

**DEVELOPING SPEAKING THROUGH INTRINSIC MOTIVATION ENHANCEMENT**

By

María Camila Enríquez Ricaurte

Submitted to the faculty of human Sciences in partial fulfillment

of the requirements for the degree of B.A.

in the English and French program.

University of Nariño

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Las ideas aportadas en el Trabajo de Grado son responsabilidad exclusiva de los autores, artículo 1° acuerdo # 324 del 11 de octubre de 1966 del Honorable Consejo Directivo de la Universidad de Nariño.

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Este trabajo de Investigación se ha realizado, gracias, en primer lugar a Dios por guiarme en cada paso. En segundo lugar a mi familia que con su apoyo me han fortalecido para seguir adelante; y en tercer lugar a mi esposo que con su amor me enseñó que siempre se puede lograr lo que queremos. Con sinceridad y cariño, gracias a todos.

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**RESUMEN**

El presente documento presenta al bajo nivel de motivación intrínseca en los estudiantes como factor debilitante el cual afecta la habilidad del habla en su proceso de aprendizaje de una segunda lengua.

Este documento también aborda la importancia de reconocer y analizar los diferentes factores que afectan la motivación intrínseca de los estudiantes y el desarrollo de la habilidad del habla. Adicionalmente, este trabajo de investigación encierra las diferentes percepciones de diferentes autores en relación a la importancia de la motivación intrínseca y la habilidad del habla, ya que sus contribuciones pueden permitir a docentes y estudiantes la identificación y solución de los diferentes factores que afectan el proceso de aprendizaje. Algunas actividades para desarrollar en éste asunto también son propuestas como recomendaciones a ser implementadas en el salón de clases.

Conjuntamente, este documento también concientiza a docentes y estudiantes de sus errores pero también les ofrece diferentes maneras de corregirlos.

**ABSTRACT**

This paper presents the low level of intrinsic motivation on students as a common debilitating feeling which affects students speaking skill in the learning process of second language.

The importance of recognizing and analyzing the different factors that affect students' intrinsic motivation as well as their development of the speaking skill is also addressed in this paper. Additionally, insights from different authors regarding the importance of both, intrinsic motivation and speaking are considered in this research as their contributions may allow teachers and students to identify and solve the different factors affecting the learning process. Some activities to develop on this matter are also proposed as recommendations to be implemented in the classrooms.

Furthermore, this paper makes teachers and students conscious about their errors but provides them different ways to correct them.

### **1. Introduction to developing speaking through intrinsic motivation enhancement**

In the learning process of a second language, oral communication has an important and essential role. For this reason, the development of the speaking skill should be one of the main purposes in the classroom, it is also important to take into consideration that in the learning process of a second language the development of the speaking skill is affected by different motivational factors. Moreover, motivation is an important and essential factor in the learning process of a foreign language. Then, teachers should increase students' motivation to achieve a better English oral production. Thus, providing good and interesting materials, implementing clear goals and creating interactive and collaborative activities to increase students' participation in the classroom is an excellent way to succeed in the learning process of a second language. For this reason, this research paper is important for both teachers and students because the development of the speaking skill by increasing the intrinsic motivation is a very complex process in which teachers and students have an important role. Also, it is important to take into consideration that factors contributing in the process of language learning are complicated, and the role motivation plays in achievement is a principally interesting question that deserves to be analyzed.

On the other hand, according to Crystal (2002) the speaking skill is often ignored in most part of all kinds of classrooms because a great deal of teachers assumes that it is an area that does not require facilitation or instruction or is not really important. For this reason, students do not practice the foreign language and their communicative competence is almost lost in speaking. In addition, Crystal (2002) mentions that methodologies are not well applied and activities are developed in Spanish without correct grammar. Then, students do not feel confident and they are not interested at the moment of speaking. Moreover, it is important to state that students'

motivation, in most cases, is really affected, which causes lack of interest and bad results.

Furthermore, this research develops a main topic related to motivational factors that influence English classes in which the development of speaking skill is at stake. Then, the predominant language is Spanish and students make use of the FL in few situations. Besides, the reduced amount of English used during class time has negative consequences in students' learning process and communication too.

In addition, it is important that teachers take into account that the speaking skill is being affected by the lack of intrinsic motivation. On the contrary, students are going to be more uninterested and uninvolved at the moment of producing language. Then, the results obtained during the learning process are going to be negative and not advantageous. Student motivation is an essential element that is necessary for quality education. Then, intrinsic motivation might be defined as effective strategies that could help learners develop their English language skills.

This paper provides a review of motivation, theories of motivation, factors influencing students' motivation, kinds of motivation, and characteristics of intrinsic motivation. On the other hand, the paper presents communication principles, analysis of the relation between communicative competence and the speaking skill, how teachers can help students to develop effective communication, which is the right way to teach speaking based on the content, correction of errors, quantity vs. quality, conversation strategies and teacher intervention. Besides, principles for teaching speaking skills, strategies for developing the speaking skill, common difficulties to develop the speaking skill, such as, listening, vocabulary, pronunciation and confidence. In addition, this paper provides four didactic proposals for improving speaking.

Those proposals are the following. Secure environment, instructional scaffolding, encouraging students and establishing students' goals.

## **2. Developing speaking through intrinsic motivation enhancement**

In the learning process of a second language, oral communication plays a pivotal role. For this reason, the development of the speaking skill should be one of the main purposes in the classroom. It is important to take into consideration that there are a lot of internal motivational factors that affect the speaking performance. Thus, this chapter deals with the major internal motivational factors in the classroom influencing negatively the students speaking skill, which also make students act as passive speakers. In addition, it is based on different issues and is supported by several authors and scholars.

### **2.1 Motivation**

Motivation seems to be a factor that influences positively the learning process. For this reason, over the time, different authors have defined it in different terms based on their beliefs.

According to Brown (2001), motivation is something that appears if there is opportunity to make students make their own choices about what to follow and what not to follow which is named self-control. Moreover, he says "motivation is one influential factor in English learning. Motivation is a factor which helps or no the learning process" (pg.75). Then, it is essential that students make efforts to promote their learning. It is important to take into account that those efforts should be focused on the English matter rather than any kind of reward or punishment. Besides, it is necessary that students are motivated in order to make them take the control of their objectives or goals. In addition, Dornyei (1998) defines motivation as one of the principal features that influence the success of second / foreign language (L2) acquisition. Besides, he argues that motivation provides the main stimulus to initiate the learning development and later the driving force to support the long and often complicated learning process. Indeed, all the other features involved in L2 acquisition assume motivation to some extent. It means that if students

are not sufficiently motivated, they are not going to be able to achieve long-term goals because the success of students depends on the level of students' motivation. Furthermore, Jones, George and Hill (2000) define motivation as the different psychological forces that show the direction of a person's behavior, level of effort, and a person's level of perseverance in the face of difficulties in the learning process. Thus, the performance of students depends on the level of motivation that they have. Besides, Myers (1996) includes a reference to motivation as a kind of need or aspiration that helps to energize students' behavior and to conduct it towards an objective. Then, it can be argued that students must be motivated to be involved in different tasks, to feel more confident at the moment of establishing their aims, and to improve their proficiency as speakers. Besides, Hawkins (1993) defines it as:

“What drives or induces a person to behave in a particular fashion [...] the internal force which initiates, directs, sustains and terminates all important activities. It influences the level of performance, the efficiency achieved and the time spent on an activity.”(p.132-133)

It means that, if students have high motivation they are going to develop all the activities in the classroom successfully and they are going to feel themselves well encouraged to achieve different goals, in this case, goals about speaking. Therefore, it can be claimed that it is during the whole learning process where intrinsic motivation plays a very important role. Also, it is significant to mention that teachers should increase students' motivation to achieve the goals of the subject, in this case English by giving good and interesting materials, implementing clear goals and creating interactive situations in the classroom.

According to Brown (2001), the process of giving interesting material can contribute to improving students' motivation. Thus, material that is delivered to our students should be definitely context embedded. For example, different activities should be based on familiar



language situations and real-life conversations. In this way, teachers can create an interesting classroom with all kinds of visual materials, so students feel in a more comfortable environment. We can set the seating arrangement to provide students with an easy way to receive the materials teachers use for the learning process.

Also, according to Abdussalim (2008), an excellent way to improve students' motivation is by setting clear goals. The teacher has to set goals that are meaningful, realistic, and achievable for students. So, students will become well motivated because they can see how these instructional goals are relevant to their personal goals.

Finally, at the moment of creating learning situations, it is important to take into consideration that, in a large extent, the accomplishment of the goals in the learning process depends on the level of students' motivation. Then, it is important to know about the different types of internal motivational factors that affect the students' oral production in order to manage them correctly to improve students' level of motivation and also the development their speaking skill. In this way students can be successful in the process of learning a foreign language, as well as using it in different situations.

