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CENTRO DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS
COMO LENGUA EXTRANJERA**

**FOSTERING STUDENTS' CONFIDENCE THROUGH ORAL ACTIVITIES BASED
ON THEIR INTERESTS**

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RESUMEN

El propósito de este estudio se originó de la necesidad de incrementar la confianza en los estudiantes. El enfoque que se utilizó fue el uso de los intereses de los estudiantes para poder desarrollar actividades orales con el objetivo de, a través de estas, darles la oportunidad de practicar y tener mayor contacto con la destreza del habla incrementando su confianza. El principal objetivo era determinar si las actividades orales basadas en los intereses de los estudiantes fomentaban su confianza. El grupo que se usó para este estudio fueron 30 estudiantes del Quinto nivel de Turismo del 2016 de la Universidad de Cuenca, para los cuales se desarrolló y aplicó un cuestionario de intereses con el fin de delimitar las temáticas a ser usadas. El instrumento utilizado para evaluar la confianza fue el Cuestionario de Confianza de Griffee (1997) el cual se aplicó antes y después de la intervención. Después de analizar los resultados que se obtuvieron del cuestionario de intereses, se logró establecer las actividades orales que se llevarían a cabo en la intervención. Los estudiantes evaluaron dichas actividades para poder garantizar y establecer si eran de su interés. Todas las observaciones que se dieron durante el desarrollo de las actividades fueron registradas en un diario. Esta información fue analizada y se encontró que los estudiantes efectivamente aprobaron las actividades. Además, se concluye que el nivel de confianza incrementó significativamente.

Palabras clave: Motivación, confianza, intereses



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ABSTRACT

The purpose of this study originated from the need to increase students' confidence. The approach that was taken was to use students' interests to develop oral activities. Through these, they had the opportunity to practice and have more contact with the speaking skill, and this way increase their confidence. The main objective was to establish whether oral activities based on students' interests foster their confidence.

The participants in this study were 30 students from the 2016 fifth level of Tourism at the University of Cuenca, for whom an interest questionnaire was developed and applied in order to delimit the themes to be used. The instrument that was used to measure confidence was Griffée's (1997) Confidence Questionnaire, which was applied before and after the intervention. After analyzing the results obtained from the interest questionnaire, it was possible to establish the oral activities that would be carried out in the intervention. To ensure and establish whether the activities were to the students' interest, they had to evaluate each activity with an evaluation form. All the observations that took place during the development of the activities were registered on a journal.

The data obtained from the evaluation form was analyzed, and it was found that students approved of the activities in being to their interest. It is also concluded that the level of confidence increased significantly.

Keywords: Motivation, confidence, interest



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DEDICATION

To my family; the ones that have been with me in the best and worst moments.

Introduction

This research study draws on data collected through the observation of students who even though were proficient in speaking English, still did not feel they could do it. In other words, their lack of confidence was affecting their ability to speak the language.

As a teacher, this situation was a concern because these students were from the Hospitality school, more specifically from Tourism, and speaking English is a fundamental tool for their career.

Contemplating the importance of speaking English for the tourism students, a strategy to improve their confidence was employed. The strategy consisted of finding out students' interests in order to establish the topics that would be used to plan and develop oral activities. Moreover, these activities give students additional opportunities to speak during the English class, because according to Schneider (2001), the major issue in EFL classrooms is that students lack opportunities to use the foreign language.

In order to better explain the study and its findings, the thesis document has been organized into seven chapters.

In the first chapter, the background to the study, the reasoning behind it, and the objectives are described.



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Chapter two critically reviews published literature on the topics that are relevant for this study, which are motivation, interest, and confidence

Chapter three explores the theories that frame the study. It defines motivation and various approaches from several authors. It also contains the concept of interest and the different stances that some authors take. The chapter finishes revising confidence and how it is related to students' willingness to communicate.

Chapter four explains the methodology used in this research. Since a mixed method approach was used, the qualitative and the quantitative aspects are explained individually. The instruments that were used to collect data, as well as the methods for analyzing them, are explained.

Chapter five presents the findings that emerged from the analysis. It has the same structure and organization as chapter four to make it easier for the reader to follow.

Chapter six is the discussion. Here the findings from the study are compared and contrasted to the literature reviewed in chapter two.

In chapter seven the conclusions are defined. This chapter also includes whether the research objectives were reached.



