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Identify the Motivational strategies to enhance the speaking skill of English
language in the students of the ninth grade in high school

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"A libertad por la universidad"

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We extend our profound gratitude to our God, whose unwavering guidance and blessings have illuminated every step of this journey. The strength derived from faith has been our bedrock, steering us through challenges and triumphs alike. Your infinite grace continues to inspire us, shaping our perspectives and endeavors.

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In closing, we extend our heartfelt appreciation to our God, our parents, and our teachers. Their unwavering support, guidance, and influence have been the bedrock upon which our achievements stand, and for that, we are eternally grateful.

Abstract

This study aimed to investigate the motivational strategies employed by English language teachers and their impact on improving speaking skills among ninth-grade students at the Miguel Ramírez Goyena Institute in Managua during the second semester of 2023. The research followed a comprehensive approach involving three main objectives: identifying the motivational strategies used during the teaching-learning process, recommending specific strategies like role-play, leisure activities, storytelling, videos, and songs to enhance speaking skills, and assessing the academic impact resulting from the implementation of these strategies.

The research methodology included surveys administered to students, interviews conducted with the English language teachers, and an analysis of the academic outcomes. Data analysis focused on both quantitative and qualitative approaches, evaluating the effectiveness of various motivational strategies in fostering English speaking proficiency. The hypothesis posited that implementing targeted motivational strategies would lead to notable enhancements in the speaking abilities of ninth-grade students.

Findings revealed a spectrum of motivational strategies employed by teachers, ranging from role-play and storytelling to multimedia integration like videos and songs. Recommendations were proposed to optimize these strategies for improved speaking skill development. Subsequently, the implementation of these strategies demonstrated a positive academic impact, affirming the hypothesis and showcasing significant improvements in the students' English speaking abilities. This study underscores the importance of tailored motivational approaches in nurturing language skills among students, providing valuable insights for educators and stakeholders invested in enhancing language learning experiences.

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GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: " Identify the Motivational strategies to enhance the speaking skill of English language in the students of the ninth grade in high school", whose author are Ernesto Bayardo Romero Cano**,** Jeniffer Adriana Sarria Jarquín and Luis Jose Velasquez Hernandez, has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 2nd day of December 2023.

Signed by: Dr. Alber Francisco Sánchez Alvarado

l.Introduction

Recognizing the challenges in teaching English within the current school curriculum, especially evident at the Miguel Ramirez Goyena Institute, this research proposes a solution. The primary goal is to bolster students' speaking abilities through a variety of motivational activities tailored for 9th-grade learners at the aforementioned institute.

In the sphere of language education, the identification and application of effective motivational strategies are pivotal in creating an engaging teaching and learning environment. This study delves into exploring the motivational strategies utilized by English language instructors, specifically focusing on their impact on improving students' speaking skills. Our investigation centers on integrating diverse techniques, including role-play, leisure activities, storytelling, and multimedia elements such as videos and songs, all aimed at elevating the learning experience.

The first objective of this research is to meticulously identify the motivational strategies wielded by English language educators throughout the teaching-learning journey. By unraveling the pedagogical approaches adopted by these instructors, we aim to shed light on the multifaceted nature of motivation in language acquisition.

Building upon this foundation, our second objective delves into the practical application of select motivational strategies – namely, role-play, leisure activities, storytelling, and multimedia integration. These dynamic approaches are not only intended to captivate students' interest but also to specifically enhance their speaking skills. The incorporation of these varied methods reflects a contemporary and holistic approach to language education.

A crucial aspect of this study is the third objective, which revolves around evaluating the academic effects resulting from the application of motivational strategies. Through systematic assessment, we seek to gauge the tangible impact on students' speaking skills. This evaluation will provide insights into the efficacy of motivational techniques in driving measurable academic improvements.

Central to our exploration is the overarching hypothesis that guides this research endeavor: The application of motivational strategies will improve the development of the Speaking Skill." This hypothesis serves as a navigational beacon, directing our efforts towards uncovering the correlation between motivational strategies and the enhancement of speaking proficiency. As we embark on this scholarly journey, the interplay between theory and practice will unfold, offering valuable implications for language educators and researchers alike.

1.2. Problem Statement

Motivation stands as one of the most pivotal and relevant elements in the teaching-learning process within education. It becomes imperative to understand the factors that influence it positively and negatively. These factors include: classroom conditions, essential for adequate education; the potentially demotivating attitudes of teachers, as without them serving as a source of motivation, students may struggle to find it themselves; minimal parental involvement in the study center, crucial for fostering a student's motivation in language studies; the lack of materials, which undoubtedly impedes the achievement of educational goals; infrequent teacher-student communication, where the absence of such communication hinders motivation and the success of the teaching-learning process; and inadequate strategies used in the teaching-learning process. When teachers implement strategies that do not align with motivation, the process can result in failure. In fact, these factors could be the causes behind poor performance in the ninth grade.

Hence, it becomes paramount to decipher the intricate relationship between these identified elements and their profound influence on the outcomes within the English language teaching-learning process for ninth-grade students at Miguel Ramirez Goyena National Institute. The interplay between motivational activities, pedagogical approaches, and academic impact holds the key to understanding the nuanced dynamics shaping language acquisition. By meticulously examining how motivational strategies intersect with pedagogy, we aim to uncover the mechanisms that drive engagement and proficiency in speaking skills among students.

Each element within this triad - motivational activities, pedagogical strategies, and academic outcomes - is intertwined, forming the crux of effective language education. The diverse array of motivational activities, ranging from role-play to multimedia integration, aims not only to captivate students but also to specifically target the enhancement of speaking skills. Coupled with innovative pedagogical approaches employed by educators, these activities form a holistic tapestry, fostering an environment conducive to language acquisition. The evaluation of resulting academic effects from the application of these

strategies will serve as a litmus test, gauging the practical efficacy and tangible improvements in students' speaking abilities.

Understanding the correlation between these elements and their influence on the English language teaching-learning process is pivotal. The nexus between motivational techniques and pedagogical strategies directly impacts students' engagement and, consequently, their speaking proficiency. By meticulously dissecting this relationship, we aim to not only enhance the teaching methods at Miguel Ramirez Goyena National Institute but also contribute nuanced insights that could potentially revolutionize language education paradigms globally

1.2.1 Research questions

1. What motivational strategies contribute to the improvement of students' oral language skill?

2. In what ways do students' intrinsic and extrinsic motivations impact the development of oral speaking skill?

3. How does the use of videos, songs and recreational activities influence the improvement of students' speaking skill?

1.3 Rational

Improving students' English speaking skills during their formative years is crucial as it's a phase where they are more receptive to guidance and can grasp a better understanding of language nuances. This research endeavor is selected with the primary objective of bolstering human development within the educational sphere, specifically through the curation and development of activities facilitating students' engagement with language learning.

It is imperative to address and refine students' English speaking abilities during their educational journey, especially during their developmental years. This period presents a critical window for shaping language proficiency and effective communication skills. The focus on collecting and creating activities aims to foster an environment where students can actively engage with language learning. By strategically designing these activities, we aim to optimize their learning experience and pave the way for a more robust foundation in the English language.

The essence of this research lies in recognizing the pivotal role of language proficiency in shaping students' overall educational and personal development. As students are in a phase of

heightened receptivity and adaptability, interventions aimed at enhancing their English language skills can significantly impact their future academic and professional endeavors. Through purposeful activities that encourage interaction and immersion in the language, we aspire to empower students with the tools for effective communication and linguistic proficiency.

The researcher, as an English language student, trained professionally in the subject tries to contribute with an alternative solutions to problems in the area of English language teaching. It is proposed to raise the research relating to motivational strategies and their influence on the ability to speak English in the learners of ninth grade Miguel Ramirez Goyena institute in Managua.

This research will allow the approach of alternative solutions with activities that engage students to understand and apply in their future real life and also it should be available to all staff working in the area as well as future English teachers who will implement this teaching since the teaching learning-process will depend on their success in the work they perform, specially providing a quality education.

The project is feasible as it has specialized and updated bibliography, the collaboration of authorities, teachers and students of the institution. The time set for the present work is approximately of four months, from August to November. It has available resources like: human, financial and material. The research is applied in classrooms of ninth grade of the Miguel Ramirez Goyena institute in Managua. Moreover the theoretical utility of this research is the explanation of what the motivational strategies are into the thematic teaching-learning and in order that students learn to develop the ability to speak a new language.

 This research offers a practical solution aimed at supporting teachers and students in meeting their expectations by enhancing the teaching and learning process. Specifically, it aims to cultivate an engaging environment that fosters speaking abilities, ultimately sparking students' interest in developing strong communication skills."