## **2.2 Theories of motivation**

Motivation is a very important factor in the process of learning a second language. It guides and contributes to students in the acquisition of a better behavior in the classroom that help them to establish well-oriented goals. For this reason, it is important to mention different theories that researchers have developed to explain motivation. Also, behind each theory, teachers can find a better definition of motivation as a whole.

One of the most influential theories in the area of motivation theory is the behavioral theory of motivation. According to Huitt and Hummel (1997), theoretical approaches in

behavioral learning theory claim that our behavior is determined by motivation. "Classical Conditioning states that biological responses to associated stimuli energize and direct behavior" (p. 14). So, if motivation determines students' behavior, it is required that students are motivated in different ways because students need to be motivated to feel and fulfill their own needs so students engage in particular actions that can direct them towards achieving particular objectives in learning.

At this point one should also mention instrumental-operant conditioning first described by Skinner (1953):

"This theory states that the primary factor in building motivation is consequence, reinforces are incentives to increase behavior and punishers are disincentives that result in a decrease in behavior. The cognitive approach includes three theories of motivation. They are: attribution theory, expectancy theory and dissonance theory".

Then, to increase motivation in students, it is important to create and apply different activities that allow them to improve their knowledge and correct what could be done in a wrong way.

Another theory is the humanistic theory given by Abraham Maslow (1954). He presents a hierarchy of human needs based on two groups: deficiency needs and growth needs. In the group of the deficiency needs, each student needs to be fulfilled before moving on to a higher level. It is important to know that the first four levels he mentions are: physiological needs, such as, hunger, thirst, bodily comforts, etc.; as well as safety, belongingness, love needs and esteem needs like to be accepted by their classmates and other ones who are important for him or her or to be competent and acquire recognition. Then, it can be argued that motivation is very important in the development of a second language. It is necessary to satisfy the different learning needs

students have, although those needs seem insignificant. In this way, it is going to be easier to improve and to obtain better results by making students feel more confident.

Another theory is achievement motivation theory. In this theory Elliot (2005) differentiates three types of goals. First, mastery goals, which are also, called learning goals that are focused on acquiring competence or learning a new set of information or skills. Second, performance/normative goals, which are also, called ego-involvement goals. Those ones are focused on accomplishing normative-based standards, doing better than others, or doing correctly without a lot of effort. Finally, social goals. These ones focused on interacting with others and establishing communication in order to create language in a cooperative way.

In addition, one important aspect of this theory is that individuals are motivated to either achieve success related with mastery goals or avoid failure more often associated with performance goals. In the second language-learning context it means that the learner has more possibilities to select easy or difficult tasks, either to accomplish a success or have a good explanation for his or her failure. According to this theory, the different activities that are going to be applied in class can have positive or negative consequences in students' motivation. That is why it is important to create innovative, creative and original activities taking into account the students' needs and abilities in order to help students to have success.

Moreover, Albert Bandura (1986) describes still another motivation theory: social cognition theory.

There are two concepts in this theory: self-efficacy (described also as judging one's own ability and competence) which highlights the belief that a particular action is possible and that the individual can accomplish it, and self-regulation which highlights the choice of goals and the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the

plan, and subsequent actions of reflection and modification or redirection.” (p. 414)

It is important to motivate students by designing and applying different strategies that help them to establish their own aims and to act in such a way that their performance in the classroom can direct their tasks to achieve their learning goals effectively.

### **2.3 Factors influencing students’ motivation**

Students’ motivation can be affected by different factors. They can be classified into two categories. They are: external factors and internal factors. According to Harmer (1988, p.51) the external factors, which influence students’ motivation level, might include the student’s social life, the teacher, the methodology and the learning environment. Besides, the assessment of language learning in a society will influence students’ posture to the language being studied. Then, the essence and the strength of that posture will have an important effect on the level of motivation that the student brings to class. In this way, it can be said that if the external factors affect the degree of students’ motivation that could be a big problem in the learning process. So, it is really important the way in which the teachers face the different situations in the classroom in order not to make those external factors affect the intrinsic motivation of students.

Another major factor that influences students’ motivation is the teacher. As we know, the role of the teacher in the teaching- learning process is a motivating factor. Therefore, if students have a high or low level of motivation, it is possible to say that the teacher can maintain, improve or decrease the motivational level of the students. The teacher can set the teaching and learning teaching process to create the situation to be interesting so that students can be interested, therefore, motivated.

Furthermore, the methodology the teacher uses is also a vital factor that influences students’ motivation. Then, it is necessary the teacher implements new activities that encourage

students to explore the language and that let them to feel more comfortable in the learning process. So, the goal of English learning is easy to be reached with a suitable methodology. The last factor this paper reviews that influences students' motivation level is the learning environment. According to Osborne (2013), learning environments facilitate traditional pedagogies by offering students and teachers more flexibility, comfort and different opportunities to create and develop different activities which allow students to be satisfied with their results. Then, teachers can decorate the classroom for students to feel comfortable during the learning process. Also, teachers can set sitting arrangement to make students comfortable when receiving the material. Then, the environment is going to be an excellent place to work.

When dealing with motivation, it is also important to refer to internal factors. According to Marsh (1996), internal factors are aspects that come from the individual inside. They might include desires, interests, and satisfaction. As well as external motivational factors, these internal factors stated by Marsh have a great influence in the learning process because these ones are features that remain inside the student. Although these factors are not easy to be detected by the teacher, it is his/her responsibility to identify them and work them out. Moreover, an emphasis on internal motivational factors by the language teacher can make the difference in learners' achievement.

In addition, Abdussalim (2008) states that the different interests and needs of students can involve them in accomplishing their learning goals. For example, if a student wants to learn English because he needs it to communicate with others in his social life, he is going to have a higher level of motivation than a student who does not have any immediate purpose.

Referring to another interest as an additional internal motivational factor, it is possible to argue that if students show interest in learning English, they will reach their learning goals easier

than other students who do not show any interest in the task. Then, enjoyment has been identified as a very crucial internal factor in motivation for learning. Harmer (1988) mentions that the enjoyment is also essential in increasing motivation of students. Thus, if students do not feel joy in class learning, the material taught is difficult to be transmitted. Furthermore, most researchers and methodologists have come to the opinion that internal factors of motivation are mainly significant for achieving success in the learning process.

So, it can be said that motivation is based on different needs, interests and personal enjoyment of students whereas some types of motivation are regulated by different alternatives of reinforcement. Also, the success of learning will be reached easier if students are interested, comfortable and enjoy the learning process.

#### **2.4 Kinds of motivation and language learning**

Motivation can be classified into some types. In psychology, it is divided in two categories that are intrinsic motivation and extrinsic motivation. According to Brown (2001), the most influential rewards are those that are intrinsically motivated within the learner, because the conduct stems from needs, interests or desires within oneself, the behavior itself is self-rewarding. It means that most people can be more productive and imaginative if they are intrinsically motivated. Moreover, if students realize that they are doing something they find satisfying and interesting they are going to be more pleased to come about original ideas and different solutions in order to get their goals.

Furthermore, according to Walker, Greene, and Mansell, (2006), (in Sepora, 2012), intrinsic motivation is necessary and fundamental for the interactive process through which internal elements and information are assimilated and integrated with new knowledge. Walker, Greene and Mansell speak in favor of students who are intrinsically motivated since they are the

ones who participate and practice the language actively because they feel comfortable with the activities developed in class.

Additionally to intrinsic motivation, it is necessary to review extrinsic motivation. According to Ryan and Deci (2000) extrinsic motivation is a concept that refers to do an activity in order to get some separable result. It implies that, extrinsic motivation refers to doing an activity simply for instrumental value that is not what teachers want and which is not going to provide real and excellent results because extrinsic motivation is focused on the encouragement from an outside force without taking into account the intrinsic interest in learning.

Moreover, Gagné and Deci (2005) mention that extrinsic motivation refers to the desire of developing an activity only for a material reward. It is focused only on "learning at the moment" that means that students have an interest but of a different kind. Then, extrinsic motivation allows students to be focused more on the reward and their results are going to provide the teacher a wrong sense of success.

On the other hand, it is important to talk about integrative/intrinsic motivation and instrumental/extrinsic motivation for language learning. At first sight, according to Gardner and Lambert (1972),

"Integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning". (p. 232)

According to this statement it can be argued that if students do not have instrumental or integrative motivation, it is going to be more difficult for them to improve their knowledge and get better results in learning a language.