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1. Background

1.1 Research Background

In recent years, Ecuador has seen a significant increase of English speaking tourists and residents with whom most Ecuadorians are in daily contact. In order to integrate this fast growing English speaking population into the Ecuadorian society, Ecuadorians need to be more proficient in the English language. However, according to the last publication of the English First English Proficiency Index (EF EPI, 2016), Ecuador ranks 47 from 72 countries at English, placing it in the low proficiency group, which reveals that Ecuador is not ready to handle the English-speaking population that it has now. It needs to be analyzed why this country has a ranking of 47, considering the time the populace spends studying English from first grade throughout high school, and even more so, for those who undertake higher education. Factors that could be considered that are possibly creating poor outcomes are the motives behind studying English or not considering what motivates students to learn.

For decades, English has been one of the required subjects in the Ecuadorian educational system, and this has resulted in most of the population of Ecuador having to take part in English class, regardless of their will to learn the language. Research conducted in other countries has suggested that students who are not interested in learning a language end up quitting the class. For example, research carried out on stimulating students' interest in learning Mandarin in Melbourne



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shows that students' reasons to drop out from Mandarin classes had to do with a lack of interest in the language (Yuan, 2011). Yuan based her research on incorporating students' interest topics in her class, mainly about sports and animals. She found that this improved students' progress in learning Mandarin. The important component about this was to generate "interestness" (Michelsen & Sriraman, 2009, p.17) in her students. The study also highlighted the students' need for confidence so that they could apply it to their own teaching (Yuan, 2011). Keller (1987) explains that people are motivated in activities that they believe satisfy their needs and if they believe they will be successful at it. Another element to motivate students is to increase their confidence. Confidence answers the question that MacIntyre, Dörnyei, Clement and Noels (1998) ask, "Why do some students seek, while others avoid, second language communication?" (p. 545) According to them, some teachers frequently encounter students who, even though are competent speakers, prefer not to do so. In contrast, there are some students who may not be so proficient but make an effort to speak whenever is possible. Moreover, Miyagawa (2010) described confidence as the feeling of being capable of doing something. So, if students do not feel that they are capable of speaking English, there is little chance they will do it. This feeling could be related to intrinsic motivation, because if they feel they are not going to enjoy it, then they will most likely choose not to put any effort in it.

Surprisingly, there has not been much research about students' interests and confidence and how teachers can encourage it in their students. However,



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Doqaruni (2014) through Action Research is one of the few who focused on confidence and tried to promote students' confidence by giving them the opportunity to practice oral activities based on a resource book for 30 minutes per period of class. His research demonstrated that there was some increase in his students' confidence. Because this study did not focus on working with the students' interests, I consider that studying the effect of students' interests in the increase of their confidence is worthwhile since not much has been researched about this interrelationship.

Taking advantage that I work at the Hospitality School, it seems relevant to focus on students' oral proficiency since they will most likely have contact with English speakers, especially the Tourism students. In fact, in previous courses, I have noticed how many students are reluctant to talk when it is required, and this affects their communicative performance. For years I have wondered on how as a teacher I could help them with their personal sense of not being able to speak English. After reviewing the literature, it is evident to use students interests to make the content relevant to them. Otherwise, they just complete the activities to get a grade, and this affects students' engagement with the learning process.

1.2 Defining Objectives

Having participated in many courses where the students were not motivated to learn the language, I have decided to use some strategies to help increase their speaking confidence. For instance, a way to motivate students is to consider their interests when preparing the class, and not just concentrate on following the



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textbook, because according to Yuan (2011), students tend to drop out of class when they are not interested.

The result of designing activities, in which the content is based on the students' interest, could be the way to promote confidence in students. For example, research has shown that students feel 47% more confident after ten hours of engaging in oral activities (Doqaruni, 2014). Considering that this research had encouraging results, it is hard not to wonder what the results would be if interests were taken into account when designing courses. In fact, the research question for this study was:

How can interest-based oral activities increase confidence in an EFL classroom?

In order to answer this question, the following objectives were set:

General.

- To establish if oral activities focused on students' interests increase oral production confidence.

Specific.

- To determine students' interests in order to design oral activities.
- To promote confidence by giving students oral activities based on their interest.
- To compare students' confidence before and after the intervention.



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2. Literature Review

This chapter consists in revising the current status of empirical research that focuses on relevant topics for this study. Each section is focused on a specific theme that helps understand what studies have been developed and how they are related to our research's interest.

2.1 Motivational Strategies: Effect on Intrinsic and Extrinsic Motivation

When working in the educational area “teachers employ various strategies aimed at enhancing student motivation” (Wong, 2014, p.20). In fact, Dörnyei (2001) has developed a series of strategies for motivating students, and Asante, Al-Mahrooqi, and Abrar-ul-Hassan (2012) carried out a research study that involved surveying 387 EFL teachers about the importance and the frequency of Dörnyei's motivational strategies. What came from this study was that the strategy that teachers used the most matched with the one they considered as the most important, showing students that teachers care about them. A couple of years later, Wong (2014) also researched the strategies teachers used in a Chinese context but wondered whether they were effective. This study reported that the strategy that teachers used the most was the use of rewards.

