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La motivación en el aprendizaje de la comunicación oral en inglés.

Autora:

Evelyn Gissel Velez Mendoza

Tutora:

Lic. Raisa Macías Sera

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TUTOR CERTIFICATION

Raisa Macías Sera, professor of the Universidad Laica Eloy Alfaro de Manabí, Extension Chone, as tutor of the degree work.

PROCESS OF GIVING A DEGREE

The present work of the degree mastered: "La motivación en el aprendizaje de la comunicación oral en Ingles." It has been thoroughly reviewed in several research sessions. It has been completed and is ready for defense.

The options and concepts expressed in this degree work are the result of the perseverance and originality of its author, Evelyn Gissel Velez Mendoza, which is her exclusive responsibility.

Chone, January 2025

Lic. Raisa Macías Sera

TUTORA

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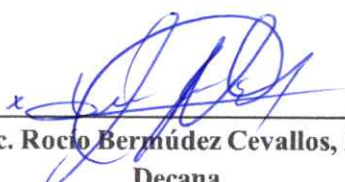Chone, January 2025

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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de modalidad de titulación sobre el tema "La motivación en el aprendizaje de la comunicación oral en Ingles" del año lectivo, 2024 -2025 elaborado por la estudiante Evelyn Gissel Velez Mendoza.

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IV

Dedication

This work is dedicated first of all to God, to my parents Agapo Velez and Mercy Mendoza, who are fundamental pillars in my life, to my siblings, to my niece Sofia, who since her arrival to this world has sown that light of hope in my life, and has given me a reason to go on.

To my grandmother María Vitalina Zambrano, although she is no longer physically with us, her legacy and love remain in my heart. To my loved ones who have departed this world, your memory lives on in each of my achievements.

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Also, to all those who, with their inspiration and unconditional support, have illuminated my darkest days. To my friends and colleagues, for believing in my abilities and offering me their unwavering support, this success is also yours.

God, family, and friends, this success is also yours.

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MOTIVATION IN LEARNING ORAL COMMUNICATION IN ENGLISH.

LA MOTIVACIÓN EN EL APRENDIZAJE DE LA COMUNICACIÓN ORAL EN INGLÉS.

Author:

Evelyn Gissel Velez Mendoza

Universidad Laica "Eloy Alfaro" de Manabí, Ecuadore1315796316@live.uleam.edu.ec.

ORCID: https://orcid.org/0009-0005-1648-4681.

Tutor:

Raisa Macias Sera

Universidad Laica "Eloy Alfaro" de Manabí, Ecuadorraisa.macias@uleam.edu.ec.

ORCID: https://orcid.org/0000-0001-9618-2854

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Abstract

The present study focused on motivation in learning oral communication in English in elementary school students at the Aurelio Salazar School. Its objective was to design a didactic strategy to improve students' motivation. A mixed methodology combining quantitative and qualitative methods was used. Interviews were conducted with the teacher to learn about the dynamics of the process and the strategies used by the teachers, and observation sheets were conducted to learn about both oral performance and classroom behavior on the part of the students; the results showed that 62% of the students did not achieve the minimum passing grade, which led to the design of a didactic strategy consisting of a set of complementary actions to address the insufficiencies of motivation found in the groups of students where the study was carried out. For the actions, the needs and motivation of the students related to everyday life were taken into consideration; these actions are interconnected and reinforce each other for a more effective impact. The strategy was valued by the teachers through a socialization workshop where they expressed their support for the design and its future implementation.

Keywords: Communication; didactic strategy; english; learning; motivation.

Resumen

El presente estudio se centró en la motivación en el proceso de aprendizaje de la comunicación oral en inglés en los estudiantes de educación básica de la escuela Aurelio Salazar y su objetivo consistió en diseñar una estrategia didáctica para mejorar la motivación de los alumnos. Se utilizó una metodología mixta que combina métodos cuantitativos y cualitativos. Se realizaron entrevistas al profesor para conocer la dinámica del proceso y las estrategias que utilizan los maestros, fichas de observación, con el fin de conocer tanto el desempeño oral como el comportamiento en el aula de clases por parte de los estudiantes; los resultados arrojaron que el 62% de los alumnos no alcanzó la nota mínima de aprobación, lo que condujo al diseño de una estrategia didáctica consistente en un conjunto de acciones complementarias para abordar las insuficiencias de motivación encontradas en los grupos de estudiantes donde se llevó a cabo el estudio. Para las acciones se tomaron en consideración las necesidades y motivación de los alumnos relacionadas con la vida cotidiana; estas acciones están interconectadas y se refuerzan entre sí para lograr un impacto más eficaz. La estrategia fue valorada por los docentes a través de un taller de socialización donde se manifestaron a favor del diseño y su futura implementación.