Besides, Gardner (1985) and Ellis (1994), (in Sepora, 2012, p. 232) also introduce the mentioned types of motivation:

“The integrative motivation occurs when the student likes to join or be a member of certain group of people and their culture. The instrumental motivation crops up when the learner anticipates numerous benefits that he proposes to have while learning some particular language”.

Then, it is important to know that in language teaching both types of motivation are important. It can be argued that the most needed and helpful one is the integrative motivation. It is based on the students’ interest about learning the second language in order to successfully acquire it.

Furthermore, comparing these two types of motivation with each other, Sepora, (2012, p. 232), who cites Ellis (1994) argues that, he believes that the best and the perfect motivation is the integrative motivation. He argues that integrative motivation is more proficient and well-organized. So, students who are integratively motivated are going to be more competent in the development of the language and more successful thanks to their desire of learning the language.

After reviewing the authors above, it can be argued that any type of motivation is essential in the learning process of a second language and if teachers want to develop the speaking skill, it is necessary to take into account these types of motivation, especially intrinsic motivation since it does not focus on “learning” in order to get material rewards but on developing activities in which students can feel comfortable and in which the reward is achieving the goals the activity sets at the initial stages of it.



## 2.5 Characteristics of intrinsic motivation

According to Patall, Cooper, and Robinson, (2008) intrinsic motivation is not only related to high levels of effort and task achievement, but the inclination for challenge, which can be defined as required features to support students who eventually are going to compete in the most educated possible way. Also, according to Gottfried, (1990) children who have a high level of intrinsic motivation are those who show a very strong theoretical knowledge and learning, better memory, and better achievement in the learning process. Then, according to Shernoff and Csikszentmihalyi, (2009) it can be said that students with a well-developed intrinsic motivation are more expected to experience movement in different activities that can be accompanied by the sense that time is flying. Moreover, when students are intrinsically motivated to learn, they learn in a better way, have better performance, are more satisfied and aim to help the improvement of their own knowledge. Besides, when students are intrinsically motivated they are more involved in the classroom because they comprehend the essential benefit of getting better results, which means better learning.

Deci and Ryan, (2008) mention that intrinsic motivation not only helps the learning process in school but the well-being of students as a way to support them to improve their knowledge. Then, if students feel really comfortable in the classroom while they participate and develop activities, their intrinsic motivation is going to increase causing enjoyment for learning and letting them express their ideas openly. Besides, Froilan, Smith and Peterson's (2012) point of view needs to be taken into consideration. They say that intrinsic motivation is an excellent way to stimulate students to learn and produce language. Also, this type of motivation is essential to make students succeed in their goals and needs. It can be argued that if students are intrinsically motivated, what they learn is because they really want to and because they are going

to take advantage of their knowledge.

Another important characteristic of intrinsic motivation, according to Ryan and Deci, (2000), is that it works as an excellent promoter of satisfaction at the moment of developing different activities. Also, they mention that when a student is intrinsically motivated, he or she is encouraged to act for pleasure or challenge demanded rather than external products, pressures or incentives. Then, intrinsic motivation is the driver of the natural investigation and the need of learning in order to know more about the language to produce it correctly.

Additionally, intrinsic motivation focuses on engaging students to make and develop the activities in an autonomous way. Students can feel curiosity and interest to know more about certain topics and in this way to learn for their own satisfaction and pleasure. Then, the classroom and activities are going to be real promoters of knowledge.

A final characteristic of intrinsic motivation is that of being a very useful source of activities developed in class. This is why this type of motivation encourages students to do different activities because they consider those activities as really gratifying and useful for increasing their knowledge. In short, it can be said that intrinsic motivation influences students in a really positive way at the moment of learning and producing language. Then, it is interesting to note that it is possible to work on students' intrinsic motivation and improve it by using different strategies that help them to actively participate and play in an active role that fosters learning in the classroom.

## **2.6 Communication principles**

As it was argued before, motivation is a force that energizes, maintains, and controls students' behavior. Then, according to Ryan and Deci (2000), students who are intrinsically motivated can consider situations and activities presented in class as different opportunities to

improve their knowledge and participate and interact with their classmates. For this reason, it can be said that students with high intrinsic motivation prefer and establish open communication. Thus, in order to support learners at the moment of producing language in the form of speech, it is important that teachers create new techniques that motivate students to take risks at the moment of creating language. Also, to increase motivation it is important to take into account different communication principles which can also encourage the students' oral production.

As stated by Zaini Ithnin (1997), communication has five principles that must be taken into consideration by teachers to provide students with a real context on the development of the speaking skill. The principles are the following. First, everything we do is communication. Second, the way we begin our message often determines the outcome of the communication. Third, the way a message is delivered always effects the way a message is received. Fourth, the real communication is the message received, not the message intended. Finally, communication is a two way street, which means that we have to give as well as gather.

Furthermore, Ithnin (1997) suggests six "Cs" which are aspects to communicate good information in different contexts. Those suggested aspects are the following: clear, concise, correct, complete, courteous and concrete. These aspects are considered as important qualities of valid information in the process of speaking and interacting with other people in order to create a competent, effective and communicative atmosphere.

## **2.7 Communicative competence and the speaking skill**

According to Bachman (1994), communicative competence and the speaking skill both are linked to oral proficiency and create cohesive discourses that are clear for the people who receive the message. Besides, while Bachman says that communicative competence makes reference to a group of different elements to establish communication between students, and that speaking skill

is about the mental ability to implement those elements to produce language and interact between students in different contexts; Hymes (1972) describes communicative competence the effective use of grammatical competence and the aptitude to use it in different communicative conditions or situations. On the other hand, it is important to appreciate that the speaking skill, according to Chaney, (1998, p.13), (in Shrouf, pg. 2), " is also considered as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Then, it can be argued that in the learning process it is necessary that teachers understand that the goal of teaching speaking focuses on improving the communication skill of students. In this way, they are going to be able to produce language in any circumstance or context. Additionally, the speaking skill is one of the most important skills that most learners want to develop with high fluency and accuracy. In this way they are going to express their ideas in interaction with others.

### **2.8 Developing effective communication skills**

When students establish effective communication, they are also going to construct their own beliefs, values and thoughts which also help them to increase their motivation and learn a lot about the language and how they can use it correctly. According to Bygate (1987), (in Judd, Tad, and Walberg, 2001), to get an efficient communication, it is necessary to have information about two principal features, knowledge of the language, and the ability to use that knowledge in the right way. It means that it is very important the amount of knowledge that each student has, but it is essential that they can use it in different contexts too.

Then, it is also important to take into account that the process of communication has three important stages which can improve the production of language in a successful way. Those are the following: first, thought which is about feelings, ideas and information existent in the mind of the sender; second, encoding which refers to the different ways by which a message is sent.

Finally, decoding which happens when the receiver paraphrases the information received to do it more understandable. In this way, when students want to communicate among them, they are going to be conscious about the process of speaking which involves both speakers and listeners. For this reason, in order to help students to improve their abilities to produce language conversing with others it is necessary that teachers are aware enough of teaching speaking.

## **2.9 Teaching speaking**

At the moment of teaching speaking, it is important to bear in mind that ESL students can define the speaking skill as the amount of knowledge about the second language involving fluency as the ability to create language by interacting with others, much more than the ability to read, write, or comprehend oral language. Also, ESL students consider speaking as the most important skill they can acquire in the learning process of a second language.

According to Lima (2010), speaking English is an essential goal of many learners. Their personalities are really important for determining how quickly and how correctly they will achieve their goals. Besides, it is necessary to identify the students who are risk-takers, unafraid of making mistakes because they are more talkative. It is necessary to take into account that shy students may take a long time to speak fluently, but when they speak, their English oral production often contains fewer errors and they can feel proud of their English ability. Also, Lima (2010) says:

“ it's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.” (pg. 1)

It can be argued that it is not really important the possible mistakes that students can make at the moment of expressing their ideas in different activities. The most relevant is the fact that students are speaking without fears and with confidence. Also, when students speak, the teacher should only correct errors that hinder communication. For this reason, the teacher needs to be selective at the moment of correcting and in this way foster the students' oral production. Moreover, it is important to take into account that students will need some preparation before the speaking tasks. Then, students will exercise with speaking activities in a successful way.

At first sight, activities to develop the speaking skill may include imitating or repeating, answering items orally, interactive conversations, or oral presentations. According to Lima (2010), the development of the speaking skill also involves the listening skill. Thus, it could be necessary to implement different activities in which both skills are included, such as, description by using images, interviews, discussions and role-plays. Then, in these activities, students are going to listen to what their classmates say and answer accordingly. Then, the speaking skill is going to be well reinforced. Furthermore, Lima (2010) mentions different ideas to plan speaking activities, which are the following:

### **2.9.1 Content**

The content should be applied in relation to real-life situations. It is not necessary to use too much new vocabulary or grammar but teachers should focus on speaking with the language students have. It is important to take into consideration that students must be motivated to speak in order to complete a specific activity.

