. Lastly, the categories emerged from each group were compared to reach a definite conclusion.

4.2 Findings and analysis
The information obtained from the three instruments previously mentioned was useful to evaluate the action plan. It was also necessary to organize, examine and analyze in detail the results found to obtain different categories. The categories that emerged from this study were: increasing the learners’ self-confidence, generating learners’ intrinsic motivation, increasing the use of L2 in the classroom and working in groups in speaking tasks.

4.2.1 Increasing the learners’ self-confidence while speaking
As previously mentioned, self-confidence was perceived during some speaking tasks, mainly in the games and the interview. It was observed that in these activities students were more willing to carry them out, they were more involved in them and they used the target language in a real situation. Furthermore, in the focus group interview, one student mentioned that using games helped him to be more confident about himself as “cuando estamos jugando como que me sentía más seguro al momento de hablar en inglés porque nos estábamos divirtiendo.” For this students it seems that playing a game helped him to build the self-confidence that he needed to speak in the target language. Regarding the interview that was a role play, one girl said that: “estaba muy segura de lo que estaba diciendo en inglés porque ya sé el tipo de respuestas que da Katy Perry en una entrevista de verdad, así bien sarcásticas.” Similarly, another participant reported that he felt more confident while speaking in English during the role play task, due to he was familiar with the topic and he knew what he was talking about. This could be noticed in the student’s comment during the focus group interview. He stated that:

“las entrevistas en inglés me gustaron porque cada quien podía responder como sí fuera su artista favorito y así estábamos más seguros de lo que íbamos a decir porque sabíamos del tema.”

Apparently, the fact of knowing about a specific topic made students feel more confident about themselves so that they could express their ideas orally. Based on these comments, it may be assumed that using these activities in the class may increase at least some
students’ confidence to speak in English. Self-confidence is considered as an important element in the language learning process. Ranjith (2012:1) mentions that self-confidence “…provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication.”

It was also noticed in the speaking evaluation that during these specific tasks, the majority of the students was more fluent in their speech and provided the most accurate answers. In addition, they appeared to be more self-confident when they were speaking in English. These findings therefore, seem to echo Ranjith (2012) view that self-confidence is directly related to motivation in language learning.

4.2.2 Generating learners’ intrinsic motivation during speaking tasks

According to Walker et al (2006), students who have intrinsic motivation are more likely to gain knowledge from their slips and mistakes. In addition, intrinsic motivation is fundamental for incorporating and assimilating new knowledge in the learning process. The desire of wanting to improve their speaking performance may be considered as intrinsic motivation. Regarding this, Kong (2009: 146) states that “students with intrinsic motivation orientation study English on their own initiative and tend to prefer moderately challenging tasks.” The students’ intrinsic motivation was observed during some speaking tasks, mainly games and role plays. A student mentioned that in games: “Al ver que iba ganando me sentía más motivado para hablar porque las respuestas que yo daba en inglés estaban bien.” Based on this answer, it seems that for this student, the fact of experiencing success provided him more motivation to pursue a new goal. This finding echoes, Dörnyei’s (2001: 130) belief that “favourable self-conceptions of L2 competence can be promoted by providing regular experiences of success” In sum, it is important to provide students with opportunities to experience success in the classroom in order to generate motivation.

Motivation was fostered also during the role plays, in particular, the one in which they were interviewed. A student stated that:
It seems that for this student the fact of using ‘real’ language encouraged him to speak. Furthermore, he was not afraid of making mistakes. It appears that for this particular student, the task may have fostered the intrinsic motivation that encourages him to speak, even though he had some mistakes in his performance.

Intrinsic motivation was noticed during the speaking evaluation of the debate. In this task, some students had difficulties when speaking. They struggled to form their arguments and express them orally. Some of them even seemed frustrated when they could not give an accurate answer during the discussion. However, a student really made an effort and tried to improve her performance despite her mistakes by asking if she could carry out the activity one more time, since she claimed that she wanted to do it right. This was confirmed in the focused group interview since this student expressed that:

“durante el debate me costaba trabajo discutir con mis compañeros en inglés, pero también sabía que lo podía hacer mejor así que le pedí a la miss que me diera chance de hacerlo otra vez hasta que me salió bien.”