Asante's et al. (2012) and Wong's (2014) research results are similar in the way both strategies are focused on extrinsic motivation. Even if they are different strategies, teachers are trying to motivate students through external factors, which



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according to the aforementioned studies are showing students that as teachers we care about them and give them rewards.

An interesting turn came when Astuti (2016) explored teacher's motivational strategies and the effect they had on students. Results from this study show that the teacher had a great impact on the motivation of students. In addition, students expressed that they liked activities where they could move about in the class such as role-play. In contrast, Herazo (2010) believed that dialogue that is based on script did not give much opportunity to develop fluency.

These results show the relationship that there is between intrinsic and extrinsic motivation. In the beginning, it might be that students are not engaged or interested in the class, but through good motivational strategies, one can help students increase their intrinsic motivation. Furthermore, the studies mentioned in this review revealed that teachers did use motivational strategies in their classrooms.

On another focus, Alrabai (2011) wanted to determine the frequency that teachers at a Saudi Arabian university used motivation to teach English to their students.

For this, he used a self-report questionnaire to outline the frequency and the techniques the teachers applied. The results showed they frequently used motivational strategies, and that the two most used strategies were to show proper behavior from the teacher, and diminish anxiety and build self-confidence (p. 272).

The first one implied teacher's engagement with the students, which included creating a positive environment, having a good relationship with the students, and



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helping them with their progress. The second one referred to techniques that included giving positive feedback and giving students a sense of self-efficacy. The fact that one of the most used strategies is to diminish anxiety and build self-confidence could be because teachers perceived how students suffer from high levels of anxiety when speaking is required from them. In these studies, the approach the teachers used to lower anxiety was through building self-confidence. The aim of the study was to define which of the strategies were used by the teachers rather than finding out whether they accomplished it or not.

2.2 Intrinsic Motivation and Academic Performance

The studies above focused on the strategies that teachers used, but Goodman, Jaffer, Keresztesi, Mamdani, Mokgatle, Musariri, and Schlechter (2011) focused on the relationship between students' motivation and their academic performance. In their studies, they concentrated on intrinsic motivation, which is the one that comes from the person's will, and extrinsic motivation, which comes from external factors, such as praise, prizes, and grades. The results of their research "implied that students, who are generally intrinsically motivated, have an inclination to apply effort, and thus perform well academically" (p. 381). Interestingly, academic performance was not as affected by extrinsic motivation as effort did. These results highlighted that intrinsic motivation is significant when learning a language. These findings were later supported by Kusurkar, Ten Cate, Vos, Westers, and Croiset (2013) who also worked on motivation to support positive attitudes towards deep learning. In their findings they state, "the quality of motivation is important in



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determining good performance among medical students through good study strategy and high effort” (p. 67). By quality of motivation, they refer to intrinsic and extrinsic motivation.

2.3 Motivating through Interest?

Considering the previous findings, it is hard to think that any teacher would go into a classroom and not consider any strategy to stimulate students to learn. Some may focus on extrinsic motivational strategies and others on intrinsic ones. For instance, Harp and Mayer (1997) researched on the impact there was on using illustrations to enhance a scientific text. After analyzing their data, they observed that if a text is not clear for the students, it does not matter how many or how the illustrations are provided. They concluded that “the best way to help students enjoy a passage is to help them understand it” (p.100) more than using illustrations for the texts. This study demonstrates that not only external factors would motivate the students to engage or capture their interest in the activity. In other words, students prefer guidelines that benefit their understanding than having nice drawings.

From a different perspective, Subramaniam (2009) worked on a review on the importance of interest. She indicated that by changing the learning environment such as the way one teaches or the way one presents new material, situational interest could be enhanced. In Urushadze and Imedadze’s (2013) study, they verified that the use of professional interest helps students with retention when memory is required. They had medical students learn lexical material that was



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related to their professional alignment and found that when prefixes were related to their professional interest, they were able to remember more.

According to Dörnyei (2001), having material that is relevant to the students is a great strategy to have participating and connected students in class. In fact, Wolf (2013) researched students' perceptions about having discussion activities based on topics that student selected versus discussing topics from the textbook. His findings reflected that students were more knowledgeable and more interested in their selected topics than the ones that came from the assigned textbook.