In addition, the content should be creative and dynamic in order to help students to get new ideas and motivate students to express them orally. In this way students are going to feel

comfortable at the moment of speaking. Also, they are going to be really involved in the activity whereby the process of improving and developing speaking is going to be more successful.

### **2.9.2 Correcting errors**

Teachers need to provide suitable feedback and correction, without interfering in the production of language. Besides, it is important for teachers to take notes and identify mistakes while pairs or groups are speaking. Besides, it is important that the teacher mentions problems to the class after the activity without making students who made the mistakes feel uncomfortable. Teachers can write the errors on the board and ask the class for students who can correct them. Besides, every teacher has different methods of correcting their students and it is a way of finding out what both, teacher and students feel comfortable with.

Furthermore, error correction is an important element of the teaching-learning process; therefore it should be treated positively. It is important to know that there are numerous possibilities to correct errors. These should involve teacher correction as well as self-correction, and student-to-student correction.

### **2.9.3 Quantity vs. Quality**

Learning can occur anywhere, but the positive learning is the result of the development of different activities in quality learning environments where students can produce language using most they know about the topic. Also, the amount of time spent on homework is not as important to student learning as the quality of the homework task. For this reason, it is important to mention that teachers have to take into account students' fluency and accuracy at the moment of producing language. In this way, the learning process is going to have better results in speaking activities. Besides, it is essential to encourage the quieter students to take more risks at the moment of expressing their ideas.

#### 2.9.4 Teacher intervention.

In the case of foreign language learners, it is important to know that students may reduce participation in those activities which may possibly force them to be more exposed to their classmates' judgments (Ely, 1986). Then, the idea is that the teacher starts using a role-play, ask for more discussion questions, explain and clarify instructions, or stop an activity that is as demanding as boring in order not to make speaking activities lose their significance. In this way, the teacher is going to help students to improve their speaking skill as well as increase their intrinsic motivation.

Apart from Lima (2010), Kayi (2006) makes reference to what teaching speaking is. He mentions that it implies teaching learners to:

- Notice and speak in English by taking into account the English sounds and sound patterns.
- Recognize the words and sentence stress, intonation patterns and the rhythm of the English language.
- Decide for appropriate words and sentences according to the social context, audience, situation and topic.
- Arrange their ideas and thoughts in a cohesive and coherent sequence.
- Produce language by expressing beliefs and judgments or opinions.
- Use the language fluently with conviction and with few unnatural pauses.

In relation to what teaching speaking is, Kayi (2006, pg 2) states that many linguists and ESL teachers agree on the fact that students learn to speak and create language by using the second language and interacting with others. Besides, communicative language teaching and collaborative learning aid best for this purpose since communicative language teaching is based on real-life situations that involve communication.



Then, it can be argued that it could be very useful to implement this method in ESL classes. Students may have the chance to communicate with each other by using the target language. Thus, it is really important that teachers create a comfortable classroom environment where students establish communication in the development of different activities and meaningful tasks.

Moreover, teachers have to create a good environment for students to increase the speaking production by including cooperative works and interactive activities with authentic material to promote speaking in a positive way.

Moreover, Kayi (2006) mentions some suggestions for teachers when teaching speaking. They are the following:

- Provide students different opportunities to create and produce language by using the target language. Also, implement an engaging environment that includes group work, reliable materials and activities, and shared knowledge.
- Try to involve learners in every communicative task. To achieve this goal it is essential to create different ways to make students participate.
- Diminish teacher speaking time in class. It is a good option to increase the student oral production time. It is really important that teachers observe and listen to students in order to provide them with good feedback.
- Mention positive aspects when talking about students' answers.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Give students written feedback at the end of the different activities, such, as "you have made an excellent job", " I really admire your presentation", "your speech was great".

- It is not a good option to correct students' pronunciation mistakes at the moment they speaking in order to not distract them.
- Include speaking activities or tasks both in class and out of class.
- Walk around the classroom to check if students are developing the assigned task and help them if they ask for clarification.
- Provide the necessary vocabulary before students start a speaking activity.
- Identify the different problems that some students face because they are the ones who probably have difficulty in expressing their ideas by using the target language. Also, provide students with more opportunities to practice the spoken language and establish communication.

In addition, Kayi (2006), mentions different activities to promote speaking. At first sight, he talks about discussions. In this activity students are able to share beliefs or ideas about a certain topic. It is important to mention that the teacher should assign the topic as well as the purpose of the discussion. In this way students are going to be very attentive to what their classmates say in order to give different ideas. Furthermore, the teacher can create different groups in which each group is going to have a certain topic. Then, students are going to have the opportunity to share knowledge and beliefs. Moreover, it can be claimed that this activity promotes a better critical thinking on students and also makes students learn to express themselves in polite ways. Also, students are going to have different ideas to share with their classmates, and they are going to be encouraged to ask questions, give opinions or ask for clarification. Second, according to Harmer (1984) (in Kayi (2006)), role-play is a very interesting activity in which students can demonstrate their abilities in different situations. Besides, it is an opportunity for teachers to analyze and correct pronunciation errors. On the other hand, it can be

said that this activity is very useful to develop the speaking skill because it involves real life situations and lets students choose the topic in which they are interested. Also, it allows them to have more fluency and confidence at the moment of speaking. Third, according to Kayi (2006), activities based on simulations are almost similar to role-plays but the difference is that simulations are well elaborated and developed.

Simulations are activities that imply a very organized elaboration and development because students can bring determined topics to the class in order to create a realistic environment. For instance, if a student is acting as a soccer player, he is going to bring a ball to represent their profession. Then, it can be argued that simulations have many advantages. First, since they are enjoyable and entertaining, they are going to be well motivated. Second, as Harmer (1984) (in Kayi, 2006) suggests, students may increase their self-confidence at the moment of speaking, because in simulation activities, they are involved in different roles and situations. Consequently, it can be mentioned that if students have a connection with their classmates and they create a good environment by using different materials to entertain them, the oral presentation is going to be like a normal situation and they are going to feel motivated which is very important in the process of second language learning. Fourth, Kayi (2006) mentions an activity named storytelling. In this activity students are able to create their own stories based on their knowledge in order to share them with the whole class. Besides, it is a task in which students not only show their creativity and imagination but learn the format of beginning, development, and ending, involving the characters they want. In other words, this is an activity that allows students to produce language by themselves and increase their vocabulary. For this reason, it can be noticed that it is a very creative and useful activity. Finally, Kayi (2006) states the activity called picture describing. This activity is about the use of pictures in speaking activities. For example, the

teacher can provide students with different pictures in order for them to produce language by describing what they see. This activity supports the cooperative work in which students are able to interact with classmates and also learn vocabulary and grammar. Thus, it can be said that, it is an activity to improve and increase the students' vocabulary, grammar and creativity that are essential to produce language.

### **2.10 Principles for teaching speaking skills**

It is important to mention that teachers should take into account the different principles and methods for teaching speaking skills in order to increase and improve students' oral production.

Those principles are described by Nunan (2003), (in Febriyanti, 2002). The first principle is about providing students training with both fluency and accuracy.

“At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking.

Rather, students should get practice on both accuracy and fluency” (p. 4)

It can be said that since students begin their learning process, it is necessary to implement different activities that allow them to develop the speaking skill. Then, they are going to feel confident and comfortable at the moment of speaking.

The second principle has to do with establishing group work or pair work. According to Nunan (2003), (in Febriyanti, 2002), pair work and group work can be implemented in class in order to increase the amount of time that learners get to speak in the target language during certain activity or in class. It implies that students are going to have more opportunities to interact with their classmates and teachers are not going to be the only ones that speak.

The last principle focuses on planning speaking tasks that involve negotiation for meaning.

According to Nunan (2003), this principle is focused on knowing what students have understood as well as clarifying any doubts by implementing conversations between teacher- students.

Apart from those principles, there are different methods that can be taken into consideration in order to improve the development of the speaking skill and which can be implemented to reinforce the confidence on students at the moment of producing language.

According to Brown (2001), there are different speaking techniques. The first is asking for clarification. It makes reference to the use of WH questions to clarify topics or ideas. The second is asking someone to repeat something. In this strategy, teachers make students repeat some questions or ideas. The third is about the use of fillers. Some fillers can be "uh, I mean", which are used for getting time to the learning process. The fourth is using conversation maintenance cues, such as, right, ok, yeah, etc., to give confidence and fluency in students' oral production. The last one is about getting someone's attention. It is about the use of words, such as, hey, say, so, to get the students' attention to maintain them focused on the topic that is being taught.