This comment may suggest that her internal concern of wanting to improve her speaking performance during the task may be seen as intrinsic motivation. It is perceived when “someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not” (Spaulding, 1992: 4); that is, when learners are willing to acquire the knowledge owing to their curiosity or need to know, their desire to feel competent, as well as their desire for growth.

### 4.2.3 Increasing the use of L2 in the classroom

An important factor that was found in the different speaking tasks dealt with increasing the use of L2 in the classroom. It was observed that students were more willing to carry out the task in English. Regarding the class discussion task in which students were asked to talk about their favourite movie and propose an alternative ending, a student said in the focus group interview that
“...todas las películas que nos gustan están en inglés y como que no tenía caso hablar de ellas en español, aparte como todos inventaron finales diferentes en inglés pude compararlos con el mío y saber las opiniones de los demás.”

For this student, motivation to use English instead of Spanish was increased because in this activity there was no point in discussing the main topic using their mother tongue because they were talking about something that was already in English. Another significant aspect that she mentioned was that speaking in English was an important part of the activity since it allowed her to know the students’ different viewpoints and compare them with hers. Following this perspective another student reported that:

“cuando le estaba comentando a mi compañero la película, me di cuenta que ya usaba un poco más el inglés y pensé que si practicamos más entre todos, con el tiempo luego podríamos platicar en inglés así como lo hacemos en español.”

This comment appears to support the main aim of the Communicative Language Teaching approach (CLT) that is, to focus on language used in real contexts (Canale, 1983; Nunan, 1991; Littlewood, 2007). In this task, the language was used for real life communication, and in this way, students were allowed to express their opinions, ideas and concerns in the classroom.

The speaking evaluation confirmed the findings above that most of the students used the L2 more often during these tasks. Furthermore, during the role play task when students acted from a script, they obtained the highest marks in pronunciation and their speech was more fluent and accurate. Also, a student highlighted that:

“me aprendí el guion de memoria, pero también traté de hacer el acento británico y traté de hablar como si en verdad me estuvieran persiguiendo así como en la escena de la película; porque si no iban a decir que solo repetía lo que ya me había memorizado.”

Based on this outcome, it may be deduced that using the target language more often and in “real situations” helped students to improve these aspects of their speech. This kind of tasks may be presented to the learners as a real situation that enhances real communication. They focused on meaning and the use of learners’ linguistic resources as
well as realistic language (Willis and Willis 2009). Precisely, it is through engaging tasks that learners may be more motivated to communicate in the target language.

4.2.4 Working in groups in speaking tasks

Based on the analysis of the observations, it appeared that students felt more comfortable when they were working in teams during the tasks. Students’ attitudes seemed positive when they were working together since they appeared to be more involved in the class than they usually were before the implementation. Regarding group work, a student mentioned in the focus group interview that,

“…me gustaba mucho trabajar en grupo porque así se me hacía más fácil hablar en inglés con mis compañeros. Sentía que participaba y hablaba más en inglés.”

For this student, working in groups had a strong influence on his speaking performance. Baker and Westrup (2000: 131) mention that “group work allows all students to practise language and to actively participate.” Another student stated that: “al ver que todos en mi equipo hablaban en inglés, se me hacía más fácil expresarme porque si yo no me acordaba como se decía una palabra en inglés ellos me ayudaban.” From this student’s perspective, it appeared that working in groups may be beneficial for his speaking performance since the support that he received from his classmates helped to express himself in an effective way during the task. In addition, group work is strongly recommended by some researchers such as Harmer (1991), Nation (1989) and Petty (1993). They agree that group work is a suitable technique to engage students in the different classroom activities and it also increases their oral production in the classroom. Furthermore, in the speaking evaluation it was noticed that students used their L2 more often when they were working in teams, mainly during the games and class discussion tasks. A student mentioned that: “si veía que todos los de mi equipo hablaban en inglés, pues yo también lo hacía, y también trataba de hablar con integrantes de otros equipos en inglés.” For this student, the fact of observing his classmates speaking in English made him try to do the same. Apparently, this may represent a feeling of acceptance which led him to interact with the rest of the group. It seems that working in groups may increase students’ interaction and it may also represent a change in the classroom dynamics since group work “has been considered one of the major changes to the dynamics of the
classroom interaction brought by student-centered teaching” (Le, 2010: 2). For this reason, it may be necessary to design more speaking tasks in which students may be able to interact and work together as a group.

