

MOTIVATION IN THE SPEAKING SKILL

The Role of Rewards as External Regulators to Enhance the Students' Extrinsic Motivation in
the Speaking Skill

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“Las ideas y conclusiones aportadas en el Trabajo de Grado son responsabilidad exclusiva del autor.”

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Resumen

Este proyecto de investigación presenta la importancia de la motivación extrínseca en un contexto educativo y cómo este tema podría ser una herramienta para mejorar la habilidad del habla en la enseñanza o el aprendizaje del inglés como lengua extranjera. Este proyecto reúne diferentes puntos de vista de varios autores sobre el papel de la motivación extrínseca en el campo educativo. En el primer capítulo, se describe la problemática y se presentan los objetivos para encontrar la información más conveniente. Con esa información, los investigadores evidencian la importancia de este estudio en el contexto. En el segundo capítulo, la motivación, los tipos de motivación se abordan para identificar su diferencia. Además, los estudios del habla de varios autores serán detallados. En el tercer capítulo, se describen el paradigma, el método y el diseño, el entorno y la población para mostrar el contexto en el que se desarrollará este estudio. Finalmente, este proyecto de investigación muestra al lector por qué la motivación extrínseca desarrollada a través de factores externos es tan importante en una escuela secundaria.

Palabras clave: motivación, motivación extrínseca, recompensas, habilidad de hablar.

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Abstract

This research project presents the importance of extrinsic motivation in an educational context and how this topic could be a tool to improve the speaking skill in teaching or learning English as a foreign language. This project gathers different points of view from several authors about the role of extrinsic motivation in the educational field. In the first chapter, the problematic is described and objectives are presented to find the most convenient information. With that information, researchers evidence the importance of this study in the context. In the second chapter, motivation, types of motivation are addressed for identifying their difference. Also, the speaking studies from several authors will be detailed. In the third chapter, the paradigm, method and design, setting, population are described to show the context where this study will be developed. Finally, this research project shows the reader why extrinsic motivation developed through external factors is so important in a high school.

Key words: motivation, extrinsic motivation, rewards, speaking skill.

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Introduction

In the education process, there are several factors that contribute with effectiveness of a successful learning process. In most of schools in the Nariño – Pasto context students tend to be timid, more explicitly, they do not participate in the classroom.

Speaking about learning a language in schools, students must produce the language through the four skills that allow it. These are listening, writing, reading and speaking, the last one must be handled while the learning process. In Colombia educational context, students at eleventh grade have to present the ICFES test. Therefore, teachers must prepare students to the exam. The reading and writing skills are worked while the ninth and tenth grades and the speaking skill decrease.

Taking into account the reason above, students do not produce the language. Teachers must use methods or strategies to push students to speak in the class. Despite of strategies, students do not participate, so motivation takes a significance role in terms of external factors that teachers use to maintain the students' behavior and engagement in the activities.

External motivation as a part in motivation helps teachers to motivates students to speak because the use of rewards as additional scores, watch a movie or avoid that a student presents an exam could increase the use of the speaking skill in the classrooms.

In conclusion, external factors help teachers to take the students' interest in the tasks and those activities must be developed with the speaking skill.

Chapter 1

The Research Problem

This chapter aims to provide readers with a description of the research problem, problem delimitation, the objectives (general, specific) and the significance of this study. In the same way, the limitations and of this research are discussed.

Problem and Description of the Problem

The research problem about the role of rewards as external regulators to enhance the students' extrinsic motivation emerges from the students' experiences in several high schools in Pasto, where there is not innovative activities, dynamics or rewards to motivate students in an extrinsic way to enhance the speaking skill in the classroom. This phenomenon comes from the traditional learning process which students take a passive role in Pasto's high schools.

In the same way, the level of motivation in the English subject in Pasto high schools tends to be low. This is due to the few hours that are assigned from institutions to the English subject as a Foreign Language. Having as a consequence, low language proficiency not only in the speaking but also in the writing, listening, and reading skill.

Likewise, a possible cause could be the teachers' methodology applied during the class, the most common approach applied in this context is Grammar Translation Method (GTM). This approach applied in Pasto high schools do not allow students to show their speaking skills in the classroom. For those reasons, external regulators (ER) could have a strong significance while the learning process is taking place. ER could motivate the students, they could help them to perceive English as engaging, fun and students could even feel comfortable and proud of being studying English because they could perform tasks in English during the class.

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In the learning process, students are the key element, so in this study the role of rewards as external regulators are discussed because they might have a significant impact to enhance the students' extrinsic motivation.

In the next part, the problem delimitation will be explained.

Problem Delimitation

Conceptual delimitation. Terms which are related to the topic of the investigation.