1.4. Objectives

1.4.1. General objective

To analyze strategies that motivate the development of speaking skill of English as a foreign language.

1.4.2. Specific objectives

1.To identify the motivational strategies used by English language teachers during

the teaching-learning process.

2. To recognize the familiarity of student in role-play, leisure activities, storytelling as well as the use of videos and songs as techniques to motivate to the students to enhance speaking skills.

3. To assess the academic impact resulting from the integration of teaching technics to enhace students speaking skills.

1.5. Hypothesis

"Implementing motivational strategies as positive reinforcement, and personalized feedback will lead to enhance development of speaking skill to ninth-grade students at the Miguel Ramírez Goyena Institute in Managua during the second semester of 2023."

ll Theoretical Framework

2.1.Pedagogy

Pedagogy plays a fundamental role in the educational process, guiding teaching practices and shaping students' learning experiences. As Vygotsky (1978) points out, "education is the means by which society transmits its knowledge and values from one generation to another". Piaget's constructivist theory underscores the importance of the student's active interaction with their environment, emphasizing that "knowledge is not passively received but actively constructed" (Piaget, 1970). Additionally, according to Freire (1970) pedagogical strategies should encourage the student's critical and transformative participation in their social environment In this context, pedagogy not only influences the transfer of knowledge but also contributes to the formation of reflective individuals who are committed to their environment.

An impactful pedagogy, integrating diverse teaching strategies fostering intellectual engagement, global connectivity, nurturing classroom atmospheres, and acknowledging diversity, must be applied universally across key learning and subject domains. The cultivation of well-being is a paramount outcome of effective pedagogical practices, benefiting students, teachers, and the school community alike. These practices enhance the confidence of both students and educators, instilling a sense of purpose in their educational endeavors. Furthermore, they bolster community trust in the excellence of learning and teaching within the school (Hattie, 2012).

Pedagogical models encompass various approaches to education, each offering distinctive strategies for instructional design and learning facilitation. One prominent model is the Constructivist approach, emphasizing active engagement and the learner's role in knowledge construction (Piaget, 1970). Another model is the Behaviorist approach, which concentrates on observable behaviors and external stimuli to shape learning outcomes (Skinner, 1954). Additionally, the Socio-constructivist model highlights the significance of social interaction and collaborative learning in knowledge acquisition (Vygotsky, 1978)

In conclusion, pedagogy emerges as a fundamental force in shaping educational experiences, as highlighted by theorists such as vygotsky, piaget and freire. It highlights the imperative of a powerful and universally applied pedagogy that incorporates diverse teaching strategies that foster intellectual engagement, global connectivity, and the creation of inclusive environments. The cultivation of well-being, a primary outcome of effective pedagogical practices, contributes not only to the confidence of students and educators, but also to the confidence of the community in the excellence of learning and teaching. Navigating through various pedagogical models, from constructivism to behaviorism and social constructivism, it becomes clear that the methods used in education profoundly influence the development of thoughtful individuals committed to their social environment. In essence, a reflective and comprehensive approach to pedagogy is not only critical to knowledge transfer, but also plays a key role in training individuals who actively contribute to the transformation of their communities.

2.2 Motivation

Motivation, a highly relevant aspect in various areas of life, including education and work, serves as a powerful driving force that influences and directs a person's actions and objectives. It plays a pivotal role in shaping individual behavior, making it not only vigorous but also directed and sustained, as highlighted by Santrock (2002). Santrock's definition underscores the multifaceted nature of motivation, encompassing the set of reasons that underlie why people engage in specific behaviors. In the realm of education, understanding and harnessing motivation are critical for educators, as it directly impacts students' engagement, persistence, and overall academic success.

Ajello (2003) emphasizes the concept of motivation as more than just a fleeting influence but as a sustained driving force crucial to an individual's engagement in various activities. This perspective underscores the enduring nature of motivation, suggesting that it plays a continuous role in guiding and energizing behavior over time. In the educational sphere, Ajello further asserts that motivation should be viewed not only as a transient spark but as a positive inclination towards learning. This positive inclination encompasses a learner's eagerness to acquire knowledge, participate actively in educational endeavors, and

persist in the face of challenges. Moreover, Ajello introduces the idea of ongoing autonomy in pursuing education, suggesting that motivation empowers individuals to take charge of their learning journey independently. Recognizing motivation as a dynamic and persistent force encourages educators to foster an environment that nurtures sustained enthusiasm for learning, promoting autonomy and a positive attitude toward educational pursuits.

Herrera, Ramírez, Roa, and Herrera (2004) indicate that motivation is one of the most important explanatory keys to human behavior concerning the reason for behavior. That is, motivation represents what originally determines that a person initiates an action (activation), is directed towards a goal (direction), and persists in achieving it (maintenance). This perspective highlights the significant influence of motivation on human behavior, as it not only drives the initiation of actions but also guides those actions toward specific goals and maintains persistence in the pursuit of those goals. Understanding this fundamental role of motivation provides a deeper insight into the driving forces behind human behavior, emphasizing its importance in comprehending the initiation, direction, and persistence of individual actions.

2.2.1 Type of motivagtional strategies

"The type of motivational strategies such as visualization ,multimedia integration and adaptive feedback used in teaching is crucial, but integrating them into a lesson plan is a significant responsibility for the teacher. The effectiveness of these strategies depends on the importance and relevance the teacher assigns to them during class. Applying these strategies at the right moment enhances the learning process for every student. If one strategy doesn't work well, the teacher should try others until finding methods that resonate with all students, captivating their interest and fostering a love for the subject matter. The ultimate goal of implementing motivational strategies is to effortlessly capture students' attention and seamlessly integrate new knowledge into their understanding."

2.2.2 Intrinsic and extrinsic motivations in students

Ajello (2003) points out that intrinsic motivation refers to those situations where the person performs activities for the pleasure of doing them, regardless of whether he obtains

recognition or not. This type of motivation is often associated with a genuine interest in the activity itself. On the other hand, extrinsic motivation is driven by situations where the person engages in activities primarily for instrumental purposes or reasons external to the activity. This could include seeking rewards, avoiding punishment, or achieving a specific outcome.

According to Ryan and Deci (2000), people not only exhibit different levels of motivation but also different orientations or classes of motivation. The orientation of motivation refers to the underlying attitudes and goals that lead to action, that is, the "why" of actions. These authors distinguish between intrinsic and extrinsic motivation: intrinsic motivation comes from within the person, while extrinsic motivation arises mainly when a series of external factors influence student motivation. However, motivation can be classified from various perspectives. Thus, according to Gardner (1985), we can distinguish the following types, taking the teacher into account as a motivating factor.

- Motivation depending on the content of the subject: if a person likes the subject matter, they will immediately feel motivated and have a desire to learn as much as they can about that topic (Jones, 2007)."

- Motivating students using tools to achieve their goals involves the use of educational materials such as videos, movies, books, etc., playing a significant role in student education. At this point, both extrinsic and intrinsic motivation play an important role, as students are willing to use the material to learn. Additionally, these tools are external factors that encourage students to learn and become interested in the subject (Felder and Brent, 2005: 57-72).

The behavioral perspective emphasizes the importance of extrinsic motivation (Santrock, 2002). This motivation includes external incentives, such as rewards and punishments. Differently, humanistic and cognitive perspectives emphasize the importance of intrinsic motivation in achievement. Intrinsic motivation is based on internal factors, such as self-determination, curiosity, challenge and effort. Regarding these types of motivation, it can be observed that certain people apply themselves in their studies, because they want to obtain good grades or to avoid the disapproval of the mother or father; that is, they are

extrinsically motivated. Others do so because they are internally motivated to obtain high levels of academic performance.

Internal motivation and intrinsic interest in academic activities increase when the person has choice and opportunities to take personal responsibility for their learning, set their own goals, plan how to achieve them, and monitor their progress. On the other hand, when your skills are high, but the activities are not challenging, the result is boredom. When challenge and skill levels are low, apathy is experienced and when faced with a challenging task for which you do not believe you have the necessary skills, you experience anxiety.

Eccles et, al (1993), suggests that the lack of adjustment between the environment of the secondary institution and the needs of adolescents contributes to a negative change observed in motivation. This lack of alignment may lead to a phenomenon known as the "mismatch hypothesis," where the educational environment fails to meet the developmental needs of adolescents, resulting in decreased motivation and engagement. According to Eccles, teaching staff may inadvertently become more controlling when students require more autonomy, creating a disconnect that hinders intrinsic motivation. Additionally, interpersonal relationships within the educational setting may become more distant precisely when students need more support, exacerbating the challenges associated with motivation and academic success (Eccles & Midgley, 1989).