### **2.11 Strategies for developing the speaking skill**

It is important to take into account that students' proficiency at the moment of using the second language, especially in the speaking skill, is really important. Thus, in order to help students to properly create and produce language it is necessary to implement different strategies.

According to The National Capital Language Resource Center (2003) most students believe that the speaking skill is not only the product of the language learning, but it is also considered as a critical part in the learning process. For this reason, teachers apply different strategies to provide students with a feeling of confidence when speaking. In this way, this feeling can make students learn at the same time. The strategies are the following. First, this strategy is called the use of minimal responses. It refers to the lack of confidence that students

have when speaking. Consequently, they do not produce language and limit themselves to listen to what the teacher and some of their classmates say. Then, it is necessary that teachers help students to build knowledge by the use of idiomatic phrases that they can apply in different contexts, which indicate understanding, agreement and other responses about what other speaker is saying.

Second, it is named recognizing scripts. In this strategy teachers can help students to develop the speaking skill by providing them with different scripts in different situations. Besides, with interactional activities, students can practice their oral production by managing and varying the information that every different script contains. The last one is referred as using language to talk about language. In this strategy, it is of paramount importance that teachers tell students that it is normal to ask for clarification without taking into consideration their possible mistakes but the production of language. In addition, a way to gain the students' confidence is encouraging them to ask for clarification when they do not understand something. Besides, with the use of strategies students will be capable of managing different situations. However, it is important to know that when teachers use strategies to develop the students' speaking skill, there are a lot of internal motivational factors in the classroom that intervene and affect the development of the speaking skill and the learning process too. Thus, it is relevant to know what motivation is about.

### **2.12 Common difficulties to develop the speaking skill**

In the learning process of a second language, the development of the speaking skill is affected by different difficulties that students have. Also, it is a very complex process in which teachers and students have an important role. For this reason, it is necessary to know the most common struggles that students have to produce language.

### **2.12.1 Listening**

According to McHugh, (2014) listening difficulty refers to the importance that the listening skill has at the moment of establishing a conversation with another person. Thus, if someone does not understand what the other person is talking about, then it is going to be more complicated to produce language. Thus, it can be argued that both listening and speaking are really important skills for producing language.

It can be mentioned that it is essential to understand the message the other person is trying to convey in order to answer him or her in a coherently and consistently. In this way, both people are going to improve the listening skill as well as the speaking skill.

### **2.12.2 Vocabulary**

At the moment of speaking, most students cannot express their ideas due to the lack of important vocabulary words. According to McHugh, (2014) vocabulary represents a very important part in the development of the speaking skill. For this reason, it can be mentioned that if students have enough vocabulary, then it is going to be a big limitation at the moment of establishing conversations because if they do not have the vocabulary they need, their ideas could be blocked and they oral practice is going to be almost lost.

### **2.12.3 Pronunciation**

Apart from vocabulary, McHugh, (2014) also refers to pronunciation as a complicated factor at the moment of speaking. Besides, he mentions that English words can be very difficult for most students to pronounce taking into account the connection between words in a sentence, the rhythm and intonation.

Thus, it can be argued that this difficulty is about the consequence of the fear that students feel at the moment of speaking because they feel insecurity about the pronunciation of English

words. For this reason, it is necessary to practice the listening skill thus improving pronunciation too.

#### **2.12.4 Confidence**

In relation to confidence, it can be said that if a student is not sure about what he or she is going to say, it is almost impossible to express their ideas. According to McHugh (2014), confidence makes reference to the fear that students have while speaking English. So, it is essential try to make students feel confident at the moment of expressing their ideas. In this way they are not going to pay exclusive attention to the mistake they make but to the ideas they want to express or convey.

After this review of the literature, it can be argued that intrinsic motivation can be an effective aspect to consider developing the speaking skill of students because it gives them the opportunity to produce worthy oral production. Besides, intrinsic motivation provides learners with a very important opportunity to use the language fluently and perform a more active role in working the classroom conversation. Then, different strategies can be applied to improve students' intrinsic motivation. In addition, due to the importance of English nowadays, it is an important issue for teachers to look for different ways to teach this language. The different methods to teach English is large, but in our context not everybody is completely conscious of the importance and usefulness of this language, and one of the reasons why this happens could be because teachers have not been implementing a contextualized situation in which students can realize that by learning this language they can access a world of great opportunities. Therefore, context has become essential to make students appreciate those aspects that give a good reason to learn a second language.



### **2.13 Didactic proposal: strategies to enhance intrinsic motivation in speaking**

The following ones are different strategies proposed to enhance intrinsic motivation in speaking.

#### **2.13.1 Secure environment**

The first strategy to enhance intrinsic motivation is about providing students with a secure environment. According to Theroux (1994), secure environment consists in permitting students to make mistakes without any sanction or disadvantage because the learning process is favorable if teachers show students how to deal with failure. This environment for coping with failure is critically positive for promoting and improving intrinsic motivation on students and obtaining encouraging and advantageous learning. Also, students should realize that they learn a lot from their mistakes and that in the moment of correcting them there will be more opportunities to learn by themselves and with the help of the teacher.

In addition, fear of failure sometimes causes students to lose interest in learning because they do not want to be victims of their own mistakes. Therefore, students prefer not to participate and lose little by little the attention and awareness in the learning process. For this reason, to provide them with a secure environment is a good way to increase students' internal motivation. For example, to create a safe classroom environment, it is important to take into consideration that if the classroom is well organized and it is a place in which there is a good teacher- student relationship, it is going to be easier and more effective because students will feel more comfortable and safe. On the other hand, if the classroom is not totally organized students are going to be a little distracted. Then, it is a good option to get the classroom as place that stimulates and helps students in their learning process. Moreover, if the teacher has students participate and make them feel as real learners, they are going to be really involved and the

teaching process is also going to be pleasing and satisfying for both, teacher and students.

### **2.13.2 Instructional scaffolding**

Apart from providing a secure environment, another strategy of intrinsic motivation is instructional scaffolding stated by Bruner (1983, p. 60) (in Walqui (2006). Instructional scaffolding is referred to as "a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it". Then, scaffolding is related to the helpful role that a teacher has to ensure success in different activities in which learners are going to be tested or challenged occurs.

Moreover, when teachers encourage students to take more complex challenges, it is very important that the teacher provides them with the right guidance to obtain good results in the learning process and in this way to overcome those challenges. Also, when students have the support that they need to develop the activities, they have more opportunities to use the given materials in order to create different types of interaction by using actions, images or symbols, that is, by using the language. One advantage of scaffolding is that it helps to have a supportive learning environment. It means that students are in an environment in which they feel themselves free to ask or answer questions, and receive feedback about using new materials. So, by implementing scaffolding in the learning process, the teacher turns into a facilitator of knowledge and students take a more active role in it. According to Alibali (2006), cue cards, explanations, concept and mind maps, handouts, visual scaffolds, questions cards and stories help students to feel comfortable in different levels of knowledge. Then, instructional scaffolding can be successfully carried out between the teacher and one student or an entire class. It means

that students distribute the responsibility of learning and teaching which helps them to be autonomous learners and produce language correctly.

### **2.13.3 Encouraging students**

Encouraging students is a really beneficial strategy to help students in the learning process by increasing their intrinsic motivation. Deci and Ryan (2008, p. 19) state the importance of this strategy by saying "encourage students to believe in their abilities and drive them to achieve their learning goals through frequent steps". Then, it can be said that this strategy is about making every student feel capable of developing any activity or task assigned in class. Furthermore, if students trust in their abilities, it is going to be easier for them to achieve their goals overtaking the problems or difficulties. It is important to know that most students feel unqualified or unable of completing different tasks before they even try. This represents a problem for autonomous learning to take place. Thus, students feel victims of those tasks or opportunities to learn and the results are not successful. In contrast, if students have confidence in what they do, they are going to be more likely to challenge themselves in different contexts or situations.

It is important to take into consideration that the teacher has to be sure to recognize the students' success in terms of personal worth and not only in a particular task, so that students feel more confident when facing learning situations. It is also important for the teacher to take into account that activities need to be focused on students and communication should be reliable. Then, it can be said that this strategy could be developed by means of the use of different activities that encourage students involvement in real communication. Also, with games teachers can teach grammar, vocabulary as well as develop speaking skills that promote the active participation of students in communication in the L2. Furthermore, using songs can be very

interesting and enjoyable activities that also achieve the goals of students and teachers in terms of the speaking requirements in a L2 classroom.