Motivation. According to Woolfolk (2010), it is the inner state that activates, conducts and maintains the human behavior.

Intrinsic motivation. Ryan and Deci (2000) say:

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. (p. 56)

Extrinsic motivation. It is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

External Regulation. It refers to behavior that is controlled mainly through external factors (e.g., deadlines, rewards, directives, punishers). This type of behavior serves mostly to satisfy external demands, and so the source of motivation and causality for behavior is external rather than internal (Ryan & Deci, 2000).

Skill. Vanpatten and Benati (2010) skill refers to ability to do rather than underlying competence or mental representation.

Speaking. Burns and Joyce (1997) state that speaking can be defined as an interactive process of constructing meaning that involves producing, receiving and processing information.

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Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Academic rewards. It refers to sufficient incentives to support the acquisition and creative transformation of knowledge (Wright, 1987).

Population delimitation. This investigation will be developed with English students of eighth grade at Liceo de la Universidad de Nariño, which is located in Pasto - Nariño - Colombia. It would work with a whole group of students which has boys and girls, these students will probably to belong to a middle class. They are approximately aged 12 to 14 years old.

Geographic delimitation. The study will take place at Liceo de la Universidad de Nariño in Pasto - Nariño - Colombia. This school is selected because it is one of the best schools in Colombia. Its system of education is very different from other high schools in Pasto. The school philosophy is critical and artistic because it has extra activities such as music, performing arts, films and dancing which are vital for students' extrinsic motivation. For those reasons, these students are very different from those who are in other institutions or what the government expects for them. In this way, school policies support students to feel well motivated, and also students could give us relevant information to this study.

Statement of the problem

What is the role of rewards as external regulators to enhance extrinsic motivation in the speaking skill in an 8th grade at Liceo de la Universidad de Nariño according to the students and teachers?

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Subquestions

- What do students think about the role of rewards in the English class to be motivated to speak in class?
- What do teachers think about the role of rewards in the English class to motivate students to speak in class?

Objectives

General Objective

- To interpret the role of rewards as external regulators to enhance extrinsic motivation in the speaking skill in a 8th grade at Liceo de la Universidad de Nariño according to the students and teachers.

Specific Objectives

- To analyze the students' points of view about the role of rewards in the English class to be motivated to speak in class.
- To analyze the students' insights regarding the role of rewards in the English class to motivate students to speak in class.

Significance of the study

Speaking performance is seen as the ultimate goal in EFL. Therefore, using the language is the aspect that every teacher wants to see in their students. In spite of that, students in the Nariño context are shy and introvert; for that reason, improving the speaking skill in the classroom means a challenge for teachers. Nevertheless, this research seeks to enhance the speaking performance, and a possible solution could be to give a significant role of rewards as external regulators in the classroom.

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First, using additional scores could improve the extrinsic motivation in the students while they are doing the activities in the classroom and it could also push them to show their speaking skills. Second, in order to increase the level of extrinsic motivation, teacher could establish a goal that could be to watch a film at the end of each academic term. This goal will push students to participate and to show their speaking skills with the intention to watch a movie. If the target will be achieved, students could watch the film in a different place and this can be more comfortable and relaxing for them. In addition, students could choose the genre of the film to increase the level of interest and attention on it. Finally, the film could be in English and subtitled to Spanish in this way a learning process could take place during the acquisition of this reward. Third, exempting a student from a relevant task during an English period if a student has a good language proficiency in his speaking skill during the English class. It could work as a respectable reward to push students to enhance their speaking skill in the classroom.

To conclude, misunderstanding the role of extrinsic motivation in the field of education cannot be an option, using rewards as external regulators could be a significant response to enhance the speaking skill in the classroom, this research which has a qualitative aspect seeks to interpret the student's opinions by questionnaires and interviews about the use of rewards in the classroom.

Limitations of the study

This study makes an emphasis on analyzing how rewards taken as external regulators could motivate students to enhance the speaking skill. So, the techniques that are going to be used are observations and interviews. Therefore, possible limitations could affect this research and they could be:

- At the moment of the observation, they could not participate in class.

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- Students might feel afraid and do not want to answer in an honest way to the interviews.
- Social protests would force the school stops the academic work, so it could take more time and the lose of connection with the students.

In order to avoid these limitations, a meeting with students might help to notify them that these observations and questionnaires will not affect their grades or the relation that they have with their teacher. Also, interviews will be anonymous, and only the researchers will have access to them.

The next chapter will then continue describing the corresponding literature of the theoretical framework and also the contextual framework of this study.