Palabras claves: Aprendizaje; comunicación; estrategia didáctica; inglés; motivación.

1.Introduction

Nowadays, learning the English language is fundamental, since it offers a great number of opportunities to those who master it. Thus, it is important for schools to teach it as a subject and even more important to give the necessary seriousness to its understanding and teaching from basic education. However, in many educational centers, this does not happen, because teachers and schools themselves are often not sufficiently prepared to teach the subject, In the context of foreign language teaching (EFL), as expressed by De la Cruz et al (2020), motivation emerges as an essential factor because learning a new language transcends cognitive skills and also involves a deep emotional commitment. Adequate motivation can facilitate greater learner engagement, improve their language skills, and foster a positive attitude toward learning English. As Lai (2011) points out, motivation encompasses the underlying reasons for will-driven behaviors, involving a complex combination of beliefs, perceptions, values, interests, and related actions.

Recent studies, such as that of Gandolfo (2023), highlight that motivation is a fundamental variable in both general education and language learning. This assertion is reinforced by the findings of Ayala (2023), who provides a valuable analysis of the emotional factors that affect foreign language learning. These studies show that, although motivation can promote commitment and willingness to learn, high levels of anxiety can neutralize these benefits by generating insecurity and fear of making mistakes. In this sense, the need to create safe and motivating learning environments that minimize anxiety and boost students' confidence is emphasized, as pointed out by (Briceño and Calderón, 2022) when considering motivation essential for success in language learning.

The acquisition of language skills requires an environment that stimulates students' interest and motivation. This has aroused the interest of researchers in the design of strategic methodologies to

prevent academic demotivation in foreign language learning. For example, Muñoz and Correa (2023), point out that there is a positive correlation between motivation and educational achievement, measured through academic performance, at all educational levels, from primary education to university.

The didactic strategy used in this context is characterized by interrelated activities that seek to maximize the effectiveness of the learning process. Rojas et al (2024), points out that a didactic strategy involves the comprehensive planning of the teaching-learning process, where techniques and activities designed to achieve specific educational objectives are selected, adapting to the needs of students and promoting meaningful learning. Among these activities are role-plays and dramatizations, recreational competitions, the use of technology and interactive applications, and project-based methodologies. In language teaching, these strategies include specific tools such as songs and rhymes in English, the reading of interactive stories, the dramatization of characters in plays, the creation of conversation spaces ("speech corners"), and the use of applications such as Duolingo, which facilitate language practice by reproducing sounds and expressions.

In Ecuador, the educational system has shown a deep interest in promoting a comprehensive and balanced education from the early school stages to higher education. However, during the pre-professional internship at the Aurelio Salazar school, located in the Chone canton, significant deficiencies were identified in the motivation of students to participate in oral activities in English. This challenge was confirmed through diagnostic tests that revealed a significant lack of motivation in the development of oral communication in this language.

Given this situation, the main research problem was defined as the lack of motivation of first, second, and fourth-grade students and its impact on oral communication in English among the students of the Aurelio Salazar School. Consequently, the objective of this work consisted of

designing a didactic strategy that promotes motivation and strengthens the students' oral communication skills in English, thus contributing to overcoming the barriers that hinder their learning.

2.Literature Review

Oral communication in English is a complex competence for foreign language learners, and motivation plays a central role in its effective acquisition, Morales (2021). However, demotivation presents a significant obstacle for students, limiting their development in this skill. This literature review examines recent studies on how insufficient motivation affects oral proficiency, addressing factors such as fear of making mistakes, lack of confidence, and perceived limited relevance of English. Through the analysis of scholarly literature, key causes of demotivation are highlighted and strategies are devised to counteract its negative effects.