Motivational orientation is a crucial concept in psychology that refers to how individuals approach and tackle tasks and goals. In this context, intrinsic motivation stands out as a fundamental factor, driving individuals to engage in activities for personal pleasureand satisfaction rather than external rewards. As Deci and Ryan (1985) emphasize, the self-determination theory posits that satisfying basic psychological needs such as competence, autonomy, and relatedness fosters intrinsic motivation. In this regard, motivational orientation can influence the quality and persistence of individuals' efforts toward their goals, underscoring the importance of creating environments that support these psychological needs to promote intrinsic motivation (Vallerand, 1997).

According to Moss cited by Ajello (2003), the satisfaction of students, their personal growth and their academic performance are optimal only if the affection of the teacher and

his support are accompanied by an efficient organization, the constant attention of the aspects of academic type and the planning of well-structured classes with clear objectives.

Research shows that while both forms of motivation play a role in student performance, fostering intrinsic motivation tends to lead to more sustained and deeper engagement with learning. When students are intrinsically motivated, they're more likely to exhibit curiosity, creativity, and a genuine interest in understanding the subject matter, leading to improved academic performance and long-term retention of knowledge.

2.3 Motivation as an essential element in learning English

From the psychological perspective, the word motivate is defined by Kleinginna and Kleinginna (1981) who mention that it corresponds to the internal state or condition that drives behaviors and gives an orientation towards a certain direction cited in Anaya Durand & Anaya Huerta (2010). In the case of Saravia and Bernaus (2008) motivation "is endowed with a driving force or interest (the effort, desire and affection of the individual) and that evolves according to the interests and priorities of people" cited in (Kazarián & Prida , 2014). According to Sarmiento, Ospina & Bernal (2012) motivation refers to the enthusiasm and commitment that a person shows in the development of a particular activity; it refers to people's reasons for achieving a purpose, which involves devoting most of their attention, intensity, and vigor to it in a persevering way. González (2009) defines it as the system of motives that lead to satisfy the needs of people, which allows to regulate the direction and impetus of the individual's behavior in different circumstances.

In the motivation of the student there are two aspects that must be taken into account. According to Pekrun (1992) the effects produced by positive and negative emotions are implicit in intrinsic and extrinsic motivation. According to (Maquilón & Hernández 2011) intrinsic motivation is known as that which arises from the subject himself, is controlled by himself and has the ability to self-reinforce. There is a positive intrinsic motivation that is the enjoyment of a task. Negative emotions can affect intrinsic motivation, such as causing anxiety, sadness, anger, etc., which affect the enjoyment of a task; also the non-execution of a behavior can be given by negative past experiences. Regarding extrinsic motivation, it is that which occurs on the outside and leads to the accomplishment of a task. A student may

be extrinsically motivated to take something responsibly, this in order to gain recognition or avoid punishment, outside of an activity itself, such as punishment for a job or task.

According to the research carried out by Jiménez (2018), there are students who throughout their lives have felt apathy towards language learning English, but when they reach university their reluctance and lack of motivation towards this language is higher. To avoid this situation, it is important that from an early age teachers are the first to apply strategies that promote motivation in learning English, considering that the teaching of this language is fundamental for personal and professional life in adulthood; the actions must be from children, because the strategies that are applied are fundamental for children to have stimulation by learning this language. It is clear that demotivation towards learning English is not a phenomenon that occurs only in the population described in this work; considering demotivation as a factor present at various levels of education including higher education.

According to (Chávez et al., 2017), the teaching of the English language at the level of higher education is a compulsory subject, being this necessary to obtain the professional title, it is also known that some universities have agreements with specialized institutions for the teaching of this language. However, problems have been identified such as the lack of teachers with the linguistic profile that effectively affect the learning of English; depending on each institution, there is little motivation for learning other languages, because they are outside the study program; there is not enough infrastructure for their teaching; and it is clear that there are few financial resources and structural problems at the previous levels.

In the new dimension of society that make up the global panorama, it has been found that the mastery of a second language allows people a greater socio-cultural development, and in the case of the English language, it has been imposed in the world due to situations of activities that are developed in classes are necessary to achieve these purposes of learning a foreign language, however, there are obstacles such as the short time allocated, which does not allow to address the shortcomings in communicative skills, especially due to the lack of practices and spaces that motivate students, which is in the end what leads to the lack of interest, because it is not only about academic aspects, but cultural aspects are part, emotional and contextual (Corredor, 2017).

This is confirmed by the Council of Europe (2001) since students present difficulties in learning a foreign language, because there is only one approach to it with the purpose of generating job and academic opportunities, that is, there is a mandatory component cited in (Puentes, 2020). In another study (Díaz, 2014) it is indicated that, although there are multiple factors in front of success or failure in terms of learning a foreign language, students who stand out have low levels of anxiety, use metacognitive tools, go to different study strategies, there is motivation to learn; situation contrary to what happens with those who have lower performance.

Students have different distinctive personality traits, some characterized by indiscipline or rudeness, apathy or passivity. In these cases, teachers tend to avoid friction with these students, but they must find a way to reach them, so that they are motivated to integrate into the group, which allows to reduce the behaviors described (Correa, 2005). In this way, the different strategies such as audiovisual or communicative, integrating motivation into them, since through the positive attitude of the teacher achieves that students accept and better capture the teaching of the foreign language (González, 2015). Political, economic and military order. This has led to the fact that, from education, for convenience and for its fundamental aspect, a common language is required to communicate with people who speak other languages (Gutiérrez & Landeros, 2010). This implies that educational institutions promote and carry out the necessary strategies so that students can achieve the knowledge that enables communication in another language, and helps in the purpose of generating interculturality.

The above allows to show that good results can be given in some cases, however, although the teacher has the best tools and disposition, the subjective and intrinsic aspect of each student will always be fundamental, which implies that a positive attitude of the students is also required, otherwise it can generate demoralization and demotivation of the teachers (Correa, 2005). In short, in the teaching-learning process motivation is required from teachers and also that student's show interest in learning, so "motivation is born of interest and this of need. The student must realize that what the teacher teaches him is used, applied and, in addition, allows him to learn on his own other knowledge that the student requires" (Anaya Durand & Anaya Huertas, 2010).

Therefore, to achieve an optimal level of learning English, the student's motivation to learn and their effort to achieve the goals must prevail, which must be integrated with the student's work and attitudes, through excellent methodologies and pedagogy on the part of the teacher, and of course, constant support for learning by the directives and teachers of schools and colleges (Correa, 2005). Enthusiasm is important for teaching; when a teacher enjoys teaching, so when he shares his experiences, students tend to value their work more and this influences learning (Anaya et al., 2010).

According to the above, English language learning strategies are important, but motivation plays a transcendental role, because it affects success or failure in order to achieve a goal or task. The desire or motivation for the realization of a certain activity, promotes the achievement of an effective, solid and practical learning, regardless of the skills that the student has. Motivation is directly related to the person's choice and effort to initiate actions that allow certain objectives. In this way, if in the development of the teaching-learning process there is a good disposition between teachers and students, it is possible that the obstacles are overcome and the challenges that arise are faced, regardless of the degree of complexity that they have (Sarmiento , Ospina Bernal, & Bernal Sanchéz, 2012).

Eyssautier (2002) Points out that: "Motivation determines the degree of effort one puts into learning the foreign language or second language. Motivation leads to learning success" (pg.01).

In the same way that curricular theory includes the acquisition of skills and attitudes, in addition to knowledge, it would be necessary to promote the inclusion of the acquisition of certain patterns or 29 motivational systems among the objectives of the curriculum. This idea has been raised before (Tapia, 1997). Using those patterns that promote self-regulating systems with a clear orientation towards learning.

In the classroom, a series of ideas or mediating elements are promoted, more or less intentionally, to which we allude are: the type of goal that is emphasized in the classroom, the type of conception of intelligence promoted by the teacher, the type of interpretation he makes of the experiences of success and failure (success and failure) his own and his students. Finally, in addition to the messages of the teacher, there are other motivational elements such

as, the way in which the activity is organized in the classroom is a fundamental element when considering the conscious work of the motivational processes involved within it. (Tapia, 1997).

2.4 Motivation in the English´s classroom as a second language

Learning another language is somewhat more complex than many imagine, as confirmed by Gardner (2001), in his magazine Temas de Ciencia y Tecnología vol. 12 issue 35 May - August 2008, article Integrative Motivation, Past, Present and Future, (Gardner, 2001), saying that:

> "Studying a second language is not the same as studying any other subject, since the study of a second language implies getting involved in the culture of the new language, incorporating new sounds, structures, that is, turning something foreign into something of one's own" (pg.68).