Chapter II

Review of the literature

This chapter aims to provide readers with the explanation in a detailed way of the context where the study will take place. In the same sense, it reports the definition of motivation, theories related to motivation, types of motivation, and the speaking skill. Besides, it reports a summary of some important studies that have been conducted in order to determine the importance of the role of rewards in the learning process. At the end, the relationship between those concepts will be discussed.

Contextual framework

This study will be developed at Liceo de la Universidad de Nariño located in Pasto - Nariño - Colombia, characterized by giving high quality education to the community. This institution belongs to the Universidad de Nariño, so it is a public high school and one of the best

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in the country according to the high scores in the Icfes test. It follows the parameters stipulated by the Ministry of National Education in Colombia.

It is located in the Panamericana Avenue in Pasto, near Universidad de Nariño named “Las Acacias” this neighborhood has a considerable level of security, in its surrounding area there are residential buildings and houses. The infrastructure of the school displays an enjoyable atmosphere because buildings are spacious and there is a large green area which is adequate to develop the students’ skills not only in the academic field but in the fine arts.

Liceo de la Universidad de Nariño students are approximately 1,000, because of the intention of receiving more students and without the intention of having any kind of preference at the beginning of each scholar year. The directives make a raffle for students’ quota because the institution is well demanding and there are limited school quotas. Also, there is a probable equitable balance of students between girls and boys in this institution. For this study, the grade will be chosen randomly, in order to discard any preference among others 8th grades, consequently, in the investigation there will not be homogenate. Most of the students are in the middle social stratum. Moreover, if there are students who are repeating the course, it could be better because the experience that he has from the course before, could give some information that could be discuss and analyze in the investigation.

Theoretical framework

Motivation

Motivation is a complex term to define but it is a factor that influences in a positive way in the learning process. Thus, several authors have defined it according to their studies.

According to Ryan and Deci (2000) motivation concerns energy, direction, persistence and equifinality all aspects of activation and intention. Woolfolk (2010) says that motivation is

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the inner state that activates, conducts and maintains the human behavior. Similar to this definition, Brown (2001) provides a similar concept about motivation which depends on theories of human behavior you adopt. More explicitly, motivation is the energy that use humans to do something or to achieve a certain goal. Also, Jones and George (2006) say that motivation has different psychological forces that show the direction of a person's behavior, level of effort and the level of perseverance in the face of difficulties. That means, motivation is reflected according to the behavior that a person acquires, it does not matter the context in which a person behave.

Theories of motivation

In the educational field, motivation has been studied from different perspectives which have made significant contribution in the learning process and it is essential to explain them.

One of the most influential theory is the behavioral theory of motivation. Woolfolk (2010) says in this perspective motivation is seen through the “rewards and encouragements” that regulate and motivate the students to have a certain behavior. In that sense, motivation is directed by the behavior and classical conditioning which refers to operants to maintain a behavior; so, Huitt and Hummel (1997) affirm that operant learning states the primary factor is consequences: the application of reinforcers provides incentives to increase behavior; the application of punishments provides disincentives that result in a decrease in behavior. That is to say, rewards, incentives are important in the learning process.

Wollard (2010) claims that, it is important to mention that behaviorism asserts that all behavior, no matter how complex, can be reduced to a simple stimulus–response association and new behavior occurs through classical or operant conditioning; or the modification of old behavior through rewards and punishments; or imitation of observed behavior, called modelling. Rewards are more effective than punishments.

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Another theory is the humanism theory. Woolfolk (2010) says that motivation is seen through self-aspects in the human beings such as the self-esteem, self-fulfillment and self-determination, in this way there is an inner energy to accomplish goals. It is relevant to mention that the Hierarchy of needs theory developed by Abraham Maslow which explains the needs that people face daily life from the more basic to the more complex. In the learning process, it is important for students to satisfy their learning needs and it is process that must be accomplished step by step.

In the cognitivist theory, Woolfolk (2010) claims that in this perspective the motivation that carries to the behavior is according to the personal beliefs, thoughts, plans, goals, diagrams, expectations, attributions, that humans have in mind and need to be developed.

Another theory is the cognitivism social theory. Woolfolk (2010), states that the behaviorism and cognitive perspective have an important role because humans tend to give a reward to a goal, in other words, the importance to a certain goal.

Finally, the sociocultural theory. In this perspective, humans want to take part of a group, for that reason they are concerned about taking an active role and acceptance of it. Then, they participate to get involved.

These theories mentioned above give significant information about motivation and how other fields have contributed to it. In the following part, the types of motivation will be explained.

Types of motivation. In psychology, there are two types of motivation which are intrinsic and extrinsic motivation. The first one involves the self-interest, reasons, personal goals that a learner has to be successful and the second one involves external factors that encourage people, for example: money, feedback, rewards.