Motivation is crucial in learning a second language, particularly in developing oral communication skills in English, since it requires constant practice and exposure. Garavito de Archila and Azevedo, (2021) mentioned, earning requires motivated people with positive attitudes or predispositions and habitual ways of feeling. Otherwise, problems will always be created in all aspects, and progress and development will be limited." This implies that a student's interest in learning a foreign language is linked not only to personal factors but also to the environment and the perceived usefulness of the language.

2.1Discouraging Factors in Oral Communication

1.Linguistic Anxiety about Errors during Foreign Language Learning

Anxiety is one of the main barriers in oral communication, making the acquisition and learning of new languages a challenging experience. According to, Abdullah et al (2022), fear of error limits participation and oral practice, generating a negative experience in learning English. Anxiety can

suppress negative emotions, leading students to feel judged and consequently reducing their confidence in practicing English, directly affecting their progress.

As Ayala, (2023) stated, learning a foreign language is a complete process that involves not only cognitive skills but also affective variables that equally affect the different processes of language learning and practice. Anxiety tends to be detrimental if not addressed timely, especially in children. Teachers play a fundamental role in the development of their students, teaching strategically and dynamically to avoid potential emergent cases with the resources available. At the Aurelio Salazar Educational Unit, the teacher faces daily challenges with limited tools.

2.Low Confidence in Linguistic Ability

Student participation is vital in teaching-learning processes, acquiring greater relevance in virtual learning environments Flores and Durán, (2022). Confidence is another important factor. Recent studies show that students with low self-esteem tend to avoid oral communication activities, limiting their exposure and practice. Zanyar, (2023) states that Self-confidence and English language proficiency are complex and are affected by individual traits, cultural history, and language acquisition experiences, and found that perceived inadequacy in speaking skills demotivates students, leading to a cycle of lack of practice that further reduces confidence.

3.Relationship between Motivation and Active Participation in Oral Activities

The relationship between motivation and the active participation of children in the classroom is crucial for achieving the objectives of proposed learning activities. Establishing standards or rules that support the proper development of activities is essential. Research by (Loja et al, 2023) highlights the use of games as a learning resource, involving educational and playful experiences as a methodology applicable in different areas. These games, along with songs and rhythms in

English, interactive tables, and playful participation, utilize technology and interactive applications to enhance learning.

These interactive activities help alleviate stress and improve performance, effectively addressing the insufficiency of motivation. By incorporating these elements into the learning process, educators can create a more engaging and motivating environment for students, fostering their active participation and improving their oral communication skills.

4. Cultural Context and Motivation in Learning

Motivation deficiency is one of the main factors that negatively affect optimal learning, moreover, knowing the culture behind the language helps to improve the ability to communicate excellently, furthermore, researchers Axmadjonova et al (2024) express that, "CLIL lessons often include cultural aspects related to the language being taught, which helps students gain a broader understanding of the culture, customs, and perspectives of native speakers of the language." The difference in culture can influence how forms of communication are perceived and used, i.e., tone and formality vary, therefore, it is recommended that teachers adjust their lectures to be culturally responsive, but in a dynamic way, while integrating technological materials for a better student experience to reduce insufficiency due to lack of motivation.

5. Traditional Methods Vs. Collaborative and Playful Methods in Motivation

Traditional teaching methods are getting worse every day because they do not consider the emotions and culture of the students, traditional motivation techniques no longer work and students have lost interest in language classes, (Ramos and Maya, 2022). The mechanical repetition of the teaching process and the activities carried out in class only focused on grammar and memorization no longer manage to awaken the interest of the learners, as was observed during the process of the pre-professional internships, due to the lack of interaction which makes the classes boring, In

addition, fear of error and low self-esteem where students are mostly evaluated in a rigid manner causing the increase of insufficient motivation to learn, it is true that today mostly do not seek to learn but to pass because the grades are decisive if you pass or lose the subjects.

Playful and collaborative methods according to studies conducted by the Universidad Andina Simón Bolívar are more effective because they foster intrinsic motivation, in addition, for researchers Usán and Salavera, (2018), intrinsic motivation towards stimulating experiences, when a subject engages in an activity to have fun or experience stimulating and positive sensations derived from the own dedication to the activity. This entails engaging in any behavior related to beneficial and rewarding behavior, essential to the activity because it does not seek an external reward. This part is stimulating because it seeks to obtain knowledge but at the same time to bring out the desire to learn, that is, the individual makes his own decision without external intervention to avoid regret and forced class, it is important to note that the playful activities together with technology do a good job for teaching and learning English at the Aurelio Salazar school, with the few resources that were observed in the pre-professional practices a strategy was designed to combat the insufficiency of motivation when learning the language.