#### **2.13.4 Establishing students' goals**

An excellent strategy to enhance intrinsic motivation is about asking learners to establish and define their own objectives and goals. In this way students' goals are also going to contribute to the general objectives of the subject. Besides, this strategy provides positive opportunities and situations for the students to increase and improve their needs or interests to be studied in the learning process. It is important to know that the most interesting or important goals will be out of the content restrictions, because students search for something different that gives them different opportunities and situations to produce their own ideas, their own language. On the other hand, it could be a good option for the teacher to establish the general objectives of the course, but it would also be important that students establish their own objectives in order to share information between teacher- students. In this way the teacher is not only going to know what students need to learn but also help them effectively. Finally, it is important to mention that giving students the opportunity of choosing what they want to achieve also allows them to improve their academic performance and self-confidence and increase their motivation to achieve those established goals.

### **3. Related research**

In relation to this research, some people have conducted many studies to try to demonstrate different factors which affect the speaking skill and in consequence the learning process, too. Some of those studies are the following.

### **3.1 Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers.**

According to Buitrago, R., and Contreras, R., (2008 (9) p. 23-46), this article reports a study implemented in a public school to explore some learning strategies to overcome speaking fears and anxiety. "After a preliminary inquiry to find out the possible causes of the problem, we proposed an artistic and academic space called Cultural Moment, adapted from the Spanish class. It is a task-based cooperative learning environment. To gather information we used interviews, field notes, and audio and video recordings". Then, it can be argued that this study suggests some possible strategies to decrease language anxiety and promote oral production and interaction in the classroom. On the other hand, it is important to know that this study was carried out at José Asunción Silva public school in the afternoon. It is located in zone 10 of Bogotá, Colombia. There are about 1,500 secondary students in two shifts. Despite one of the emphases of the Ministry of Education being English, in some institutions little time is allotted to English class. At this school there are only three hours weekly.

One important finding was that despite students and teachers' disposition and efforts to build an appropriate learning environment, it is not possible to have perfect classrooms for everyone. There were three students who really did not want to participate, and nor did they make a different proposal. Another finding was that in the activities of reciting a poem, reading a text or singing there was not really oral interaction in terms of real communication (Bygate, 1987) since they just memorize a text in the moment or read it. Therefore, it is necessary to complement this proposal taking into consideration this factor.

**3.2 THESIS: Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes. It was elaborated by, Kamal Heidari Soureshjani and Parisa Riahipour, 2012.**

According to Soureshjani and Riahipour (2012), this study was an attempt first to get the perspectives of two groups who are basically involved in the teaching and learning processes specifically, language teachers and learners, regarding their views about the factors which may negatively affect the development of the speaking skill in language learners. Second, in order to see what are the similarities and differences between the students and teachers' attitudes on the same issue. To achieve the mentioned purpose, 215 Iranian male and female EFL learners and teachers were selected in the pre- and post- stages of the study to fill in the two developed questionnaires (one pertaining to students and one for teachers) on demotivating factors of speaking skill.

Then, it was revealed that students believe that factors associated to teachers, materials and class utility are the three most demotivating factors as far as speaking skill is concerned. Besides, based on teachers' perspective, the three most discouraging factors are related to teachers, time and classroom.

#### **4. Recommendations**

Taking into account the limitations of the present research, due to the different intrinsic motivational factors that affect the development of the speaking skill, recommendations for future research should thus include investigations on the same problem but with a broader illustration, including more foreign language classrooms with teachers with very different teaching techniques and methodologies. Furthermore, it is important to take into consideration the development of a deeper comprehensive review of motivational strategies that can be used by

teachers in their classrooms in order to help learners adopt more positive attitudes towards language learning since teachers should focus on learners' motivation and try to implement appropriate motivational strategies that they can accomplish their definitive purpose of helping students in their language learning process.

## 5. Conclusions

It has been briefly presented that low level of intrinsic motivation on students is a common debilitating feeling which affects students in a variety of ways. Mainly during speaking activities, it should be intensified and not be underestimated by both, teachers and learners. This could be realized through workshops or the implementation of certain teaching methodologies aimed at creating a relaxed atmosphere in the classroom especially speaking practices. It is important to mention that making students comfortable by evading activities which increase competitiveness or which threaten students' self-esteem is very important not to diminish students' motivation. On the other hand, working in small groups and discussing interesting themes are good activities that allow students to know each other and to practice the foreign language. Moreover, teachers could use gentle and flexible methods of error correction, being friendly and with a good sense of humor. At the same time students might manage their fears at the moment of speaking by talking with their classmates about this problem since they are not the only ones to experience it and also by consulting with their teachers.

They were reviewed studies that have specified the different conditions that support intrinsic motivation and facilitate internalization and integration of intrinsically motivated tasks focused on improving the speaking skill by producing language. Furthermore, conditions that support student's feelings of proficiency, autonomy, and connection with the language are the basis for him/her to maintain intrinsic motivation and become more autonomous. Finally, the facilitation of more independent learning involves classroom conditions that allow fulfillment of the following three basic students' needs. Those ones are to feel connected, effective, and open to new ideas and exercises which involve the development of speaking activities.



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**7. Appendix: Didactic proposal****7. 1. Secure environment**

Lesson plan

Teacher: Maria Camila Enríquez Ricaurte

Class level: Upper intermediate

Time: 90 minutes.

Teaching point: Development of the speaking skill, reading comprehension, and vocabulary about food.

Target language item: Present perfect.

Aim: Improve the development of the speaking skill through reading comprehension and cooperative learning.

Enabling objectives:

- To analyze how homes, schools, restaurants, stores and communities can influence food choice and health.
- To describe how part of the food environment has changed over recent decades.
- To assess part of the food environment in the communities of nowadays, and use the results to develop recommendations orally.

Evidence:

- Students will read and comprehend the text by responding written questions about it.
- Students will be able to invent sentences of their own to give recommendations orally.

Assumptions: Students know simple and continuous tenses in all their forms.

Predicted problems:

- Pronunciation of unknown words.



Materials: Readings.

Procedure:

1. Make sure the classroom is clean, orderly, and inviting. Look at the classroom and ask myself if it is a place that is distracting, or a place that inspires students to do their best. If there are papers on the floor or things falling out of desks, it is distracting. Arrange the classroom so that I have all the materials I need. All the readings right where I can find them, within easy reach, so that I never have to stop teaching or turn my back on students. (5 minutes)
2. To draw students' attention to the board in order to establish a conversation, teacher-students, about typical food and how it has changed over the time. (5 minutes)
3. I am going to provide students the readings in order to read and analyzed them. They are going to answer some questions about the reading in order to facilitate them to comprehend and produce own ideas about the topic. (20 minutes)
4. To ask them to form groups of three students. For this, it is important to organize the physical space of the classroom for movement and interaction. It is great to make it easy for students to pull their desks together to do small group work. Then, it is also easy for me to walk around. My movement around the classroom helps make the process of teaching more captivating. It also helps with classroom control. Once they have formed the groups, they have to talk about the topic and give their own opinions, as establishing a discussion. Make it safe for students to participate and ask questions. No matter what a student says, make it a custom to answer with respect. Motivate students for respecting each other, and teach them to show respect for one another. (5 minutes)

5. Each group is going to go to the front and all the three students together are going to tell to the rest of the class recommendations about food environments of nowadays. (20 minutes)
6. Give them feedback based on the exercises. (5 minutes)

**Reading****FOOD ENVIRONMENTS****Essential questions**

- To what degree are individuals responsible for their food choices?
- Are food choices a social justice concern? If so, how?
- How can we know whether a food environment is healthy?
- How can unhealthy food environments be improved?

In the tour of food environments and their effects, we begin with homes—where Americans consume the majority of their daily calories—before moving on to schools, restaurants, supermarkets, convenience stores, farmers' markets, food banks and other parts of the food environment.

Along the way, we consider some of the historical contexts that led to the current state of food environments.

**Homes**

Americans, on average, consume an estimated 68 percent of their total calories from foods prepared at home. For many people, particularly youth, their food choices are strongly affected by the foods that are readily available in their home environment. For example, the presence of fruits and vegetables in homes has been associated with greater fruit and vegetable consumption among children. Fruit and vegetable consumption is also higher in homes where produce is made

easily accessible, such as by peeling and slicing carrots and storing them in the refrigerator.

#### Schools

Schools play a key role in affecting the diets and health of children and adolescents. Outside of their homes, most children spend the majority of their time in schools, 17 where students who eat school meals for breakfast and lunch may consume over half of their daily calories.

#### Restaurants

Americans eat 32 percent of their total calories from restaurants, including fast-food and takeout establishments.<sup>11</sup> In 2006, American households spent nearly half of their food budgets on meals and snacks prepared away from home (at restaurants, hotels, schools and other places), up from 30 percent in 1965.