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Intrinsic motivation. Ryan and Deci (2000) say:

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. (p. 56)

Extrinsic motivation. It is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

Also, Self-determination theory (Deci and Ryan 1985) proposes a continuum of extrinsic motivation that ranges in terms of the level of internalization – that is, the degree to which behavior is self-determined. In the following section, it will be explained concepts how Deci and Ryan described Extrinsic Motivation. They are:

External Regulation. Refers to behavior that is controlled mainly through external factors (e.g., deadlines, rewards, directives, punishers). This type of behavior serves mostly to satisfy external demands, and so the source of motivation and causality for behavior is external rather than internal.

Introjected Regulation. It refers to behavior wherein external pressures have been partially deflected inward, but not truly adopted or internalized. This type of motivation feels quite controlling, but more from a sense of internal rather than external pressure.

Identified Regulation. It is a more autonomous form of extrinsic motivation and denotes the point at which behavior becomes internally governed and self-endorsed. This type of regulation occurs when the individual values or identifies with the outcome of the activity. Although identifications feel autonomously chosen, they may nonetheless be separate from the

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individual's other values and beliefs and thus may not reflect the person's core self or overarching value system.

Integrated Regulation. It refers to behavior that is fully internalized. At this point, identifications have been merged with other deeply held beliefs, values, and needs. Integrated motivation feels consonant with the self; such behavior serves almost as a means of self-expression and identity

Besides, in that field, other authors have different concepts and perceptions about extrinsic Motivation. For that reason, they are going to be presented in this section.

Woolfolk (2010) says that EM relates to the external things that learners do to please the teacher or have a grade; so, the subject is not really important. Moreover, according to Reeve (cited in Students' Motivation Level for Learning English as a Foreign Language in High Schools, 2001. p.25):

Extrinsic Motivation is based on external factors like: money, rewards, objects, etc. In the learning process, we can say that one student has extrinsic motivation when he studies a lot, when he gets very good grades just because his parents, at the end of the school year are going to give him a motorcycle or expensive clothes, so he does not study because he really wants do it, but he studies to get the motorcycle or the expensive clothes.

Seifert and Sutton (2009) show us a brief example between the types of motivations with their corresponding description and illustration in the learning process. They are related to external factors. For instance, when a person lacks the intention to take any action, regardless of pressures or incentives, student completes no work even when pressured or when incentives are offered. Also, actions well regulated only by outside pressures and incentives, and controls,

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student completes assignment only if reminded explicitly of the incentive of grades and/or negative consequences of failing.

Motivation in Language Learning. In the learning field, some approaches that have been taken into account in the last years. Salkind and Rasmussen (2008) explain that there are three perspectives that have a strong influence in the learning process for people who work in the educational field. Those perspectives refer to the behavior depending on the external factors, information - process activities that occur in the human brain, and finally the context. With those premises the success in some areas of learning has proven to be closely related to motivation because if students are motivated, they get interested in the subject and its corresponding results doing the activities taking into account the self-interest or external recompenses.

Speaking

This research emphasizes in the speaking skill because through this ability people communicate easily with others. Teachers have focused on this skill, one reason could be that speaking involves countless factors in the learners to take into account such the others too. In that sense, Burns and Joyce (1997) state that speaking can be defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Thanks to this definition, it is evident that the emphasis of the speaking skill could be to interact and transmit information which can be developed after a certain length of time.

Moreover, speaking is the ability to communicate with other people is really important in the learning process. Therefore, in EFL classrooms teachers must catch the students' interest because speaking in the classroom tends to be somewhat difficult probably considering that students are not confident with their knowledge in the language. For those reasons, teachers have

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a challenging task which is to encourage students with the application of some speaking strategies which motivate them to perform the language.

This skill has the intention to transmit data, information, or an idea. According to Keyton (2011), communication with the speaking skill can be defined as the process of transmitting information and common understanding from one person to another.

This skill is focused on three fundamental characteristics which are the sender, message, and the receiver. The sender refers to the person who is talking with the intention to transmit an idea or message. In a high school, most of the time the sender is usually the teacher who tries to transmit information during the class. On the other hand, the message refers to the idea, data, or information that the sender is transmitting. For example, during a class session the message could be the topic of the class. Finally, the receiver is the person who receives the message in a successful way. In the high school, students are the receivers.

To conclude, the receiver could change the role during the class as well as the sender. It is also necessary to take into account the role of the code which is the language for having a successful communication.

Thus, Brown (2001) mentions that speaking skill is the most popular discourse in the profession. Therefore, he gives some issues that are more relevant in the speaking process. They are the affective factors and the interaction effect. So, students tend to interact with their classmates taking into account the conventions: how to say and when to speak.