However, even if they perceived as having more knowledge and interest in their selected topics, they also perceived that the level of difficulty of the topics was the same. As a curious contrast, Banegas (2014) worked on action research and came to an agreement with his students about the topics they were going to study. In his research students expressed that even if the topics were somewhat difficult, they still wanted to learn more about them. In other words, they were intrigued, which is the opposite when they are studying topics from a textbook, which are often designed considering aspects that can be generalized and not the context and the group of students.

On a more recent research study, Dunst, Raab, and Hamby (2016) explored the outcomes from using children's interest to enhance their learning. The expected outcomes were outlined as the speed in which the child learned and his or her communicating competence. It was seen that the more contact children had with interest-based activities, the better result they had. In other words, children that



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were exposed to activities of their interest had better and faster language development.

It is not hard to stop and think that by giving students a say in what they are going to study would make them feel more empowered and autonomous, and even enhance their development.

2.4 Confidence and Speaking

Various authors have experienced the fact of having students that have been learning English for several years and who are still not comfortable speaking the language (Liu, 2011; Kubo, 2009; Doqaruni, 2014). According to Schneider (2001), Japanese students lack opportunities to speak the target language; therefore, they have a resistance to speak it because they are not confident and feel anxious when they have to. Even though it has been found that teachers are aware of the need of lowering students' anxiety and self- confidence (Alrabai, 2011), there is still a need to find the right tool to achieve this.

Confidence has been a topic of interest for researchers in the field of language acquisition, and several methods have been developed to try its enhancement. The language skill that provides more insight about a students' confidence is speaking. When students write, read or listen they are not exposed to other people's opinion; however, this is not the case when they have to speak because the student is afraid of losing face, for example by being mocked. For this reason, research related to confidence is connected to the speaking skill.



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Tsiplakides, Iakovos, and Keramida (2009) stated, “unless students have ample opportunities to practice oral fluency and accuracy skills, they will not develop these skills” (p.42).

Liu (2011) for example wondered about how students were still not able to talk fluently, even though they studied English for several years. Hence, she carried out research to examine the impact of reciting to improve oral proficiency, and she concluded that it did make her students more proficient in speaking. Even though there was a rise in their speaking competence, she did not consider confidence to verify if there was a relationship between the improvement of oral proficiency and confidence.

Concerned with his students speaking skill, Kubo (2009) conducted a research where he gave students more opportunities to speak. He considered that students did not have enough openings to practice their speaking proficiency. He asked his students to do Pair Taping, which consisted of recording a conversation with a classmate for a specific amount of time. On the whole, they had 24 recordings done.

The aim of his study was to encourage students’ self-confidence by increasing the number of chances for speaking English in class. In order to measure their confidence level, he applied Griffie’s (1997) Confidence Questionnaire, which is the only instrument that has been developed to measure L2 speaking confidence. His findings reflected that students’ confidence level increased and that Pair Taping was effective to develop fluency.



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Likewise, Doqaruni (2014) focused on oral production and confidence but had a different take on how to approach them. His method was based on finding out which skill the students felt they wanted to improve. Based on the findings, he decided to give students the opportunity to develop fluency through oral activities that were based on a resource book. He gave the students 30 minutes to speak in English at the beginning of the class. As Kubo (2009), Doqaruni used Griffée's (1997) Confidence Questionnaire. In the end, comparing the results before the set of oral activities and after them, he came to the conclusion that confidence did improve.

Through this literature review I have presented the many options there can be to motivate students, and the importance to motivate them in an intrinsic way, so it does not just become an extra activity, but something that the student inherently wants to keep developing. Research on motivational strategies has given us insight of what teachers do and students prefer, rather it has not given us understanding whether they are useful or not. Interest, on the other hand, has made us consider that the use of interest-based activities can lead to a deeper level of motivation and help students feel engaged with the class. Finally, the main goal of learning a language is to be able to speak it (Doqurani, 2014, 2015), and it can become a hard task if the student does not feel confident enough or believes he or she cannot succeed. Thus, the reason for research focused on oral production and fluency to increase confidence.



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Bearing in mind that each group is different and context-dependent, and that what works for one group might not work for another, the use of students' interest in fostering confidence should be revised. As Kumaravadivelu (1991) states "the more we know about the learner's personal approaches and personal concepts, the better and more productive our intervention will be" (p. 107).



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3. Theoretical Framework

3.1 Motivation

Motivation explains the initiation of behavior. What is important to you and the choice of direction to take [...] it can also explain persistence, if you are highly motivated you will continue and achieve a goal (sdsuedtec, 2011).