All things considered, increasing the learners’ self-confidence, generating learners’ intrinsic motivation, increasing the use of L2 in the classroom and working in groups in speaking tasks were successful to the extent that students’ oral production in class increased. Furthermore, after four weeks, it was possible to notice that the students were speaking English more than before the implementation. In addition, some students showed an improvement in their speech, mainly in fluency, as well as in their pronunciation.
CHAPTER V: DISCUSSION AND REFLECTIONS
This chapter provides a brief summary of the research project, as well as the importance of an appropriate intervention in teaching practice. The implications of the action plan are explained in the following section. Some aspects that had an influence on the effectiveness are also included in this chapter. The limitations led this inquiry to consider some modifications next time around. Furthermore, some ideas and suggestions emerged that may led into a possible further research.

5.1 Review
This project was carried out in a private secondary school with a group of 11 adolescent students. On reflection, it was noticed that these students had problems when they had to speak the L2 in their English class. To achieve this, an initial research was carried out as a first step to understand the nature of students’ speaking problem and its characteristics by using different data collection instruments such as observations and interviews. One of the more significant findings emerged from this initial research was that participants were not motivated enough to speak in English because the class activities were not attractive for them. Therefore, it was necessary to gather information that was related to motivation in the classroom, in particular, the factors, techniques, and tasks that may motivate students to speak. Once the students’ speaking problem and its characteristics were understood, the main objective was to design, implement and evaluate a four-week action plan which was focused on including specific tasks that may motivate students to speak English in class. These activities were based on Kayi’s (2006) and Deesri’s (2002) work that presents popular speaking activities among adolescents such as games, class discussions and role plays. The methods used to evaluate the action plan were an observation checklist, a focused-group interview and an informal speaking assessment.

The most obvious finding regarding the nature of adolescent students’ speaking problem was their lack of motivation. In addition to that, the inclusion of specific tasks encouraged them to speak in English during the lessons. Students seemed to feel more comfortable when working in teams during the activities, and this appeared to have a positive impact
on their speaking performance. It allowed all students to practice their skill and increase their oral production in the classroom. The results also showed that self-confidence may be considered as an important element in the language learning process since it provided students with the motivation that they needed to speak in English in the class. Regarding motivation, precisely intrinsic motivation was also found since it encouraged some students to speak, despite their mistakes in the speaking performances. Apparently, students who had an intrinsic motivation were more likely to gain knowledge from their slips and mistakes. Therefore, the language was used for real life communication in the speaking tasks and in this way, students are were able to express themselves in the classroom.

5.2 Implications
The findings of this research support the idea that students may feel more motivated to speak in English in the classroom when the tasks involve working in groups. In this case, games may be seen as a really useful and productive speaking task as long as students work in teams. Additionally, students who were interacting with their classmates showed an improvement in their speaking skill since they were more confident to speak and they were more motivated to do so. An implication of these findings is that specific tasks such as games and also team work should be taken into account when it comes to motivating students to use the L2 in the classroom.