Moreover, there are other contributions from other authors who have studied the language abilities especially the speaking skill. In that sense, Lazaraton (2014) claims: "speaking is the main skill by which a language is acquired and perhaps the most perplexing of the traditional four skills to assess" (p. 106). In her view about the speaking skill, four factors are

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competent in the second language speaking which are fluency, accuracy, appropriacy and authenticity. Those aspects help teachers to design and implement activities in which are involved to have a better development in the speaking skill.

Lazaraton (2014) says that classes at all levels are often structured around functional uses of language with this assertion, English is learned according to specific contexts that will be able to experience in the future. The important aspect in the development is the sort of activities or strategies that allow the students' participation in class through discussions, interaction between classmates and teachers. Also, Pastas (2014) claims that in the interaction teachers, students take a role, in such manner teacher must take part in the interaction and create a comfortable atmosphere in the classroom to encourage students to participate and speak freely while they are in the classroom. Therefore, tasks must be developed with speaking strategies that promote critical thinking and interest in learning a certain vocabulary in several topics which lead to generate the participation, group discussion, and with the presentations there is an emphasis in asking for clarifications and so on that favor the development of spoken language. She proposes the following activities for the development of the speaking skill in the classrooms. For example,

Discussions and group work. This type of activity is introduced by a reading with its corresponding question that allows the use of spoken language between peers.

Presentations. They refer to present a topic that is relevant for the student and allow them to talk about ideas, experiences and other kind of information. This type could be developed individually, couples or in groups.

Role plays. In this type of material, students practice the language repeating some dialogues from different situations.

Conversations. It refers to the use of the language based on specific tasks but

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students must correct their peers while they are speaking depending on the English proficiency of each student in the classroom.

Taking into account the information presented above, it is necessary to establish a relationship between the EM and the speaking skill.

Extrinsic motivation as a barrier in the speaking skill. During the speaking learning process, several barriers could affect the effectiveness of communication. These barriers can be physical, process, semantic, psychosocial, among others. For instance, the lack of extrinsic motivation could be included inside the psychosocial barriers because this barrier is due to the influence of the Nariño context where most of the society tends to be shy. For instance, students in high schools in Nariño prefer to be in silence and have a passive role during the EFL process, representing a challenge for teachers when speaking in the classroom conclude.

Developing effective communication skills. To have a good communication in the classroom has become a priority in high schools, however how to get it in a Nariño context?

First, teachers could apply a diagnostic test and according to the results the teacher could determine the level that students have in the language that they are learning in this case of English.

Second, teachers could develop activities according to the student's levels, finding an intermediate level in the case that they were very varied. If they have a basic level, introducing simple questions and answering them could bring a good opportunity to introduce the communication in the classroom and they could overcome or break through the barrier of shyness.

Third, all the activities that are going to take place in the classroom must be meaningful, the activities could not be the most innovative talking about technology which is really difficult

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to get access in several high schools in Nariño, but they could have a high level of quality, in other words during the classroom is better to select quality instead of quantity.

Antecedents

The role of motivation in the field of education especially in EFL has been a matter of study for several decades and relevant contributions can be found, some of those studies are going to be taken into account. For instance “Motivation in Education” an article developed by Stirling (2014) and “Motivating EFL Classroom Participation by Rewarding at a Language Center in Ho Chi Minh City, Vietnam” a journal by Loi and Thi (2016) are going to be included in this research.

After examining, “Motivation in Education” Stirling (2014) makes an emphasis in the Self Determination Theory developed by Ryan and Deci (2000). Therefore, a vast of definitions related to motivation could be found such as extrinsic and intrinsic motivation. Also, Stirling focuses in some questions to get answers to several problematic issues that education face every day.

As a first emphasis, Stirling (2014) summarizes the different reviews about motivation during the last decades which is the case of Murphy and Alexander, who made a literature review, in here a connection between motivation and unconscious can be found. Moreover, they include the terms intrinsic and extrinsic motivation making a reference that they could be synonyms of individual and situational motivation leading to a possible connection with unconscious learning.

As a second emphasis, Stirling talks about Maslow who as a first step makes a distinction between the terms behavior and motivation, which are totally different terms, also, the author says that there is an influence of the context inside of the term motivation; that is to say,

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the level of intrinsic and extrinsic motivation could vary from one person to another thanks to context influence.

As a third emphasis, Stirling (2014) summarizes about Self Determination theory by Ryan and Deci (2000). In this section, a connection between needs and context can be found. Also, the term motivation is divided into two terms which are extrinsic and intrinsic motivation. Moreover, the term extrinsic motivation is divided into five components. Finally, Stirling (2014) concludes with an evident connection between extrinsic motivation and behaviorism, likewise extrinsic motivation is the only type of motivation recognized by Skinner.