#### Food stores

Retail food stores include supermarkets, small-scale grocers, and convenience stores. Two of the most important considerations in how these places affect consumers' health are the cost and availability of healthy food options (such as fruits, vegetables and low-fat or low-sugar options), compared to less healthy alternatives

#### Communities

When we examine food environments at the community level, we might consider the following questions: How many food outlets are there in the community? What type of outlets are they (supermarkets, corner stores, farmers markets, etc.)? Where are the outlets located, and how easily can residents travel to them? All of these factors—the number, type, location and accessibility of places to acquire food—are frequently associated with the health of community members

Measuring and improving food environments.

One of the most important steps in improving unhealthy food environments is to measure the problem. As the popular saying goes, “What is not measured is not managed.” Tools such as maps, surveys, checklists and interviews can better our understanding of food environments. Some researchers use geographic information to measure the type and distribution of food sources in a community; this might involve counting the number of grocers in a neighborhood, or measuring the distance from a residential area to the nearest supermarket.

*Original version taken from*

*[http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/\\_pdf/Food\\_Environments-Background.pdf](http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Food_Environments-Background.pdf). Adapted by Camila Enriquez.*

## **7.2. Instructional scaffolding**

Lesson plan

Teacher: Maria Camila Enríquez Ricaurte

Class level: Intermediate

Time: 90 minutes.

Teaching point: Development of the speaking skill, listening comprehension and vocabulary about daily action verbs.

Target language item: Present continuous.

Aim: Improve the development of the speaking skill by describing images in present continuous.

Enabling objectives:

- To identify principal action verbs to provide information.
- To demonstrate correct use of language by sharing information in small groups orally.
- To describe an image by demonstrating understanding about the present continuous tense.

Evidence:

- Students will analyze and comprehend the image by identifying action verbs.
- Students will be able to provide sentences, which describe the image, by using the present continuous tense.

Assumptions: Students know the correct form of the verb TO BE in present.

Predicted problems:

- Pronunciation of unknown words.

Materials: Images.

Procedure:

1. Be sure the classroom is clean, orderly, and inviting. Arrange the classroom so that I have all the materials I need. All the images right where I can find them, within easy reach, so that I never have to stop teaching or turn my back on students. (5 minutes)
2. To draw students' attention to the board in order to establish a discussion teacher-students, about daily actions involving present continuous grammar implicitly. (5 minutes)
3. I am going to provide students a sheet (image 1) with different images partially completed and described by using present continuous sentences. Then, ask students to think aloud about what he or she notices in the information contained on it. (15 minutes)
4. To ask them to form groups of three students. For this, it is important to organize the physical space of the classroom for movement and interaction. It is great to make it easy for students to pull their desks together to do small group work. Then, it is also easy for me to walk around. Once they have formed the groups, I am going to give two different sets of images (image 2 and 3). Then, all of us (teacher-students) are going to work

together to perform the task. In this way, students can make suggestions or make questions about vocabulary or structure of the tense. (10 minutes)

5. At this point, students are going to work in their small cooperative groups in order to elaborate the sentences below each image by using the correct form of the present continuous based on the first image given They are going to help each other to master the content, also with the teacher's support. (20 minutes)
6. Finally, the sentences made by students are going to be shared orally to the rest of the class and who wants add information can do it, in order to create and produce language in a cooperative way. (30 minutes)
7. Give them feedback based on the exercises. (5 minutes)

**Image 1**

**He is jumping**



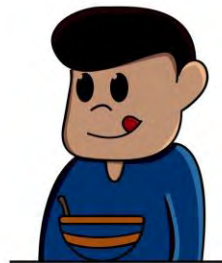
**He is painting**



**He is sleeping**



**He is reading**



**He is eating**



**She is dancing**



He is drinking



She is singing

Image 2

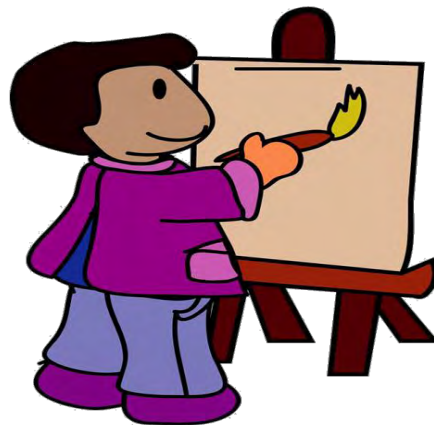
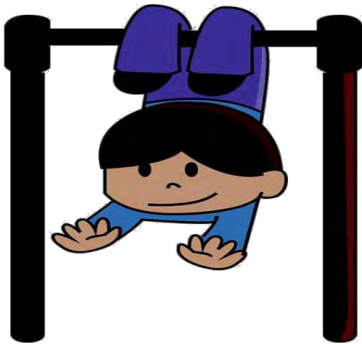
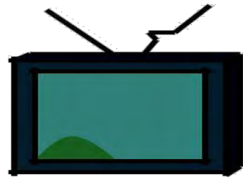
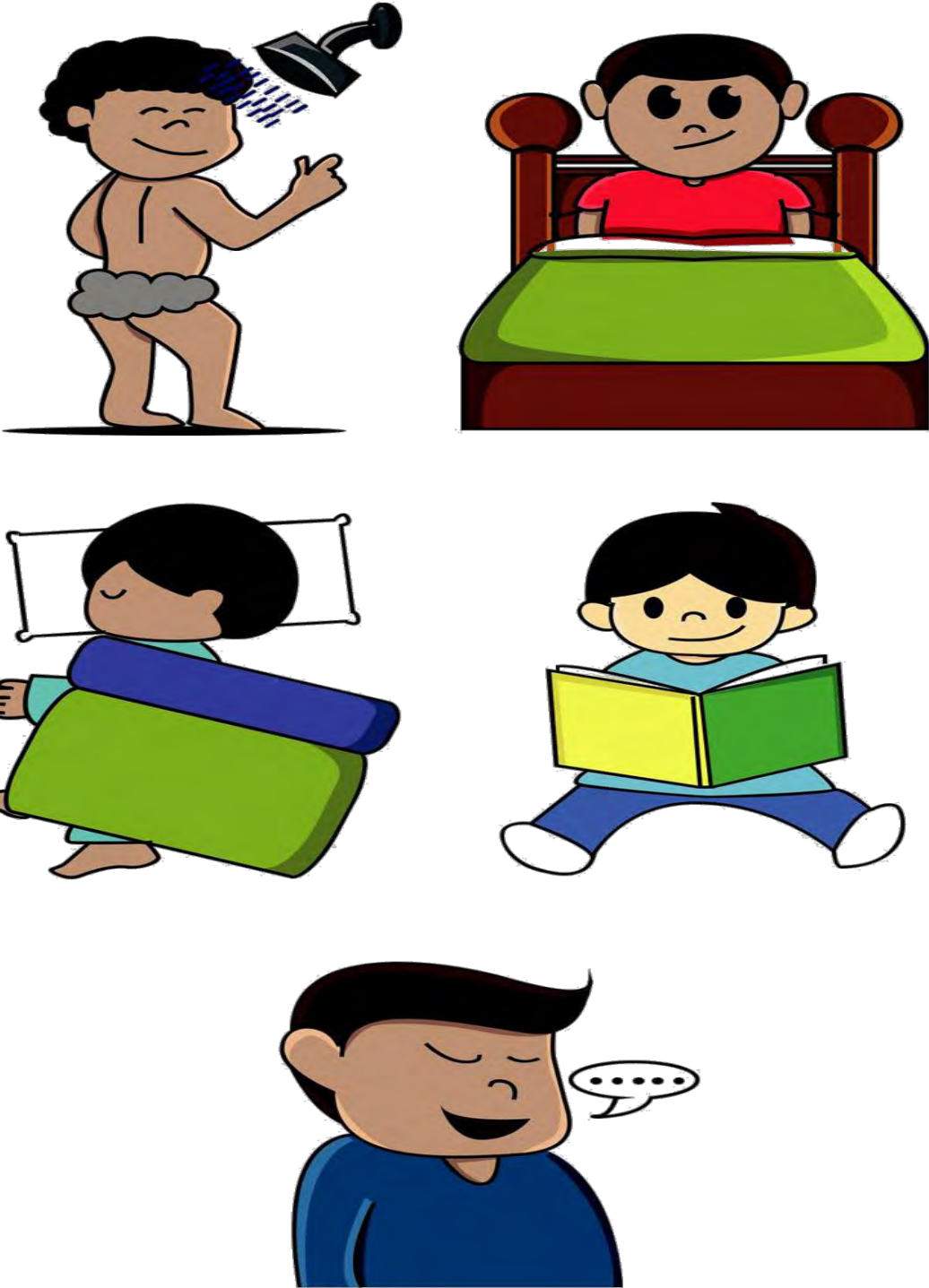


Image 3





## 7.3 Encouraging students

Lesson plan

Teacher: Maria Camila Enríquez Ricaurte

Class level: Beginners

Time: 60 minutes.