The study of the English language should be developed in an environment taking into account the context, the university under study. Learning a foreign language includes some essential elements such as: teachers, students, physical environment, materials, emotions and motivation that is the main element in this study. Dornyei, (2005) Says:

> "My personal experience tells me that 99 percent of language learners who really want to learn a foreign language (and who are motivated) will be able to master a reasonable knowledge of it, regardless of aptitude for the language." (pg.97).

At present there is an almost unanimous consensus that affective factors affect the acquisition of a foreign language. However, the investigation of such variables is complicated, especially due to identification and measurement issues.

In the field of language teaching, it is also commonplace that success is closely linked to the degree of motivation of the student. In addition, as Ladousse (1982) points out

> "None of the approaches described offer much hope of salvation for the student who is unmotivated or has the wrong kind of motivation" (pg. 32).

Little benefit, then, will be obtained by the teacher who approaches this theory in the hope that it will illuminate his daily practice. Much more illuminating ideas can be derived from the concept of motivation of Gardner and Maclntyre (1993), who agree with (Nuttin 1980 in Porter Ladousse 1982:32-33), for whom this is understood as a dynamic and interactive process that does not affect exclusively the selection of specific objectives but also the evaluation phase that acts as positive and negative reinforcement and that influences the conception of new objectives.

2.5 Strategies for learning foreign languages

Before moving on to the strategies for learning a language, it should be noted that there are also motivational factors that contribute to learning it, among which, we can mention:

- The need and interest to learn a language influences facilitating the learning process for obvious reasons. When studying a foreign language it is likely that the necessity factor is not imperative, if the student can experience interest in the language.

- If you have a concrete goal to follow thanks to your studies, then we can motivate you to put more dedication and effort into the learning process. For example, the study of LE is interesting and useful for its future.

- The aptitude of the learner, which in turn has to do with intelligence, memory, anxiety, inhibition, learning style and in particular motivation.

The affective dimension which we quote below Martínez (2007):

"If our students do not really feel interested in what they learn or if they do not show a favorable attitude, our teaching work will face numerous obstacles that are difficult to overcome. In a way, we are forced as teaching professionals to stimulate their interest and attention, making them see the usefulness of linguistic learning" (P. 06).

Keller (1984:383-434) indicates that one of the strategies to capture interest is to work with the activation of students. This can be achieved with the variation of activities to awaken and maintain interest and motivation. For example, feedback from the teacher or other classmates, using a little humor can maintain interest in the subject, also the use of the computer in educational tasks is an incentive in itself.

2.5.1 Creating basic motivational conditions

Dornyei"s (2001) ncluded three macro-strategies in motivating students to learn under this first stage of creating basic motivational conditions in a second/foreign language classroom. The three macro-strategies are: appropriate teacher behaviours and good relationship with the students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. The three macro strategies are the preconditions in generating students" motivation in second/foreign language in a range of study contexts. Therefore, it is apparent that these macro strategies play a pivotal role in initiating the effectiveness of other stages in this framework.

"In the initial stage, if the teacher emphasizes the beginning, they can set a positive tone for the class, which is crucial for the overall development of the entire group. The effectiveness of this start depends on how engaging it is. When students begin in a comfortable, confident, and motivating environment, they tend to be more interested and eager. Therefore, the teacher's initiation of the class should focus on fostering a positive classroom atmosphere and building a strong teacher-student relationship, while also encouraging cooperative participation."

2.5.2 Generating initial motivation

In generating initial motivation of students, as Bachtiar quoted in Dornyei (2011) he proposes five macro-strategies that could be expanded and modified depending on the use in the classroom. Of the five macro-strategies that are associated by Dornyei in this second stage of motivational teaching practices framework. In this stage teachers should stablish clear objectives and expectation, use meaningful and stimbulating material, use realistic and interested content according to students need and use variety of methos and techniques for sometimes learners get bored are for lack of those previous things.

"When a teacher begins from a strong point, everything proceeds smoothly. The most crucial aspect for motivating students at this stage could be the utilization of engaging content and relevant, stimulating materials. Conversely, teachers need to put in significant effort to enhance motivational

aspects, even though it is a challenging task. However, they should remember that the success of the class depends on motivation, making it the key element in the learning process."

2.5.3 Maintaining and protecting motivation

Dornyei‟s framework of motivational teaching strategies reveals eight macrostrategies that fall under this third stage (maintaining and protecting motivation). These eight macro-strategies are making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners‟ self-esteem and increasing their self-confidence, letting learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies and promoting cooperation among the learners. (Dornyei, 2001, p.29). To increase motivation, there is no specific time where teachers should do it, instead it is something that should be take aware the whole long class, that is why in this stage Dornyei (2001) explains about maintaining and protecting motivation during the class like protecting the learners‟ self-esteem, etc.. Teachers must maintain motivation throughout the entire class, as students can easily become frustrated during extended periods, especially when classes last at least 45 minutes or even longer."

2.7 The contribution of learning a foreign language to the development of basic competences linguistic

According to the European Commission (2004) competence in linguistic communication is the ability to manifest through expressions and interpretations thoughts, feelings and situations orally and in writing, through reading, listening, speaking, and writing, in order to interact linguistically in multiple social and cultural contexts cited in Barbero, Maestro, Pitcairn, & Saiz, (2008)

At the international level, language skills are established by the Common European Framework of Reference, and it is based on the following elements: firstly, there is the approach, it contains the actions that people carry out to address communicative situations using competences; secondly, there are general and communicative competences. The general ones are part of life in general, such as the knowledge acquired by the subject (doing) in different areas such as academics, skills (know-how), and existential competences (knowing how to be), which integrate the characteristics of each person, and communicative

competences are related to the use of the language, include the linguistic components, sociolinguistic and pragmatic (Alvarez , 2007)

In the case of Nicaragua, MINED (2018) mentions fundamental competences, principles and values that allow it to apply the different knowledge acquired, to real situations in life; as well as an effective insertion in the world of work and in the continuity of their studies, in higher education or technical education.

The educational institutions of Nicaragua provide students with the opportunity to learn the English language because it is an opportunity for social, cultural and cognitive development, where students learn to value other cultures, to improve social relations. Finally, they develop linguistic and metalinguistic awareness.

Languages. Ministry of Education Colombia and restructured for that of Nicaragua. As mentioned above, in the organization of the standards, competencies are established that are constituted as "the set of knowledge, skills and individual characteristics that allows a person to perform actions in a certain context", in the particular case of English, communicative competence must be developed.

2.8 Strategies for teaching English

2.8.1 Strategies

Figueroa, Osorio and Pinto (2018) mention that pedagogical strategies are the actions carried out by a teacher in order to facilitate teaching and learning, covering all the dimensions of the students, seeking to provide meaningful learning. Likewise, the use of various strategies, actions or activities by teachers in the classroom implies the fact of having clarity about the different types of theories and concepts; it is necessary to know how to transmit them in an appropriate way, which allows students to have motivation towards know-how.

Teaching and learning strategies, as indicated by Correa (2005) are processes developed in a controlled way by teachers and students, to solve learning and teaching problems, and thus achieve educational purposes from a work planning and build the

necessary competencies from a reflection on the success or failure of the process. In turn, they have various characteristics, one of them is that they are flexible, because they can be modified or can be combined with other strategies to use effectiveness and minimize shortcomings, in addition, they are intentional because the person who develops them does so intentionally with a certain purpose to assimilate concepts, organize information or elaborate concepts. Likewise, they are aware because they are executed explicitly and voluntarily by a person who recognizes and applies it when knowing their characteristics and objectives. Finally, they are adaptive, because they can be adapted to the moment, context and particular objective of the teaching and learning process (Correa 2005). Even, learning strategies are also essential in effective learning in the different curricular domains, for example, in the planning of pedagogical work, development of didactic units and learning sessions, linking metacognition and self-regulated eLearning (García , Pérez, Martínez, & Alfonso, 1998).

In the new conception of learning, Figueroa, Osorio and Pinto (2018) consider that the student is an active being who carries out the construction of his knowledge, through his own strategies. In addition, in the times of traditional teaching the teacher transmitted the contents, but today it helps to learn, to organize, manage, understand and structure the information, which affects the motivation of the student in the search for the improvement of strategies or skills.

In regards to teaching the English language, it's essential to consider that when developing learning strategies for this language, the activities should be aimed at fostering communicative skills in line with the standards set by the Ministry of National Education (Campo, Flórez, & Ochoa, n.d.)

On the other hand, it is important to keep in mind that pedagogical strategies are procedures that facilitate the way to process information and learning; are responsible for selecting, organizing and regulating cognitive and metacognitive processes to deal with specific or general situations; they are in control of learning, generated from debate, planning and consciously employed. Therefore, it is necessary for the student to know the components and the same routine that are part of the processes; finally, the application is flexible,

depending on the context and the variables that are part of the teaching-learning process (García et al., 1998).