In the same way, Loi and Thi (2016) give information about the problems that affect the EFL process. They make an emphasis on the communicative approach, and as an alternative to push students to improve their speaking skill. The term motivation is taken into account because of the fact that motivation is mentioned in this article, a brief definition about this term could be found, in this case Loi and Thi (2016) took a definition by Green and Smyser (1995) which say that Motivation refers to one's desire or eagerness to do something.

Furthermore, Loi and Thi (2016) talk about the relevance of the motivation factor in the students' academic performance and they take into account the teacher's role in motivation. As a consequence of this, Loi and Thi (2016) state that motivation must start by the teacher, in other words the teacher is the key of the learning process.

Another essential point is that, the term "Academic Reward" is included, and eventually several definitions about this term could be found "Academic rewards refer to sufficient incentives to support the acquisition and creative transformation of knowledge" (Wright, 1987, p. 17). With this definition in mind, Phat and Loc explain the role of the academic rewards during the EFL process. Also, they say that academic reward is a tool which is available for

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every teacher, “Teachers can use a variety of them to encourage student participation” (Turner & Curran, 2006).

To summarize, the articles by Loi and Thi (2016) and Stirling (2014) could bring relevant information to this research; rewards, extrinsic motivation are elements that match with this research. Also, the importance of the context is included in both agreeing with the idea that motivation is a global problem when the student participation during EFL process takes place.

In the next chapter of this study the all the components of the research method of this investigation are going to be presented.

Chapter III

Methodological Aspect

In this chapter, the research method is related to the paradigm, methods and techniques that have more connection with the aim of this study; population, sample and setting in this research; the most pertinent and organized procedure; the data gathering which helps in the analysis of the results; and the ethical issues that provide the correct progress in the research.

Research Paradigm

This research will be developed with the Interpretative paradigm. According to Pérez (1994) the objective of interpretative paradigm is:

To understand reality. Knowledge is not neutral. It is relative to the meanings of the subjects in interaction and has full meaning in the culture and in the peculiarities of the daily life of the educational phenomenon. In this sense, it is logical go back to the past to better understand and face the present.

Moreover, this study has a qualitative quality. In that sense, Creswell (1994) states "A qualitative study is defined as an inquiry process of understanding a social or human problem,

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based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”.

Taking into account that the present study is developed with human beings, they have a different cosmovision and the form of see reality is subjective.

All this information goes with the objectives of this study because it intends to illustrate the role of rewards as external factors to enhance the extrinsic motivation.

Research Method

According to the interpretative paradigm, the present study will be worked with the case study method because the group of this study has been selected in this context. Besides, Denscombe (1998) claims that study cases are groups, organizations that are selected and studied in depth. The researcher aims to gain information about one area.

This study wants to show the role of rewards in the English class to enhance the speaking skill. For that reason a particular group is selected to find the information about teachers and students opinions.

Research Techniques

In this research, the most convenient techniques will be used. These are observations and interviews.

Observation: according to Hernandez, Fernandez and Baptista (2010) affirm that observation is the collection of trust data about behaviors through categories and subcategories.

In addition, Creswell (2008) says that in observations, researchers assume different roles. For example: conducting an observation as a participant, conducting an observation as an observer, spending more time as a participant than observer, spending more time as an observer

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than a participant, first observing as an “outsider,” then participating in the setting and observing as an “insider”.

In the same way, interview is a crucial qualitative technique because it is necessary to listen the students and teachers about rewards, incentives which have a relevant role in class.

Also, Creswell (2008) gives some techniques to take into account in the collection of the information such as conducting an unstructured, open-ended interview and take interview notes, conducting an unstructured, open-ended interview; audiotape the interview and transcribe it, conducting a semi structured interview; audiotape the interview and transcribe it, conduct focus group interviews; audiotape the interviews and transcribe them.

In the next part, population, sample and setting are going to be explained which are the most applicable in the field of this study.

Population, sample and setting

Population

Students from an eighth grade will be assigned for researchers at Liceo de la Universidad de Nariño which is a co-educational school to this investigation- There are approximately 1,000 students. There are probably an equivalent number of students between girls and boys in this institution. For this study the grade will be chosen randomly, in order to discard any preference among other 8th grades; that is to say in the investigation there will not be homogenite. Approximately, most of the students are in the middle social class. Moreover, if there are students who are repeating the course, it could be better because the experience that he or she had from the prior course, could give some information that could be discussed and analyze in the investigation.