3.Methods and Materials

The research topic was approached through a mixed approach that included a quantitative approach for the analysis of the collection of quantifiable information, such as diagnostic tests, as well as a qualitative approach for the collection of bibliographic information and the analysis of the observations made at the school on different dates, which allowed designing a didactic strategy that promotes motivation in oral communication in English at the Aurelio Salazar School in the Chone Canton. This approach allowed obtaining an overview of the motivational difficulties in learning English verbally, integrating theoretical and empirical study. The qualitative research

focused on exploring the perceptions and experiences of students and teachers, while the quantitative research contributed to measuring the impact generated by the strategy on the development of oral skills.

Among the theoretical methods used are analysis and synthesis, which were present throughout the work with an emphasis on the study of the scientific literature consulted, about the different theoretical conceptions of motivation in learning oral communication in English, and the empirical methods, it was decided to use observation and experimentation. The induction-deduction method was fundamental to particularize and generalize the facts, phenomena, and processes linked to the evaluation of the student's oral English skills, thus making it possible to specify the theoretical assumptions that support the proposed methodological strategy.

The population consisted of 85 students. Since it was a small group, we worked with the entire population of the Aurelio Salazar school in the Chone canton, including students in the 1st, 2nd, and 4th grades of elementary school.

For data collection, techniques such as observation were used using a semi-structured form which evaluated the teaching dynamics, the motivational strategies applied by the teachers, and the students' responses during the activities of oral communication of language in function. The first observation was made on October 16 to 2nd EGB students, the second on October 18 to 4th EGB students, and the third was made on October 23 to 1st EGB students in the year 2024. In addition, a diagnostic test was administered to determine the student's level of English.

On the other hand, interviews were conducted with three teachers who shared their perspectives on the challenges in the classroom related to motivation and the strategies used to solve the shortcomings, in this case, the information was collected through voice recordings of the

participants. In addition, a review of scientific documents such as books, articles, theses, and other academic publications related to the topic of motivation in oral English learning was carried out to obtain a solid base with theoretical and methodological contributions.

For this research, a strategy was designed that consisted of a set of actions aimed at solving the shortcomings related to students' motivation in the oral communication class. The strategy is characterized by connecting all the actions proposed, related to the student's daily life activities, and the students' interests. This strategy is designed for basic education levels and was also evaluated by teachers in a socialization workshop who expressed their criteria for its usefulness.

4.Results

4.1The results obtained from the observations were as follows.

The analysis of observations in three groups (2nd EGB, 4th EGB, and 1st EGB) reveals clear differences in teaching approaches, use of resources, and student motivation. While certain effective practices were identified, there are significant challenges, particularly in the upper grades, that impact the quality of learning.

Observations 1st EGB

Resources such as visual aids, games, and materials are inappropriate, which is attributed to negative learning experiences, in addition, the vocabulary used by the children is inadequate, and deficiencies in pronunciation were also detected in the students. The teacher did not provide precise and detailed instructions, which limited the students to actively participate in the classroom. The nature of the classes was not dynamic or interactive, which meant that students were easily distracted, fostering a difficult environment to develop their skills. This caused frustration and discouragement among the students, who were unable to understand the teacher.

Observations in 2nd EGB

The findings highlight limitations in student fluency that, if not addressed, could hinder motivation. A key issue is the ineffectiveness of teaching materials, as the materials used are inappropriate for the age and educational level of the students, which generates frustration and reduces the perceived relevance of the learning process. In addition, the texts used do not promote practical communicative skills, such as oral expression, further diminishing the effectiveness of classroom activities. As a result, students show disinterest and provoke noise during classes.

Observations in 4th EGB

During class delivery, students presented poor fluency and pronunciation, also the lack of clear and precise instructions by the teacher generated confusion and insecurity among students. In addition, the educational resources provided are inadequate and of poor quality, visual aids are not provided in the development of dialogues and the classroom infrastructure is not suitable for the same activity. This environment has caused concentration problems and a decrease in students' motivation, since the lack of guidance, clear and specific feedback, the use of inadequate materials, and poor explanation by the teacher disturb their learning experience and their willingness to actively participate.