Teaching point: Development of the speaking skill, listening comprehension and vocabulary about adjectives.

Target language item: Use and place of adjectives.

Aim: Improve the development of the speaking skill by describing people based on the use of adjectives.

Enabling objectives:

- To recognize the most common adjectives and their place in a sentence.
- To apprehend the correct use of adjectives at the moment of describing people by interacting in small groups.
- To describe people by demonstrating understanding about the use of adjectives.

Evidence:

- Students will comprehend the use of adjectives by making written sentences.
- Students will be able to structure different sentences orally which are going to describe their classmates physically.

Assumptions: Students know subject pronouns, the correct form of the verb TO BE in present, the meaning and use of the verb have/has and general vocabulary.

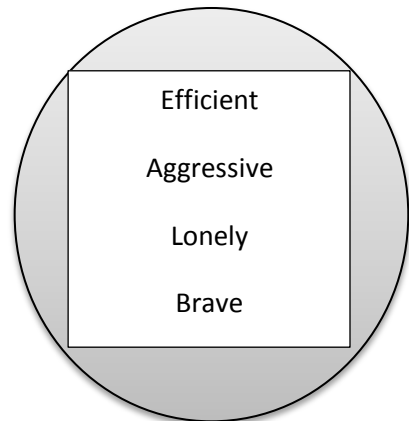
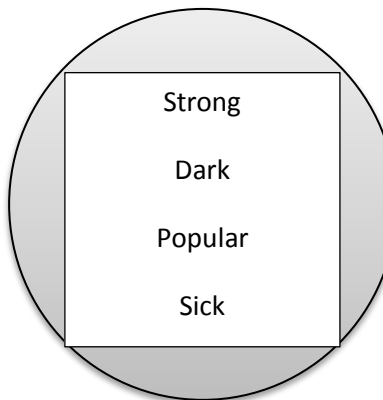
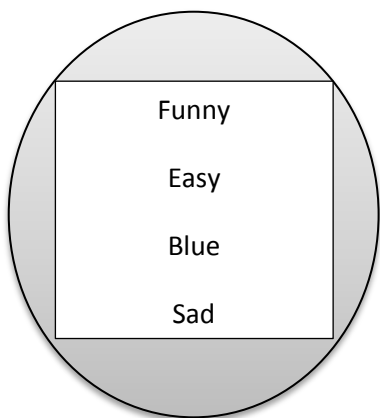
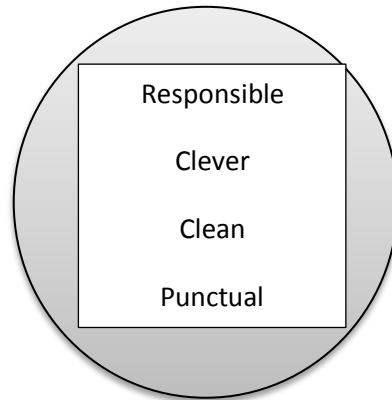
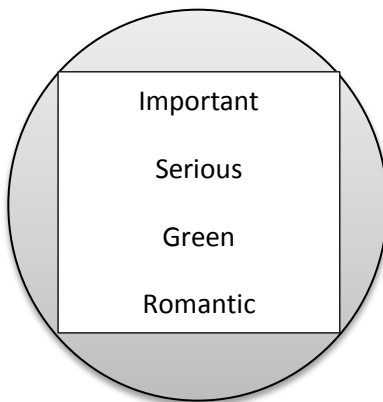
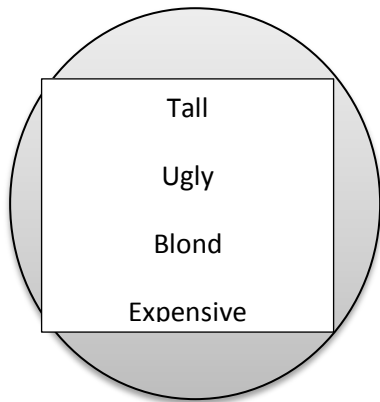
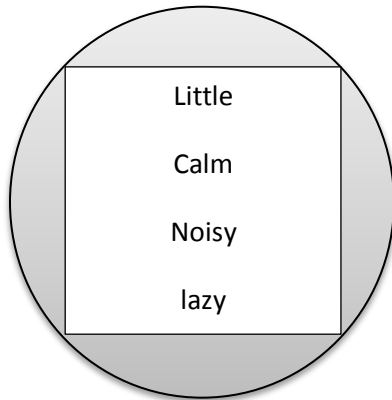
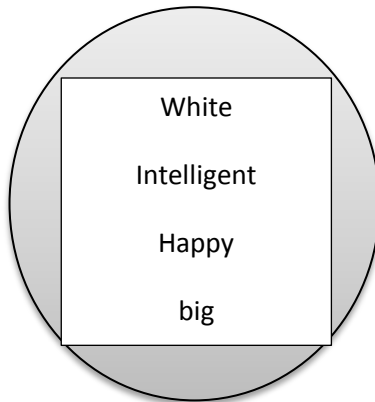
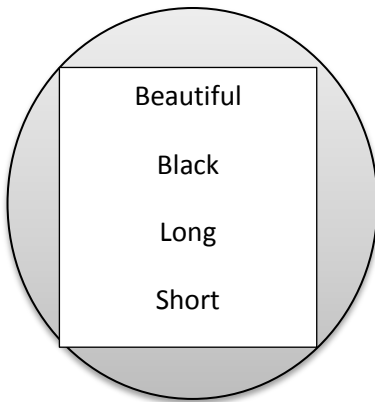
Predicted problems:

- Pronunciation of unknown words.

Materials: Set of adjectives.

#### Procedure

1. Be sure the classroom is clean, orderly, and inviting. Arrange the classroom so that I have all the materials I need. The set of adjectives right where I can find it, in this way I never have to stop teaching or turn my back on students. (5 minutes)
2. To draw students' attention to the board in order to establish a short conversation about some famous people's physical appearance in order to show them implicitly the use of adjectives at the moment of describing people. (5 minutes)
3. Students are going to be asked to form groups of three people. Then, I am going to give each group a set of four different adjectives in order to make them write different sentences. In this part, students are going to be able to ask for clarification, if it is needed. Therefore, ask students to say to the whole class about what they have written. (15 minutes).
4. After that part, students are asked to be sitting on chairs in a circle, leaving a space in the circle for the teacher to stand. First, they are asked to listen to the different statements made by the teacher and students have to realize if it applies to them in order to stand up, such as: "They have long hair," "She has glasses" etc. Next, students who are standing have to change places with someone else who's standing. At this time, it becomes a game. I am going to make a statement; students referred to should stand and quickly exchange places. When the students move around, I am going quickly to sit in someone's place, forcing them to take the role of "teacher" (25 minutes).
5. At the end of the activity, students are going to express ideas about how they feel during the activity (5 minutes).
6. Give them feedback based on the activity and exercises. (5 minutes).



#### 7.4. Establishing students' goals

The following table shows different statements which, at the moment of answering, are going to help both teacher and students to identify and define needs, interests, objectives and goals to take into account and develop in the learning process. In this way, students' goals are also going to contribute to the objectives of the subject making it more motivational for the whole class.

Then, students who are in upper-intermediate level are going to receive the following table. They have to mark from 1 to 5 based on the level of agreement, 1 being the lowest and 5 the highest.

**Table 1. Statements**

Statements	1	2	3	4	5
I would feel more confident about speaking in class if we practiced more oral activities.					
I would feel less self-conscious about speaking in class in front of my classmates if I knew them better.					
I would feel very comfortable in class when I have studied a difficult task the previous day.					

<p>I would be less anxious in class when I am not the only person answering a question.</p>					
<p>I think I can speak the foreign language almost correctly, but when I know I am being graded, I make mistakes.</p>					
<p>I would be more agreeable to volunteer answers in class if I weren't so anxious of making errors.</p>					
<p>I enjoy class when we work in groups.</p>					
<p>I feel more comfortable in class when I don't have to speak or give opinions in front of the class.</p>					
<p>I would enjoy the class if we weren't corrected at all in class.</p>					
<p>I prefer to answer a question voluntarily instead of being called to give an answer.</p>					
<p>I feel pleased going to class when we are going to practice role play situations.</p>					

<p>I would be less nervous about taking an oral test by using the foreign language if I got more speaking activities in class.</p>					
<p>I would not be so afraid about speaking in class if it were generally understood that everyone makes mistakes and it were not considered a big problem to make a mistake.</p>					