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Also, teachers at Liceo de la Universidad de Nariño are approximately 30. There are probably an equivalent number of teachers between men and women in this institution. Most of them finished their studies at Universidad de Nariño.

Sample

In addition, the investigation will be developed with an eighth grade in the present time. Thus, students of Middle Class to whom are boys and girls will take part of the research. Also, the age of the students could be approximately among 12 to 14 years old.

Setting

The investigation will take place at Liceo de la Universidad de Nariño that is located in Pasto - Nariño - Colombia. Liceo de la Universidad de Nariño is a public high school which is one of the best high schools in the country according to the high scores in the Icfes test. It is located in the Panamericana Avenue in Pasto, that is to say, it is located in a location with a relevant level of security, in its surrounding area is located the headquarters of the University of Nariño "Las Acacias" and a lot of houses and buildings, its infrastructure manifests an enjoyable atmosphere which is adequate to develop the students' skill not only in the academic field but in the fine arts.

In the next part, it will be explained the procedure and possible treatment according to the study.

Procedure

Taking into account the information about this research problem, a procedure must be organized which leads to the beginning until the ending.

First at all, the objectives of this study must be clear according to the sample of the study. After that, it is essential to talk to the principal for the pertinent permission which will include

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the grade. Once the permission is given, the correspondence letters will be sent to the academic coordinator, the language teacher, students about the aim of the study in the school. Then, the observation must take place in the English class only for getting familiar with the environment. In another session, the researches will apply the pertinent interviews. After that, answers will be analyzed and concluded. Later, a written report will be presented to the principal, academic coordinator, the language teacher, students with their effects of the extrinsic factor while the learning process in the English class. Finally, a final letter will be written expressing gratitude for working in that well-regarded school.

Data Gathering

Once implemented the qualitative research technique, decoding and analyzing the data is necessary to get a final conclusion. So, the Grounded Theory developed by Glaser and Strauss (1967) is a wise decision to interpret qualitative information and it has a final goal to develop new theories based on an existing one.

First, the grounded theory is related with the research techniques that will be used in this research which are interviews and observations.

Second, after obtaining the information, data, opinions, or points of view, the substantive theory takes place and consists in applying existence theories to the obtained information during the application of the techniques in order to make a contrast. According to Abela, García, and Perez (2007) state that the grounded theory does not deny that they could initiate investigations applying elements and theories already formulated.

Third, as a consequence of the substantive theory, the formal theory takes place and consists in constructing a concept based on the conclusions generated during the substantive theory.

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To conclude, using the grounded theory to interact with the gathered information and analyze the final theory will be the main goal in this research. According to Murillo (2008), the central approach, then, is that theory arises from interaction with the data provided by the field work. In this context, the qualitative analysis of the data is the non-mathematical process of interpretation, carried out with the purpose of discovering concepts and relationships and organizing them in explanatory theoretical schemes.

Ethical issues

All the investigations must cover the ethical issues and this study is not the exception because it is an essential component in every field of education. The ethical issues which are going to be explain are:

Copyright

This investigation is focused on the education field giving to the readers relevant information about the motivation effect in the learning field, being that the purpose of this investigation the use of real information is more than necessary. As a consequence, authentic questionnaires and interviews will be used with the purpose to get real data. Also, they will be analyzed with honesty and respect, that is to say, there will not be any influence during the investigation process with any believes. In the same way, this investigation is going to be supported by different researchers' point of view and they are going to be referenced as a measure against plagiarism, and all the previous investigation about our topic, taking the respective reference information and data.

Permission

In order to apply this research, it is essential to focus on knowing the interest of the institution which plays a relevant role. For this reason, the most pertinent action is to send a letter

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to the Liceo de la Universidad de Nariño principal to know his agreement or disagreement about the enforcement of the study.

Voluntary participation

In the hope of having real and authentic information, the students' participation and disposition must be voluntary and free. Under those circumstances students must be aware that they are not going to be rewarded in an academic or economic way.

Avoiding personal damage

This research tries to be useful in the academic field. With this in mind causing damage is not one of goals, respecting the different points of view and respecting the development of the class without the intention to ridicule the institution, students, or even teachers in order to conclude with a successful result.

Anonymity

Respecting the different teachers' and students' point of views, their names will be anonymous, granted of a good ethical issue. Nevertheless the name of the institution and the subject that this investigation is focused on, will published because it gives credibility in the educational field.

Reciprocity

Once having the results, they will be presented to the institution, in this case Liceo de la Universidad de Nariño. They will know the gratitude for trusting and giving the opportunity to work and to investigate in its facilities and staff.

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Thanking participants

Once having the results, the students and teachers from Liceo de la Universidad de Nariño will know the gratitude for trusting and giving the opportunity to work and to investigate with them.