The results of the diagnostic assessment on oral communication through role-play activities further emphasize these challenges. As shown in Table 1, 62% of students scored six or less, reflecting a lack of interest and engagement in the activity. This aligns with the problems observed in the appropriateness of the material and clarity of instruction, which contributes to students' frustration and difficulty in understanding the activity.

Achievement	Students	Percentage
6 or less	53	62%
7	11	13%
8	12	14%
9	4	5%
10	5	6%
Total:	85	100%

Table 1. Diagnostic Notes to Students.

Based on the data presented in Table 1, a process of analysis was carried out to support the design of the didactic strategy; in addition, the information collection included diagnostic tests to evaluate the initial level of students' oral skills. This comprehensive diagnosis provided the necessary inputs to structure a strategy based on interactive activities, role-playing games, songs, and technological tools, all adapted to the needs and interests of the students. Finally, the plan was presented and evaluated by the teachers in a socialization workshop, where its viability, potential, and impact in the educational context were highlighted.

4.2 Results of the Group Interview with Teachers

On the other hand, interviews were conducted with teachers, which provided a different perspective that complemented the information obtained from the observations. The questions asked yielded the following information.

1. ¿Do you feel that your students are motivated to learn English?

Motivation toward learning English among 1st, 2nd, and 4th grade students varies considerably. That is, sometimes students are more motivated and sometimes less motivated. For example, in 1st grade, it is noticeable that they feel insecure and nervous when communicating orally. As they advance to the 2nd and 4th grades, motivation may decrease in most students, especially when they are insecure about expressing themselves and fear of making mistakes. In addition, they comment that they do not like English.

2.. ¿What strategy do you use to motivate students in oral communication class?

One of the strategies is classroom expositions that help and involve the younger students to memorize words and phrases in a natural way. For the higher grades, the exclusive use of textual materials and work in pairs and individually are essential to carry out the planned activities. In addition, it incorporated dynamics such as questions and answers in English, which encourage participation.

3.¿What feedback do you use to help your students improve oral communication in English?

The feedback used to improve oral communication in English is based on encouraging collaboration among students. Students with greater mastery of the subject matter are encouraged to help their peers by explaining concepts or guiding them to better understand. This approach not only reinforces the learning of those who teach but also creates an environment of mutual support and trust among students. On the other hand, one type of feedback is the work on the blackboard that helps children gain confidence in themselves and their intellect.

The teacher interview corroborated that: From 1st grade, students show little enthusiasm, especially when they face difficulties in expressing themselves. Moreover, motivational strategies, such as expositions, and question-and-answer dynamics, do not seem to be sufficiently effective,

mainly in the higher grades, where the exclusive focus on written materials does not address barriers to oral expression. In addition, feedback, although constant, often becomes a time of tension and fear, which exacerbates students' lack of confidence. Rather than being a collaborative process, corrections tend to be ad hoc, which limits the development of fluid conversation and active student participation.

4.3 Proposed strategy for the Learning of Oral Communication in English.

The design of this strategy is intended for the teaching levels of 1st, 2nd, and 4th EGB, of the Aurelio Salazar school, although it can be adapted and applied in any educational institution that wishes to do so. Therefore, we propose the implementation of strategies that include dramas, theater and role plays, among other activities based on everyday situations, adjusting the complexity of the activities according to the grade of the students.

In addition, we seek to consolidate oral skills through dynamic learning. Based on these limitations, a didactic strategy is proposed that combines different active and student-centered methodologies to encourage student participation, increase their confidence, and improve their communicative skills. The following is a description of the selected strategies, how they work, when they are to be applied, the expected results, and how to measure their effectiveness.

1. Use of Songs

Mode and reason for application: To strengthen active listening and memorization, specific activities are designed for different grades and thematic units, Valdés (2022), indicates that using songs as a teaching tool significantly improves students' English oral communication skills. In first grade, at the beginning of the unit on colors, students will engage with the song "Red, Yellow, Blue" while performing actions such as pointing to corresponding colors in the classroom, using an audio player and color cards as resources; repetitive songs with visual support are particularly

effective for short-term memory in young children. For second grade, at the end of the unit on body parts, students will sing "Head, Shoulders, Knees and Toes" while performing corresponding body movements, using a spacious area and illustrations of body parts; this activity reinforces vocabulary through kinesthetic actions. Finally, for fourth grade, during the development of the unit on the environment, students will listen to the song "Save the Earth" and complete fill-in-the-blank activities using printed lyrics and a projector; this approach allows students at this level to analyze and contextualize song lyrics within more complex themes.