5.3 Limitations
The most important limitation lies is that students can change their behavior when they are observed and evaluated. Regarding the observations, it was noticed that students were surprisingly well-behaved and they did not make a lot of noise in the classroom, since they knew that they were part of a research project and they were being observed during the activities in the class. For the speaking assessment, despite the fact that it was an informal evaluation and the results would not be taken into account for their real grades, some students seemed nervous when they realized that they were being evaluated in the speaking tasks. Consequently, these aspects may have an influence on my findings since students perhaps altered their behavior in an attempt to make themselves look more
interesting. Another issue that was not addressed in this study was the validity of participants’ point of view in the focus interview. Although, they were told that the interview was part of a research project and had nothing to do with their grades, it seemed that some students had this prejudice when they were asked to take part of an interview for the initial research. Everybody wanted to be interviewed, possibly because they thought that the interview was part of the class as well. Additionally, the ones who were chosen tried to give formal answers perhaps in order to improve or get a better grade.

5.4 Changes next time around
Certainly, there are some changes that should be made before carrying out this action plan again. First, the speaking assessment should be eliminated from the action plan since it evaluates the more complex aspects of the speaking skill in detail such as fluency, accuracy and pronunciation. Although these aspects are part of speech, the main purpose of the action plan is to motivate students to use the L2 in the classroom, not assess of their skills. Instead of including this assessment, perhaps a self-assessment instrument such as a questionnaire may work better where students could identify the elements that they need to work on and improve. Another possible change is that the aforementioned kind of assessment may be carried out both in the initial research and then, during the action plan in order to compare the results and measure the students’ progress in a more effective way. Additionally, a change in the order of the tasks may facilitate this inquiry next time around. The order in the action plan was: games, class discussions and then role plays, however, it was discovered that students had more issues with the class discussion tasks such as the debate since it was cognitively more difficult to do. In contrast, students appeared to have less problems with the role play tasks, mainly the interview, possibly because they could express their ideas without much effort. Therefore the task cycles may be modified from the easiest one to the most challenging as follows: games, role plays and class discussions.

5.5 Conclusions
The study has gone some way towards enhancing my understanding of adolescents’ speaking skill and the ways to motivate them to use the L2 in the classroom. As previously
mentioned in this paper, speaking is an essential skill in foreign and second language teaching and learning. Furthermore, motivation in language learning plays an important role in the classroom. Certainly, motivation creates successful second language speakers by giving them the opportunity of being more self-confident with this skill. In fact, when it comes to learning a language, it may be crucial to elicit communication so that students can use the L2 for real purposes. Consequently, students need to achieve communication skills that they can put it into practice with different people. The present study also confirms previous findings and contributes additional evidence that suggests students are more motivated to use the L2 in the classroom when they are carrying out specific speaking tasks in which they can interact with their classmates. Specifically games appeared to increase oral production in the classroom since students felt more confident to speak when they were working in teams. In sum, the empirical findings in this study provided me with a new understanding of working in groups since it promoted major changes to the dynamics of classroom interaction. As a result, I will design and implement more speaking tasks that deal with team work to help students to succeed in their learning.

5.6 Ways forward

The use of games had a strong impact on students' performances since they were more engaged in this kind of activity than in other activities before this implementation. Furthermore, more broadly, research is needed to determine if working in groups may develop students' speaking skill. On the other hand, most participants were able use the L2 more often during the games tasks; however, it cannot be assumed that they can elaborate and produce a more complex speech. It is possible that they can be more willing to speak in English, but it cannot be affirmed that they can hold a longer and well-structured conversation with other students. It is recommended that further research be undertaken in the area of social networks. It would be interesting to generate specific situations in which students can perform and use their skill in a different context outside the classroom by using video chat or voice calls.
REFERENCES


Appendix 1: Observation sheet

Date: Time:
English Group:
Student’s attendance:

Use the following abbreviations to observe the class.

<table>
<thead>
<tr>
<th>Y yes</th>
<th>N no</th>
<th>NI needs improvement</th>
<th>N/O not observed</th>
</tr>
</thead>
</table>

**STUDENTS**

- Student speaking is perceived
- Confidence is perceived when Ss are speaking in English
- Presence of shy Ss
- Presence of outgoing Ss
- Respect among Ss
- Interaction among Ss
- Risk taking is perceived
- Peer pressure is perceived
- Willingness to carry out the activities
- Active student participation
- Anxiety when speaking in English

**CLASS DEVELOPMENT**

- Pleasant classroom atmosphere
- Good rapport among Ss-T
- Attention paid to the class
- Motivation is perceived during the class
- Inhibition is perceived during the class
- Use of effective questioning techniques
- Appropriate time for Ss’ responses is provided

**RATING SCALE**

<table>
<thead>
<tr>
<th>Speaking in English during the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Production</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking in Spanish during the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Production</td>
</tr>
</tbody>
</table>

*(1: never, 5: always)*

**General Comments:**
Appendix 2: Focus group interview
Activity: Some participants write their opinions on the whiteboard.