Conclusion

In this chapter, the research design; population, sample, setting; procedure; data gathering and ethical issues sections were described. All those aspects give a better view of the study in terms of development and the different components that are considered the most convenient to work in the investigation.

In the next chapter, it will be presented the appendices of this research.

Appendices

Appendix 1. Timetable

DATE	PROCEDURE
November 7th, 2017	The first observation.
November 14th to November 15th, 2017	The application of interview for the students named: ENTREVISTA PARA CONOCER EL PUNTO DE VISTA DE LOS ESTUDIANTES SOBRE EL USO PREMIOS E INCENTIVOS COMO MOTIVANTES EXTRÍNSECOS EN EL SALÓN DE CLASES.

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November 16th to november 18th, 2017	.The application of interview for the teachers named: ENTREVISTA PARA CONOCER EL PUNTO DE VISTA DE LOS ESTUDIANTES SOBRE EL USO PREMIOS E INCENTIVOS COMO MOTIVANTES EXTRÍNSECOS EN EL SALÓN DE CLASES.
November 28th to november 29th, 2017	Analysis of data collection in the interviews.
November 30th, to november 3tr, 2017	Codification of the information taken from the interinterviews.
December 8th, 2017	Present the report to the University

Appendix 2. Budget

ITEM	COST
Copies for the interview (13 people)	\$ 1.300
Researchers Transportation	\$ 24.000
CDs and DVDs to save videos about observations and interviews.	\$ 5.000

TOTAL	\$ 29.300
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Appendix 3. Interviews

<p>ENTREVISTA PARA CONOCER EL PUNTO DE VISTA DE LOS ESTUDIANTES SOBRE EL ROL DE LOS PREMIOS E INCENTIVOS COMO MOTIVANTES EXTRÍNSECOS EN EL SALÓN DE CLASES.</p>
<p>Objetivo: Conocer la opinión de los estudiantes acerca del uso de premios y recompensas para promover el interés de participar por medio de la habilidad del habla en la clase de inglés.</p>
<p>Participantes: estudiantes de grado octavo</p>
<p>Tiempo estimado: 15 minutos</p>
<p>Lugar: Liceo de la Universidad de Nariño</p>
<p>Recursos: grabadora de audio, cuaderno, esferos, formato de entrevista</p>
<p>Protocolo para la entrevista:</p> <ul style="list-style-type: none"> - Saludar a los entrevistados - Contextualizarlos acerca de la temática que se preguntará. - Comentarles que la entrevista será anónima y no afectará su desempeño académico. - Realizar las preguntas correspondientes. - Agradecer por su colaboración en la entrevista.

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Preguntas:

1. ¿Participa en las clases de inglés por su propia cuenta?
2. ¿Sabe qué clase de recompensas o incentivos se usan en el salón de clase?
3. ¿El profesor aplica alguno de los ya mencionados durante la clase?
4. ¿Asignar notas extras para participar oralmente en clase, puede motivar a los estudiantes?
5. ¿Eximir de alguna actividad calificable, puede motivar a los estudiantes?
6. ¿Las anteriores recompensas me motivan a participar oralmente en clase?
7. ¿Puedo volverme dependiente a los premios para estar motivado en clase?

ENTREVISTA PARA CONOCER EL PUNTO DE VISTA DE LOS PROFESORES
SOBRE EL ROL DE LOS PREMIOS E INCENTIVOS COMO MOTIVANTES
EXTRÍNSECOS EN EL SALÓN DE CLASES.

Objetivo:

Identificar la opinión de los profesores acerca del rol de los premios y recompensas para promover el interés de participar por medio de la habilidad del habla en la clase de inglés.

Participantes: profesor de grado octavo

Tiempo estimado: 15 minutos

Lugar: Liceo de la Universidad de Nariño

Recursos: grabadora de audio, cuaderno, esferos, formato de entrevista

Protocolo para la entrevista:

- Saludar a los entrevistados
- Contextualizarlos acerca de la temática que se preguntará.
- Comentarles que la entrevista será anónima.
- Realizar las preguntas correspondientes.
- Agradecer por su colaboración en la entrevista.

Preguntas:

1. ¿Qué tan frecuente es la participan de los estudiantes por medio de la habilidad de habla en las clases?
2. ¿Qué hace para motivar a sus estudiantes a participar oralmente en el aula de clases?
3. ¿Uso recompensas en el salón clase para motivar extrínsecamente a los estudiantes?
4. ¿Cuál cree que son los incentivos más efectivos para motivar extrínsecamente a los estudiantes?
5. ¿Cree ud que los estudiantes pueden generar una dependencia a los incentivos externos para estar motivados en las clases?

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