"In the historical evolution of language teaching, multiple methodological approaches have coexisted and continue to persist in modern times Mayoral (2016). An integral aspect in the process of teaching the English language involves employing authentic contexts, genuine texts, and interdisciplinary knowledge to justify the necessity for methodological shifts. This necessitates the introduction of innovative teaching strategies aimed at fostering the development of communicative, social, civic, environmental, and entrepreneurial skills. Moreover, teachers must integrate self-evaluation and co-evaluation in the assessment process to gauge students' capabilities, problem-solving aptitude in diverse contexts, application of varied strategies, interpretation and verification of outcomes, and communication of ideas using an appropriate and structured language tailored to their communicative needs, Corredor (2017)."

According to the above, Correa (2005) indicates some strategies that have been implemented in the teaching of English, in a fourth-level course of English.

- Semiotic reading, which deals with the analysis of images found in the didactic material or in the audiovisual media, in order to promote the creativity of the students and lead them to an efficient written and oral production of their thoughts, using of course English. This strategy allows to address grammatical, lexical aspects through group and individual exercises, converging all language skills; helps the discussion of different topics related to the learning of the foreign language and other facts and realities of society.

- The questions, which allow students to be concentrated and attentive, which allows to evaluate the understanding of the contents. This strategy helps in the development of mental operations such as deduction, synthesis, analysis; it is used at different times of the class and combined with other strategies.

- The exhibitions are strategies that seek the development of oral expression, presenting an important topic for the course, in objectives and content. They allow autonomy and self-regulation of performance. In case of being in a team, it promotes

cooperative and collaborative work between students. This strategy requires responsibility, creativity and commitment.

- Role-playing games, which consist of the representation of situations taking into account a specific theme. Seek to generate dialogues and dramatizations in a brief way, forming groups where each one has a character and represents it trying to visualize certain characteristics. This helps the oral language, structure grammatically, to increase the vocabulary in the course. They promote collaborative work, interaction between students, increasing motivation and creativity.

- Concept maps, which seek to facilitate what is worked on in class, especially with regard to the new vocabulary. An evident relationship is made between concepts and assimilation between them.

- Reading comprehension exercises include various techniques; they allow the evaluation of the level of comprehension in terms of new vocabulary, written text and the deepening of the topics, in oral or written comprehension exercises. These strategies enrich students' vocabulary, knowledge, creativity, and expressive ability.

- Grammar and vocabulary games, being ludic activities that energize the rhythm of class, allow the assimilation and understanding of grammatical concepts and vocabulary, being attractive and fun for students. Games are considered favorable in language classes, by increasing motivation in the group, grammar concepts become easier and more understandable, and it helps to apply vocabulary in various contexts. They help strengthen groups and teamwork.

- Listening exercises, from monologues, conversations, videos, lectures, songs, among others, it is proposed to achieve the development of students' oral comprehension. Speaking in English allows you to familiarize yourself with real situations, in terms of pronunciation, intonation and accent from a native speaker of the foreign language, because these activities require concentration, auditory acuity and vocabulary management. They help complement other activities such as role-playing, questioning exercises, and so on.

- Compositions, in which the consolidation of grammatical structures is helped, as well as the vocabulary treated in class. The activity helps the creativity of the

students, practicing formal structures of the language by making short paragraphs, stories, etc. It seeks the development of written expression so that it strengthens an adequate and coherent handling of the language.

- I work on web pages and software, which helps in the concepts of lexicon or grammatical, applied to different contexts. The activity strengthens the motivation of students, since computer science is of interest to young people. It helps in the autonomy of the students, because there is control of their rhythm of activities and evaluates their own performance. Programs are usually well designed and lead the learner through various phases or levels of complexity.

- Group work, which is developed in small projects or exercises applied in linguistic competences. They are oriented to the effort and revision of known or new concepts, to put them into practice, taking them to real situations. These activities help to strengthen teamwork, cooperation, etc.

In this sense, Crispín, Gómez, Ramírez, & Ulloa (2012) affirm that the strategies that can be implemented in the classroom must be varied. The educational institution and teachers must consider that students need to acquire knowledge, but it must be done through activities that motivate them, that they feel a taste for learning English, that it is not just a monotonous class, since, when corresponding to a second language, there are situations that from the pedagogy must be resolved, being at that moment fundamental the role of the teacher.

From the point of view of Figueroa, Osorio and Pinto (2018), playfulness emerges as a way to develop meaningful learning of the English language, since games, dynamism and recreation are incorporated into the class. This strategy usually has a purpose, because in education every activity has an intention. The knowledge given by the teacher makes them learned in a pleasant way by the students, taking into account that they are adapted to the needs of the children, without being forced or compelled to the static form. In this sense and according to (Escalante, Coronel and Narváez, 2014; Cited in Figueroa, et al, 2018). Games are useful for the development of various attitudes, helping to strengthen the aspects of body and mental strength, which means that playful activity helps to strengthen many of the human functions The various studies already mentioned in the course of this research have shown that the most valued strategies in the learning-study of a second language are those that

involve activities associated with the personalization of information, which leads to the modification or restructuring of basic pedagogy. At the same time, social strategies are highlighted, such as observing more skilled colleagues and working together among colleagues to demonstrate the way of working; there are also metacognitive strategies that allow us to analyze how difficulties are compensated for in the face of a task; to evaluate the difficulty and demands of the activity (García et al.,, 1998)

In short, teaching must be efficient, in the sense that teachers establish strategies to facilitate their process through teaching materials adaptable to the student and not the opposite. That is, the activities where the student interacts in a second language are carried out; this implies that "opportunities of different types to learn are given through the interactions that are created between the participants" (Martín ,C & Martín, J, 2012). From this, there are various interactions that promote teaching, it is the case of simple interaction, modified, through questions, topical control interaction, participation of the learner and finally the interaction of the use of the native language.

lll. Methodological Design
3.1 Type of Research

This research was an exploratory conducted as a comprehensive study spanning from August 5th to November 25th. Employing a transversal approach, it aimed to gather insights across a specified timeframe. The culmination of this research resulted in a combined methodology, leveraging both quantitative and qualitative methodologies to extract a comprehensive understanding of the subject matter.

Moreover, the obtained results embraced a dual approach, incorporating both quantitative and qualitative data. Although both data types were integral, the emphasis leaned more toward the qualitative aspect to interpret and represent the gathered quantitative data

effectively. This strategic focus on qualitative analysis aimed to offer a deeper, more nuanced understanding of the quantitative findings.On the other hand, qualitative data will be gathered to access more open-ended information, typically obtained by researchers through interviews, focus groups, and observations. Analyzing this qualitative data, whether words, texts, or behaviors, often involves breaking it down into categories to comprehend the diversity of ideas gathered during data collection.

The decision to prioritize a qualitative emphasis in representing the quantitative data underscored the intention to delve into the intricacies and underlying nuances inherent in the quantitative results. By utilizing a more qualitative lens to present the quantitative findings, the research aimed to extract richer contextual insights and interpretations, thereby enriching the overall comprehension of the data collected.

The aim is to reach a solution to the higher incidence problems detected like: Strategies used by teachers and the speaking skills of English language. This work will be conducted in Miguel Ramirez Goyena institute in Managua.

3.2 Population and Sample

The research took place at the Ramirez Goyena Institute in Managua, focusing on the 9th-grade level. The study encompassed a population of 30 students and a single dedicated teacher overseeing the subject. Among the students, there were 18 girls and 12 boys, ranging in age from 13 to 16 years old. It was identified that the teacher applies body languages and gestures, also provides practice and feedback

3.3 Data Collection Method

To address the research problem, a comprehensive approach was taken, utilizing surveys administered to students and conducting interviews with the teacher.With this type of method it was possible to identify if the teacher applied the motivational techniques The interview focused on gathering insights into the teacher's methodologies specifically related to teaching speaking skills. This dual methodology aimed to gather a holistic understanding of the teaching approaches and student perspectives regarding the development of speaking abilities.

3.4 Instruments to be applied

In the development of this research project, an interview to the teacher and surveys to students were conducted. These methods helped in identifying the techniques that influencing the process of learning English as a foreign language. They also aimed to recognize the motivational atechniques that engage the attention of 9th-grade students at the Miguel Ramirez Goyena Institute in Managua, fostering the learning of the English language within the educational institution.

3.5 Validation of the instruments

The surveys and interview underwent validation by Lic. Ramiro J. Martínez and Daniel Davila. This crucial process aimed to ensure content validity by meticulously assessing the appropriateness of the questions' dimensions for the investigation. This validation process verified that the questions effectively aligned with the research objectives.