Question 1: What do you think about speaking in English?

Question 2: Write the reason why you don’t speak in English

Question 3: What is your favorite movie, singer or actress?
## Appendix 3: Semi-structured interview guide

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Potential Interview questions</th>
</tr>
</thead>
</table>
| What are the student’s perceptions of speaking in English in the class? | • Me gustaría que me dijeras si te gusta la clase de inglés. ¿Por qué?  
• En la clase, ¿hablas en español o en inglés? ¿Por qué?  
• ¿Te gusta que tu maestro hable todo el tiempo en inglés en la clase? ¿Por qué?  
• ¿Consideras que es importante para ti hablar en inglés durante la clase?  
• ¿Te gustaría poder expresarte más en inglés? ¿Por qué? |
| How does the student feel when s/he has to speak in English? | • Cuando el maestro te habla en inglés, ¿le respondes en español o en inglés?  
• Si el maestro te hace una pregunta, ¿cómo te sientes?  
• ¿Cómo te sientes cuando hablas en inglés en la clase? ¿Te da pena?  
• Si te da pena, ¿Quiénes la causan: el maestro, tus compañeros, etc.?  
• Suponiendo que vas a exponer en inglés en este momento, ¿qué sientes? |
| Which factors motivate and inhibit student from speaking in his/her English classes? | • ¿Te gusta hablar en inglés en la clase? ¿Por qué?  
• ¿Sientes el deseo de hablar inglés en la clase? ¿Por qué?  
• Si te dieran un premio por cada vez que hablas en inglés en la clase, ¿Lo harías?  
• Y si no recibieras nada a cambio, ¿aún así lo harías?  
• ¿Tus compañeros influyen en tu decisión de hablar o no en inglés en la clase?  
• ¿Estás presionado por tus compañeros o el maestro para hablar en inglés en clase? |
| What can teachers do when it comes to motivating their students to speak in English? | • ¿Sientes que tu maestro debe hacer algún cambio para que todos los alumnos hablen inglés en la clase?  
• ¿Qué le sugerirías al maestro que lleve a cabo para que todos tus compañeros hablen en inglés en la clase?  
• ¿Qué actividades te gustaría hacer para que hablaras en inglés en la clase? |
# Appendix 4: Observation checklist

Date:  
Time:  
Student’s attendance:  
Category:  
Speaking activity:  

According to the number of students, put a thick in the column that is more related to the sentence.

**Before the activity:**

<table>
<thead>
<tr>
<th>9 or more Ss</th>
<th>4-8 Ss</th>
<th>0-3 Ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ss are willing to carry out the activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ss understand the instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ss ask questions to the T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ss are willing to work in teams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ss seem anxious or nervous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**During the activity:**

<table>
<thead>
<tr>
<th>9 or more Ss</th>
<th>4-8 Ss</th>
<th>0-3 Ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ss speak actively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ss use their mother tongue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ss use the target language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ss have difficulties while speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ss are involved in the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ss seem motivated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ss interact among them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**After the activity:**

<table>
<thead>
<tr>
<th>9 or more Ss</th>
<th>4-8 Ss</th>
<th>0-3 Ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ss make comments about their performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ss seem relaxed or in a good mood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ss are willing to repeat the activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ss seem frustrated or upset.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ss recognize where they require improvement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments:
Appendix 5: Focus group interview
Activity: Some participants write their opinions on the whiteboard.
Appendix 6: Speaking Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Fluency 25%</th>
<th>Accuracy 25%</th>
<th>Pronunciation 25%</th>
<th>Use L2 during activities 25%</th>
<th>Total 100%</th>
<th>Comments</th>
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<td>BENÍTEZ TRUJILLO LUIS ALÁN</td>
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<tr>
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<tr>
<td>TELLO CORREA RODRIGO</td>
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</tr>
</tbody>
</table>
Pictures: Participants performing the different speaking tasks
Data collected during the action plan implementation