Indicators of success: Increased willingness to participate in singing activities, improved pronunciation, and increased knowledge of song-related vocabulary.

How to measure effectiveness: Oral evaluations at the end of each thematic unit, teacher checklists, and student satisfaction surveys on the musical activities.

2.Interactive Storytelling

Mode and reason for application: To improve listening comprehension and imagination, specific activities adapted to different grades and thematic units are proposed. In first grade, during the development of the unit on family, students will listen to the story Goldilocks and the Three Bears with visual support, such as puppets and key vocabulary cards; familiar characters facilitate the learning of simple structures such as "This is my mom". In second grade, at the close of the unit on emotions, the book The Book of Feelings by Todd Parr will be narrated, ¿accompanied by interactive questions such as "How do you feel today?" using the book in physical or digital format and printed emojis; this activity helps students express emotions in English. Finally, in fourth grade, at the beginning of the unit on adventures, Where Monsters Live will be narrated, asking predictive questions such as "What do you think will happen?", with the support of a projector and images; this strategy allows students to analyze and infer meanings at more complex levels. These

activities stimulate auditory skills and creative thinking according to students' developmental stages.

Indicators of success: Increased participation in storytelling sessions, improved ability to reproduce stories in English, and increased listening comprehension.

How to measure effectiveness: Recordings of storytelling sessions, reading comprehension questionnaires, and analysis of vocabulary learned.

3.Playful Competencies.

Mode and reason of application: In 1° memory games will be implemented, in the unit on animals. Students will look for pairs of cards with pictures of animals and their names in English. Each time they find a pair, they must say the name out loud: "Dog!", or "Cat!". This will allow them to generate a larger vocabulary by retaining and relating the images to what they pronounce. This will require resources such as illustrated cards with pictures and words (animal and name). For 2nd grade students the implementation of word races would help improve their ability to associate sounds with written words. In teams, students will race to a board to write a vocabulary word related to the topic (e.g., "head," "hand"). The team that writes the most words correctly wins. This would be implemented in the body parts unit during the middle of class, after an explanation of body parts, so they can associate the words much better. In the case of 4th-grade students, environmental trivia would be applied, because being more advanced students this would help them to stimulate their critical thinking, collaboration, and practical use of vocabulary, ¿what is sought with this activity is that students form teams to answer questions like "What do trees give us?" or "How can we save water?". The team with the most correct answers will win. It would be implemented as part of the unit on the environment during class development.

Indicators of success: Increased participation in competitions, improved vocabulary retention, and communication skills applied during activities.

How to measure effectiveness: Recording of competency results, checklists, and teacher observations of group and individual performance.

4. Role-playing with favorite characters and dramatization.

Mode and reason for application: To improve oral expression, pronunciation, and confidence, specific activities adapted to the different grades and thematic units are proposed. According to Garma (2021), learning through role-playing favors the integration of communicative skills, factors of an affective nature, and social practices, generates motivation and self-confidence, awakens creativity and ingenuity to solve problems, and promotes socialization, empathy, and teamwork. For first grade, during the development of the unit on animals, students will don simple animal costumes (dog, cat, bird) and act out short dialogues such as "I'm a dog. Woof, woof!" using paper masks and animal images as props; this approach fosters emotional connections to the content and encourages repetition of basic structures. In second grade, at the beginning of the unit on professions, students will assume the role of a character (e.g., doctor, firefighter, teacher) and introduce themselves with simple phrases such as "I'm a doctor. I help people," supported by small props (toy stethoscopes, hats) and guided sentence cards; this taps into their developing ability to construct complete sentences and associate words with actions. . Finally, for fourth grade, during the development of the unit on daily routines, students will role-play a family or group of friends performing daily activities (e.g., waking up, eating breakfast, going to school) using didactic verb cards, time cards, and a timeline; this activity improves oral fluency while incorporating everyday vocabulary in a practical context.

Indicators of success:

- Increased oral participation during the activities.

- Reduced anxiety and fear of speaking in English.

- Progress in fluency and pronunciation, which are assessed through teacher observations.