3.6 Surveys applied to the students

Generally, with which of these feactures does your teacher motivate you in learning English?

OPTIONS

    a) GAMES
    b) EXTRA POINTS
    c) MOTIVATING WORDS
    d) PUPPETS
    e) POSTERS
    f) NONE

2. In your opinion; what level of importance do the motivational activities (videos & songs, games, storytelling and role plays) have in learning English language?

OPTIONS

    a) TOO IMPORTANT
    b) VERY IMPORTANT

c) IMPORTANT

d) LITTLE IMPORTANT

e) NO IMPORTANT

3.-To which of the following option does your teacher give more priority for developing the role play as an interactive activity to improve the speaking skill of English?

Role play based on:

Dialogue (Dialogues of the text)

Situations (Students" real situation)

OPTIONS

a) Dialogue

b) SITUATIONS

c) NONE

4. How often does your teacher apply the storytelling technique to strengthen creativity and aptitude to speak English?

a) USUALLY

b) OFTEN

c) OCCASIONALLY

d) RARELY

5. How often does your teacher use the videos and songs to motivate students the authentic language practicea?

a) USUALLY

b) OFTEN

c) OCCASIONALLY

d) RARELY

6. How often does your English teacher apply games based on class topic to enhance cooperation and active participation?

a) ALMOST ALWAYS

b) FREQUENTLY

c) SOMETIMES

d) ALMOST NEVER

7. When you are using the langauge; which of the following aspects does your teacher give feedback with more emphisis?

a) ACCURACY AND FLUENCY

b) BODY LANGUAGE

c) PRONUNCIATION NONE

8. What group arrangement does your teacher apply frequently to develop communicative activities?

a) GROUP

b) PAIRS

c) INDIVIDUAL

3.7 Interview to the teacher

1. How do you create a positive and motivating learning environment for your students?

2. Can you share specific examples of how you tailor your teaching methods to engage students with diverse learning styles?

3. How do you handle challenges or setbacks in the classroom, and how do you motivate students to overcome difficulties?

4. In what ways do you promote a sense of autonomy and ownership among your students in their learning journey?

5. How do you incorporate real-world relevance into your lessons to inspire students and highlight the practical applications of their learning?

6. Could you share an example of a time when you used positive reinforcement effectively to motivate your students?

7. How do you address individual student needs and provide support to ensure that each student feels valued and motivated?

3.8 Table of variables

Motivational Strategy	Description
Goal Setting	Encouraging learners to set specific speaking goals.
Positive Reinforcement	Providing praise or rewards for improvement.
Peer Feedback	Encouraging constructive criticism among peers.
Visual Aids	Using visuals to engage and inspire learners.
Gamification	Turning speaking practice into a game-like activity.
Role-Playing	Encouraging learners to take on different roles in conversations.
Public Speaking Events	Organizing events to showcase speaking abilities.
Self-reflection	Encouraging individuals to reflect on their progress
Real-life Scenarios	Applying speaking skills in practical, real-life situations.
Storytelling Workshops	Develop narrative skills to captivate audiences.
Interest Alignmen	Connect speaking topics to personal interests or passions.

3.9 Results and analysis

1.In your opinion; what level of importance do the motivational activities (videos & songs, games, storytelling and role plays) have in learning English language?

36
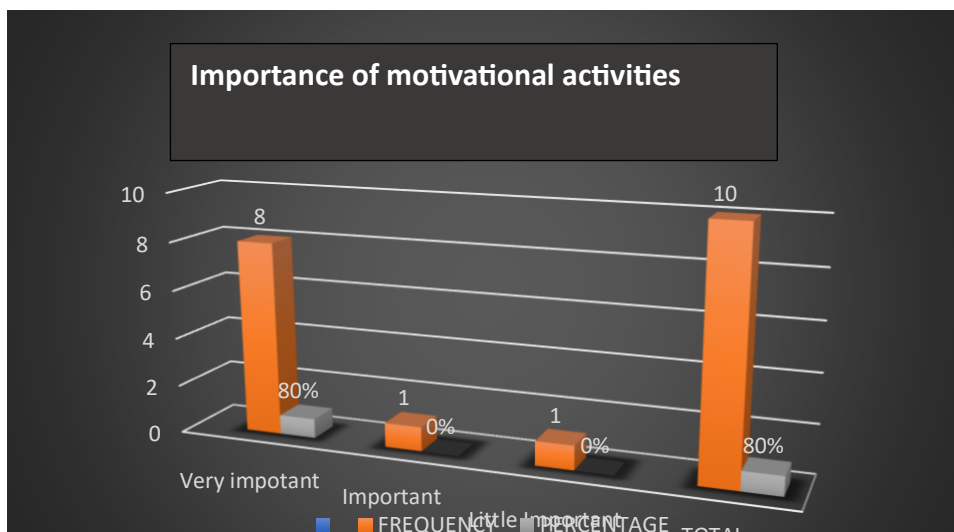
In this survey question, students express a strong consensus regarding the significance of incorporating multimedia resources into activities aimed at improving speaking skills. A substantial 80% of the respondents emphasize that activities utilizing resources like videos and songs are deemed as highly important in enhancing spoken language proficiency. This resounding endorsement underscores the impact of multimedia elements in creating a dynamic and engaging learning environment. The majority's recognition of the value these resources bring to language acquisition highlights the potential for educators to leverage videos and songs effectively as tools to bolster speaking skills.

On the flip side, a minority comprising 20% of the students considers activities involving multimedia resources as merely important. While this perspective acknowledges the relevance of such resources, it also suggests that a subset of the class may find alternative methods more conducive to their learning preferences. This diversity in opinions underscores the importance of providing a balanced and varied approach to language instruction. Educators can use this feedback to tailor their teaching strategies, ensuring a mix of activities that appeal to different learning styles while still recognizing the overarching significance of multimedia resources in fostering improved speaking skills among the student body.

Which of the following options roles play, dialogue, situation from real situation does your teacher give more priority for developing the playful as an interactive activity to improve the speaking skill of the English language?

Playful as an interactive activity
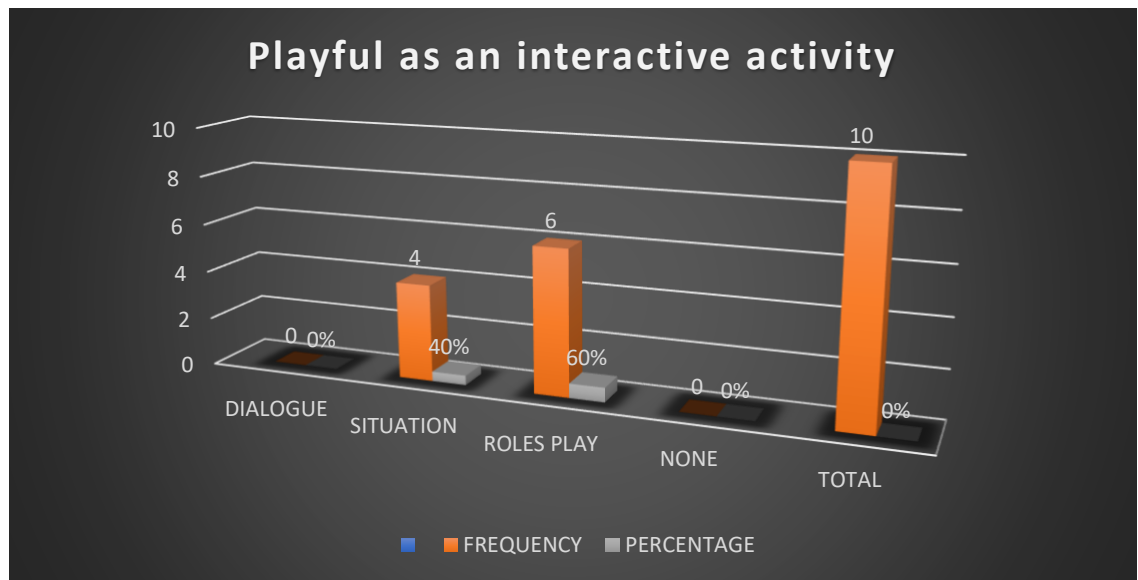
In question number 2, the student highlights the teaching approach employed by their English teacher, emphasizing the integration of playful interactive activities and real-life situations within speaking exercises. The teacher's utilization of these diverse methodologies aims to enhance student motivation. Notably, 60% of the students express heightened enthusiasm when engaged in role-playing activities. This indicates a substantial portion of the class finds motivation through the creative and dynamic aspects of simulated scenarios. The teacher's incorporation of such playful elements fosters an engaging learning environment that resonates positively with a majority of students.