First Week

Appendix: Observation checklist
Date: 16/04/15
Student’s attendance: 11
Category: Games
Speaking activity: charades

According to the number of students, put a tick in the column that is more related to the sentence.

Before the activity:
1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

During the activity:
1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

After the activity:
1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

General comments:
- Ss showed interest in the activity.
- Ss were more willing to speak.
- Ss felt more secure.
- Ss enjoyed working in teams.

Appendix: Observation checklist
Date: 17/04/15
Student’s attendance: 11
Category: Games
Speaking activity: Board game

According to the number of students, put a tick in the column that is more related to the sentence.

Before the activity:
1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

During the activity:
1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

After the activity:
1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

General comments:
- This game caught ss’ attention.
- Ss got immersed in the activity.
- Ss used more the L2.
- Ss seemed more relaxed.
### Second Week

#### Appendix: Observation checklist

**Date:** 23-04-15

**Student’s attendance:**

**Category:** Class discussion

**Speaking activity:** Debate

According to the number of students, put a thick in the column that is more related to the sentence.

#### Before the activity:

1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

#### During the activity:

1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

#### After the activity:

1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

#### General comments:

- Ss had difficulties in their speaking.
- Ss weren’t so immersed in the activity.
- Ss tried to improve their performance.
- Ss seemed motivated to do their best.

---

#### Speaking Evaluation

**Category:** Class discussion

**Activity:** Debate

**Date:** 23-04-15

<table>
<thead>
<tr>
<th>Name</th>
<th>Fluency 20%</th>
<th>Accuracy 20%</th>
<th>Persuasion 20%</th>
<th>Use L2 during activities 20%</th>
<th>Total 100%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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<td>15</td>
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**Appendix: Observation checklist**

**Date:** 24-04-15

**Student’s attendance:**

**Category:** Class discussion

**Speaking activity:** Discussing Ss’ favorite movie

According to the number of students, put a thick in the column that is more related to the sentence.

#### Before the activity:

1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

#### During the activity:

1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

#### After the activity:

1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

#### General comments:

- Ss used the L2 activity by working in teams.
- Ss interacted more among them.
- Ss shared and expressed their ideas with their classmates.
Third Week

Appendix: Observation checklist
Date: 30-04-15
Student's attendance: 11
Category: Role play
Speaking activity: Interview
According to the number of students, put a thick in the column that is more related to the sentence.

Before the activity:
1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

During the activity:
1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

After the activity:
1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

General comments:
* Ss got more used to speak in English
* Ss were more motivated when they answered the questions.
* Ss were involved in this activity.
* Ss felt more confident when they had to speak.

Fourth Week

Appendix: Observation checklist
Date: 12-05-15
Student's attendance: 11
Category: Role play
Speaking activity: Acting from a script
According to the number of students, put a thick in the column that is more related to the sentence.

Before the activity:
1. Ss are willing to carry out the activity.
2. Ss understand the instructions.
3. Ss ask questions to the T.
4. Ss are willing to work in teams.
5. Ss seem anxious or nervous.

During the activity:
1. Ss speak actively.
2. Ss use their mother tongue.
3. Ss use the target language.
4. Ss have difficulties while speaking.
5. Ss are involved in the activity.
6. Ss seem motivated.
7. Ss interact among them.

After the activity:
1. Ss make comments about their performance.
2. Ss seem relaxed or in a good mood.
3. Ss are willing to repeat the activity.
4. Ss seem frustrated or upset.
5. Ss recognize where they require improvement.

General comments:
* Ss felt more comfortable with their speech.
* Ss prefer working together.
* Ss showed an improvement in their speaking.