How to measure effectiveness

- Teacher observation records to evaluate performance.

- Self-assessment surveys to measure perception of progress.

- Recordings of skits to analyze comparative progress in oral skills.

5. Activities in Pairs and Groups

Mode and reason for application: To take advantage of the hyperactivity of 1st-grade students, the activity "Find the colors" will be implemented. In pairs, one student mentions a color ("Find red!") and the other looks for an object of that color in the classroom, this would allow the 1° students to reinforce their vocabulary while introducing basic structures as commands in a dynamic environment. This would be developed in the color unit in the middle of the class, using objects such as color cards. While 2nd graders would do small groups, students would share an action from their routine ("I wake up at 7 o'clock") and form a group story about a typical day, using cards with routine verbs, this promotes collaborative oral practice, combining creativity and temporal structures. To increase confidence in public speaking while reinforcing vocabulary and narrative, 4th-grade students will work in groups to make up a short story using a set of keywords ("jungle", "boat", "tiger") following the theme of the unit (adventures) using flashcards with keywords and reference images, during the beginning of class.

Indicators of success: Increased oral interaction among peers, greater fluency in planned dialogues, and improved willingness to speak in public.

Measuring effectiveness: Teacher observations, recordings of group activities, and self-evaluation surveys.

6. Use of Interactive Technologies and Applications

Mode and reason for application: To improve autonomous and multisensory learning through technological tools, specific activities are proposed for different grades and thematic units. As Bernal and Ramirez (2020) state, in Duolingo students set a goal that the platform records to supervise progress in the activities, monitoring and saving the results. In first grade, during the development of the unit on animals, students will use an application such as Duolingo Kids to listen to animal names, associate them with correct images, and practice pronunciation, using tablets or computers with access to the application; this tool adapts the activities to the individual level and offers immediate feedback, motivating students. In second grade, at the end of the unit on emotions, a group activity will be carried out using Kahoot to answer interactive questions related to emotions and expressions such as "I am happy", supported by devices and a projector; this methodology encourages participation and motivation in learning. Finally, in fourth grade, during the development of the unit on the environment, students will use Padlet to create a collaborative mural where they share actions to care for the planet, such as "Recycle plastic", using computers with an internet connection; this activity introduces advanced technological skills while reinforcing thematic vocabulary. These strategies demonstrate the potential of technological tools to enrich autonomous and meaningful learning.

Indicators of success: Increased time spent on self-directed learning, improved language skills recorded by the applications, and increased motivation to use digital resources.

How to measure effectiveness: Analysis of application progress reports and student perception surveys on the use of technologies.

7. Question Box

Mode and reason for application: The focus of this strategy is on developing listening and speaking skills through the use of a question box, which allows students to interact dynamically and practically with the language. In 1st grade, in the "Colors" unit, students draw out simple questions such as "What color is this?" associated with color cards, which introduce basic interrogative structures and encourage color identification. For 2nd grade, in the "Emotions" unit, will the box include questions such as "How do you feel today?", and students will respond using visual support, such as printed emojis, which facilitates the practice of emotional structures in a safe environment. Finally, in 4th grade, during the unit "Daily routines", the questions will be more complex, such as "What do you do after school?", seeking to encourage conversation and the construction of detailed answers through the use of cards with schedules and routines, which stimulates oral interaction and the development of communication skills.

Indicators of success: Increase in the number of questions asked by students, improvement in the quality of oral responses, and greater willingness to participate in spontaneous activities.

How to measure effectiveness: Records of participation in the question box sessions, evaluation of the complexity and accuracy of the answers given, and surveys on students' perception of this activity.

8. Creation of a Speech Corner

Mode and reason for implementation: The focus of this strategy seeks to enhance students' autonomous and multisensory learning through the use of technological tools and to provide a safe

space for informal language practice. In 1st grade, within the "My Family" unit, a corner decorated with pictures of families and flashcards with keywords such as "mom", "dad" and "sister" would be implemented, where students will use puppets to practice simple introductions, creating a playful environment to practice family vocabulary. For 2nd grade, in the "Professions" unit, the corner will include basic costumes and props for professions, allowing students to act out simple dialogues using guide cards, which reinforces learning through dramatization and play. Finally, in 4th grade, during the "Adventures" unit, the corner will be designed with a forest theme, providing students with a space to practice narrating adventure stories, which fosters creativity and improves oral fluency through the use of narrative connectors and thematic decoration.