Furthermore, the survey reveals that 40% of the students derive motivation from speaking activities grounded in real-life situations. This suggests a significant subset of the class is drawn to the practical applicability of language skills in authentic scenarios. The teacher's deliberate inclusion of real-life contexts in language learning exercises caters to the preferences of these students, fostering a connection between language acquisition and its practical utility. This balanced approach, addressing both the imaginative and real-world dimensions of language use, showcases the teacher's commitment to accommodating diverse learning preferences and thereby enriching the overall educational experience for the students.

3. How often does your teacher apply the storytelling strategy to strengthen creativity and aptitude to speak in the English language?
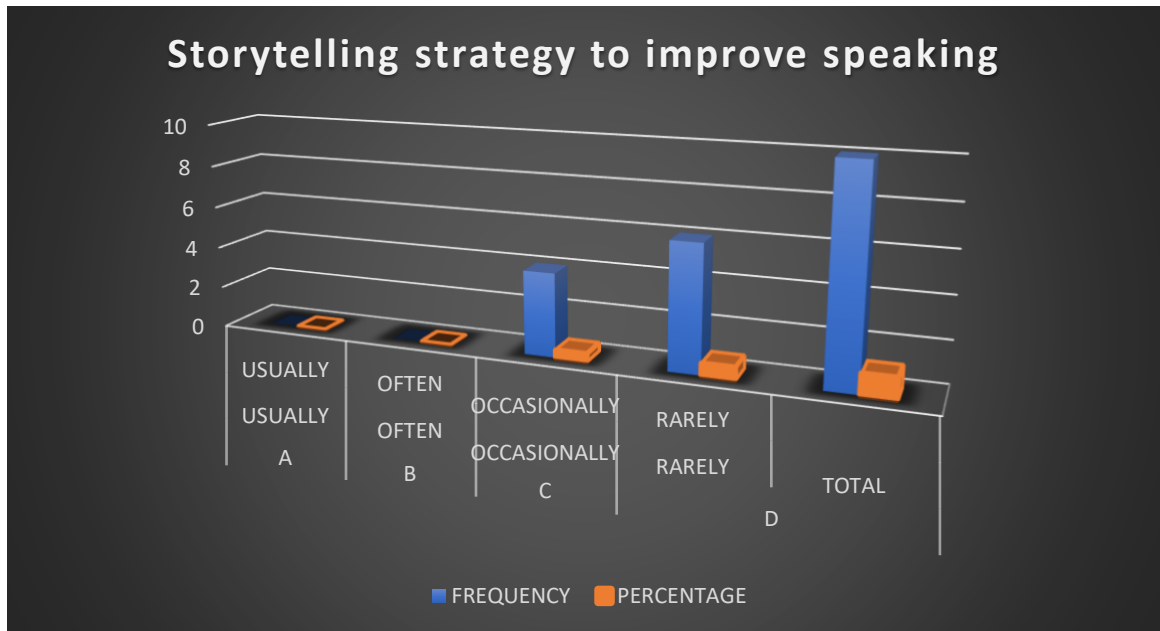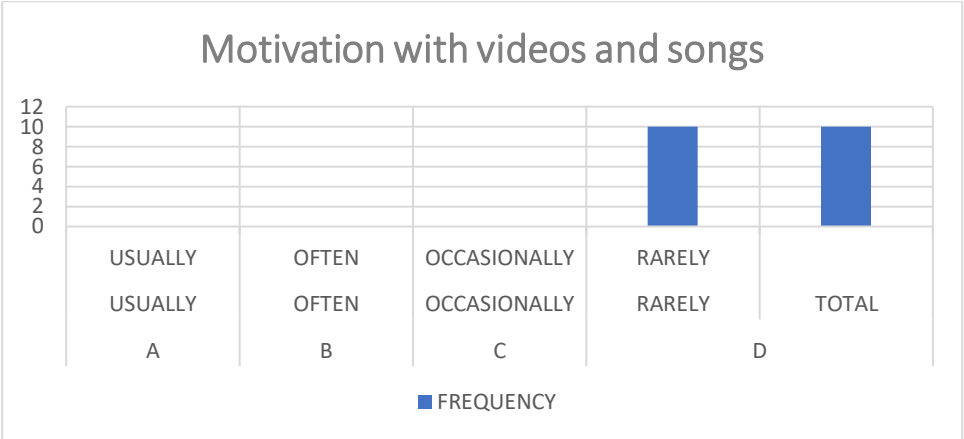

In question number 3, students share insights into the use of storytelling as a motivational tool for enhancing English speaking skills in their classroom. The data indicates that a significant proportion, constituting 60% of the students, perceives storytelling as a strategy rarely employed by the English teacher. This suggests that the integration of storytelling into lessons for the purpose of motivating students to improve their speaking skills is infrequent. Additionally, 40% of the students acknowledge occasional instances where the teacher utilizes storytelling as a means of motivation. While storytelling holds potential for enhancing language proficiency, the prevailing sentiment among the majority underscores the need for a more consistent incorporation of this engaging technique to inspire and cultivate improved speaking abilities.

The student responses highlight the varying frequencies with which the English teacher employs storytelling to motivate students in speaking activities. The majority viewpoint, emphasizing rare occurrences, points to an opportunity for the teacher to consider integrating storytelling more consistently into the curriculum. Recognizing the positive impact storytelling can have on language acquisition and oral communication skills, a

strategic approach to incorporate narratives into lessons could contribute to a more vibrant and effective learning environment. Balancing occasional use with a more regular application of storytelling may prove instrumental in cultivating sustained motivation and fostering greater proficiency in spoken English among the student body.

4. How often does your teacher use the videos and songs to motivate students the authentic language practice?

Motivation with videos and songs

	USUALLY	OFTEN	OCCASIONALLY	RARELY	
	USUALLY	OFTEN	OCCASIONALLY	RARELY	TOTAL
	A	B	C	D	

■ FREQUENCY

In question number 4, students provide crucial insights into the absence of video and song resources in the English teaching curriculum. The unanimous response of 100% indicates that the English teacher refrains from using these multimedia tools, primarily due to the unavailability of such resources within the institute. This limitation poses a notable challenge as students express a collective sentiment that the lack of videos and songs contributes to a noticeable dearth of motivation. The correlation between the absence of these resources and a perceived decline in student performance and participation becomes evident, highlighting the potential impact of multimedia elements in fostering a dynamic and engaging learning environment.

The overwhelming consensus among students, indicating a complete absence of motivation attributed to the unavailability of videos and songs, underscores the significance of multimedia resources in language education. The institute's constraint in providing these resources has inadvertently led to a decline in student enthusiasm and performance in

speaking activities. To address this challenge, it becomes imperative for the institute to explore alternative means of incorporating multimedia elements or seek external resources that align with the curriculum. Proactive steps in this direction could potentially rejuvenate student motivation, enhance participation, and contribute to a more effective language learning experience for the entire student body.

5. How often does your English teacher apply games based on class topic to encourage cooperation and active participation?
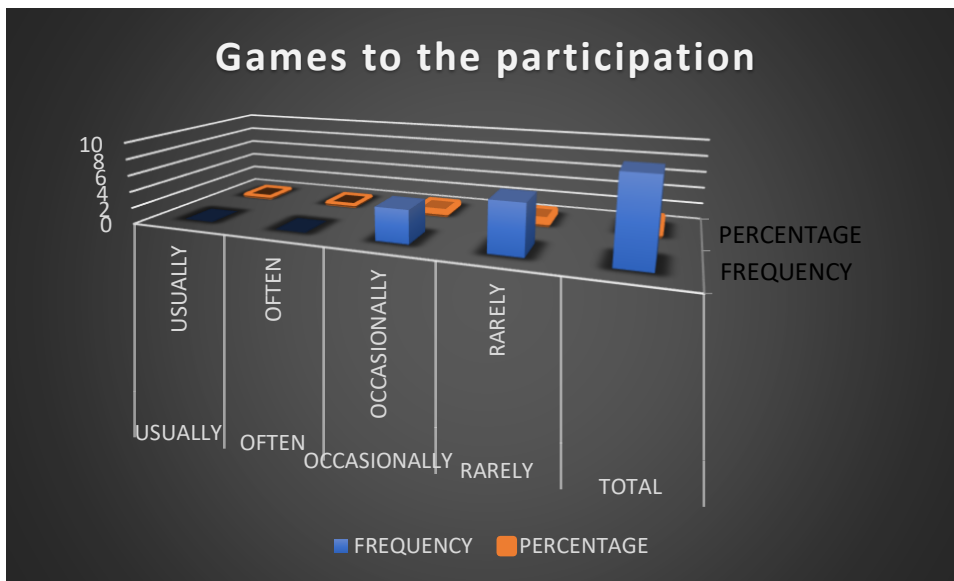
In question number 5, students provide valuable insights into the incorporation of games based on the English language topics within their learning environment. The data reveals a distribution where 40% of students acknowledge occasional exposure to such games, while a majority of 60% indicate rare occurrences. Despite the sporadic nature of these activities, the overarching sentiment conveyed by the student body is that the presence of topic-based games does not effectively translate into heightened motivation for learning the English language.