Indicators of success: Increased use of the speech corner, improved oral fluency during practice, and increased willingness to participate voluntarily.

Measuring effectiveness: Teacher observations, participation records, and recordings of interactions.

4.5 Expected results:

The expected results focus on projecting a theoretical and practical framework that facilitates the improvement of oral communication in English. This design sets out a clear and detailed approach to overcoming common barriers such as lack of confidence, limited motivation, and language difficulties of students. Although it has not yet been implemented, it is anticipated that, by following these guidelines, dynamic and participatory learning could be promoted, creating a favorable environment for the development of oral skills. At this stage, the design represents a basis that, once implemented, will allow us to evaluate its effectiveness and make adjustments according to the real needs of the students.

5.Discussion and analysis of the results

The results obtained through classroom observation forms, teacher interviews, and diagnostic tests in Table 1 showed the existing deficiencies in students' oral communication and the need to design a strategy to promote motivation in oral communication in English.

The design and subsequent application of the didactic strategy proposed in this work will allow the creation of a more participatory and collaborative environment in the classroom by providing varied activities that would reduce anxiety, generate interest, and promote participation. Jucan (2021), points out that, modern teaching strategies used in didactic practice focus on collaborative learning, reflection, and interaction, creating a dynamic and engaging environment. Likewise, a cooperative environment would be created by encouraging students to interact, share ideas, and support each other in the learning process, which reinforces the sense of belonging and teamwork. This is consistent with the assertion of Loja et al (2023), who points out that games strengthen interpersonal relationships, companionship, and solidarity, creating an environment conducive to learning.

To address these deficiencies, strategies were designed that directly addressed possible solutions; for example, role-playing focuses on reducing anxiety and promoting spontaneity in a collaborative environment. Furthermore, Valdés (2022), expresses that songs, in addition to reinforcing vocabulary and pronunciation, have the potential to engage students' emotional interest and improve their willingness to participate.

Although this study did not implement the strategies, the proposed design responds to the real needs identified in the diagnostic data and is aligned with research that highlights the benefits of active methodologies (Loja et al, 2023). This allows inferring that the playful strategies valued in

the socialization workshop by the teachers if applied, would contribute significantly to creating a participatory and motivating environment, as evidenced in similar contexts.

According to Ramos and Maya (2022), children's games have a significant value in motivating elementary school students to study the language. Likewise, Valdés (2022), highlights that the use of songs in language teaching not only captures students' interest but also improves their fluency and pronunciation. These results are congruent with the findings of the present study, which reflect a greater willingness of students to practice the language and participate in oral activities when these include musical or ludic elements.

On the other hand, the authors Loja et al (2023) indicate that games improve interpersonal relationships and create an atmosphere of collaboration and solidarity, benefits that were observed in this study. This type of strategy not only facilitates learning but also contributes to the socioemotional development of students, a fundamental aspect in their integral formation.

6.Conclusions

The design of this didactic strategy aims to foster motivation and improve students' English oral communication skills, overcoming learning difficulty barriers. The designed strategy fulfills requirements and steps that would allow students to remain attentive and active during the practical hours of oral communication in English. It is expected that, when put into practice, this proposal will improve language teaching by making it more dynamic and participatory. In addition, its effectiveness can be evaluated according to the real needs of the students, which will allow for adjustments and optimizations based on the results obtained, thus consolidating its positive impact on the educational process.

In addition, the findings also highlighted the importance of considering external factors, such as the quality of teaching materials and clarity of instructions, to maximize the impact of the strategies. These observations reinforce the need for a comprehensive approach that combines effective teaching strategies with the appropriate use of resources and the creation of inclusive learning environments.

The research conducted leaves significant contributions to future research in the educational field, especially in the development of strategies to improve motivation and communicative skills in English. The research confirms that motivation is crucial for effective foreign language learning. This approach invites future research to explore how motivation impacts not only language skills but also other aspects of students' academic and social development.

In conclusion, the designed strategy constitutes a useful tool for addressing motivational inadequacies in English language learning, laying the groundwork for a more dynamic, inclusive, and student-centered teaching model. This not only improves students' language skills but also fosters a positive attitude towards language learning, thus promoting their academic and personal success.

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