The feedback from the students underscores the need for a more deliberate and consistent integration of educational games to enhance motivation. While some students experience occasional engagement, the prevailing perception that these activities rarely contribute to heightened motivation signals an opportunity for educators to reevaluate and potentially expand the use of topic-based games. Creating a more structured and frequent incorporation of these interactive elements aligned with language topics may prove instrumental in fostering a more enthusiastic and participatory atmosphere, ultimately elevating the overall language learning experience for the students.

IV Conclusions and Recommendations

4.1 Conclusions

In conclusion, this investigation delved into the motivational strategies employed by English language teachers to enhance the speaking skills of ninth-grade high school students. The identified strategies—role-play, leisure activities, storytelling, and the integration of videos and songs—demonstrate a multifaceted approach to engage students in the learning process. These strategies aim to make the English language more accessible, relatable, and enjoyable, fostering a positive and encouraging environment for language development.

The recommendation to incorporate role-play activities acknowledges the importance of practical application in language acquisition. By encouraging students to actively participate in simulated scenarios, teachers can create an immersive experience that prompts authentic language use. Leisure activities provide a casual yet effective platform for language practice, breaking down barriers and allowing students to express themselves in a more relaxed setting. Additionally, storytelling, a timeless method, engages students emotionally, making language learning a memorable and enjoyable experience.

The integration of videos and songs as motivational tools aligns with contemporary learning preferences. Visual and auditory stimuli not only cater to diverse learning styles but also inject an element of entertainment into the language learning process. This approach capitalizes on the ubiquity of multimedia in students' lives, making the language acquisition journey more relevant and engaging.

As we assess the academic impact resulting from the implementation of these motivational strategies, it becomes evident that a positive correlation exists between engagement and proficiency. Students exposed to these varied and dynamic approaches not only exhibit improved English speaking skills but also demonstrate increased confidence in

language use. The tangible outcomes underscore the effectiveness of motivational strategies in creating a conducive learning atmosphere for language development.

In conclusion, the implementation of role-play, leisure activities, storytelling, videos, and songs as motivational strategies contributes significantly to the enhancement of English speaking skills among ninth-grade students. The positive academic impact observed reinforces the importance of incorporating diverse and engaging methods in language education. This investigation not only sheds light on effective teaching practices but also emphasizes the transformative potential of motivation in fostering a vibrant and successful language learning environment.

- Motivational techniques used by teacher when teaching English to students of 9th grade of Miguel Ramirez Goyena institute is low for what it constitutes weakness in learning.

- One of the main weaknesses in the institution is because there are not teachers who has been trained in English area therefore other subject teachers are intended to give English classes.

- Disinterest in learning and bad grades is given by teachers unappropriate didactic process to teach the subject, that is to say they do not use innovative resources and motivational activitites.

- When there is not a combination of variety of methods and techniques like leisure activities, role play, storytelling, use of videos & songs learners are unmotivated and lose interest to learn.

- The scarce development of activities outside the classroom affects student interest.

- Low teacher training in the area influences negatively when teaching English.

- The lack of control in the lesson plans affects much since classes are improvised.

4.2 Recommendations

- Motivational strategies should be used as a basis to stimulate learning in student, so that this will lead to meaningful learning.

▪ The authorities should do arrangements to have English specialized teachers to achieve the learning outcomes positivey since professional in the area will always look for solutions to the problems.

▪ It is recommended to use storytelling, role play, games, videos and song to make the class interesting and enjoyable for students and even for teacher, so it is posibble to get a meaningful learning.

▪ Permanent training in the area is really helpful for teacher at least to have a broader idea about teaching a foreing language and that knowledge should be applied into the classroom.

▪ To develop activities and games outside the classroom to engange students in a positive learning for in this way they really connect in the learning processs in motivated way.

The authorities should monitore continuously to ensure the performance of the teachers inm the English classes.

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VI Attachments
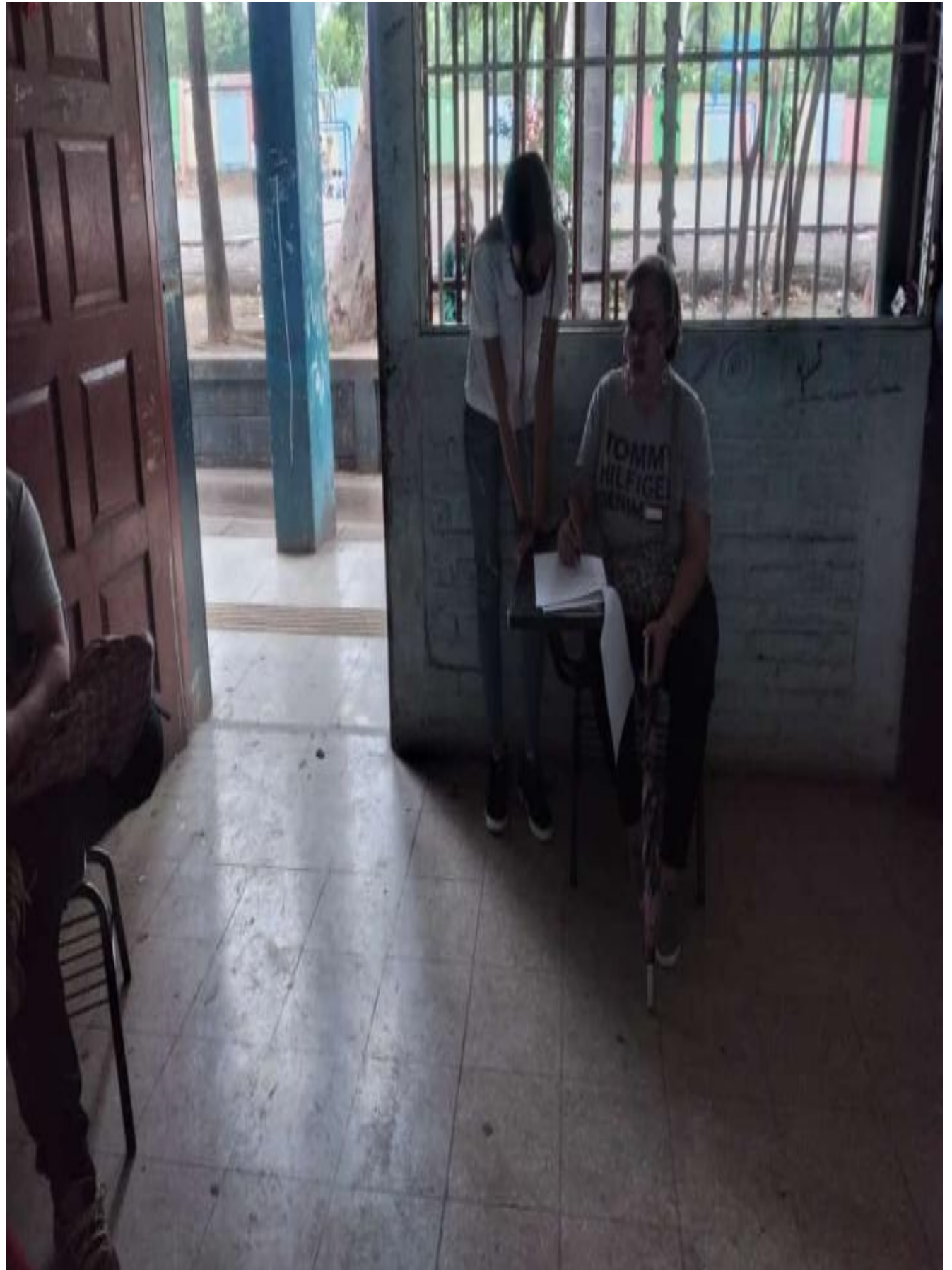
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UNAN-MANAGUA

FACULTAD DE EDUCACIÓN E IDIOMAS

INGLISH DEPARMENT

INVESTIGATION FOCUS

This is an instrument of evaluation to convey how the students develop themselves during the teaching-learning process in the English language subject, keep in mind the motivation like social harmony axis, as at the same time there will be a surveys toward Teacher and students in order to gathering to this investigation.

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