Several researchers (Dörnyei, 2001; Gardner, 1985; Gardner & MacIntyre, 1993; Deci & Ryan, 1985, 2000; Keller, 1983, 1987, 2009) have tried to explain which are the motives or what motivates us to do certain things. In fact, it has become a hard task to have one concept that covers all the nuances of the term. Thus, it would be hard to feel satisfied with Oxford's dictionary definition of motivation, which is "the reason why somebody does something or behaves in a particular way." The concept still leaves us with an incomplete idea, because we still do not know what makes the person do or behave in a specific way. There is not a universal reason that could cover why someone acts the way they do. Although Dörnyei (2001) has mentioned that motivation "is a general way of referring to the antecedents of action" (p.28). He also has stated that the antecedents are unknown. Gardner and MacIntyre (1993) shed more light to the concept; "motivation is defined by three components: the desire of achieving a goal, the effort extended in this direction, and the satisfaction with the task" (p. 2). In other words, you cannot be motivated if you know what you want but are not willing to put your energy into it.

Gardner (1985) has argued that there are two kinds of motivation: integrative motivation and instrumental motivation. The first one refers to the students' global



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feeling about the people or culture of the target language; thus, it involves the desire of interacting with a person or group of people that speak the language. The second one refers to external outcomes. For instance, having more opportunities for finding a job, a raise, among others.

When it comes to research on motivation, one can find various authors (Dörnyei, 2001; Gardner & MacIntyre, 1993; Deci & Ryan, 2000; Keller, 1987; Deci, Eghrari, Patrick, & Leone, 1994; Hidi, Renninger & Krapp 2004) that have contributed to trying to explain what motivation is. One is Self-Determination Theory (Deci & Ryan, 1985, 2000), which explains motivation through two kinds, intrinsic and extrinsic motivation. Dörnyei (2001) stated that motivation fluctuates and varies in time, and by considering this aspect, he developed a series of strategies to generate and maintain motivation. Similarly, Keller (1987) developed the Attention, Relevance, Confidence and Satisfaction (ARCS) model. With each aspect, he defined strategies to attain motivational problems.

3.1.1 Self-determination theory.

“Self- determination theory is an organismic-dialectical theory that views human beings as proactive organisms whose natural or intrinsic functioning can be facilitated or impeded by social context” (Deci, Eghrari, Patrick, & Leone, 1994, p. 120).

According to Deci and Ryan (2000), Self–Determination Theory identifies two kinds of motivation, which differ from each other depending on the reason or goals that are behind an action. “The most basic distinction is between intrinsic motivation,



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which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (Deci & Ryan, 2000, p. 55).

3.1.1.1 Intrinsic motivation.

Intrinsic motivation was first observed in animal behavior studies, where they would behave in a spirited, exploratory way even if there were no external rewards (White, 1959). The reward came from the enjoyment of the activity.

Intrinsic motivation is defined as the doing of an activity for inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. (Deci & Ryan, 2000, p 56)

Intrinsic motivation comes from the pleasure that one feels from doing the activity. For instance, one can observe babies learning how to walk and even if they fail the first time, they attempt many times until they are able to take their first steps. They keep pursuing it because they enjoy the feeling of being able to move in a way they could not before. In fact, according to Deci & Ryan (2000), intrinsic motivation is a “natural motivation tendency,” which “is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills.” (p. 56)



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3.1.1.2 Extrinsic motivation.

In Deci and Ryan's (2000) words, "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcomes" (p. 60).

In extrinsic motivation, there are two aspects that can help internalize motivation. These are introjection and integration. The first one refers to the kind of motivation where the person does something because they have to as there are external impositions; for example, guilt, social acceptance, etc. The latter denotes that the person acknowledges the importance of the activity. They know that to be able to achieve something they need to do certain things. For example, they want to be astronauts, so they know that they need to have good grades in order to accomplish their goal.

In other words, at an early stage in life what motivates us more are intrinsic reasons. Actions and tasks are done because they are found interesting and fun. They feed the natural curiosity inside a child, but when growing up, one learns to do things because one will be recognized, punished or given some gratification (Deci & Ryan, 2000; Hidi, Renninger & Krapp, 2004; Urushadze & Imedadze, 2013).

If you observe a class, you would probably recognize that extrinsic motivation plays an important role in why students are there. In most of the classes, if not all, students are there so they can graduate, and they are happier for passing the course than for learning a language.



3.1.2 Dörnyei's motivational strategies.

It is impossible to talk about motivation and not mention Dörnyei. He has contributed a great deal to the knowledge about motivation especially in the Second Language (L2) learning context. He has developed a set of strategies that can benefit teachers in their classrooms and help get better outcomes from each course with motivated students.

Dörnyei (2001) argued there is no place in the world that includes motivational development in the curriculum. Teachers are expected to teach the curriculum and not focus on motivating the students, which is very important because one cannot happen without the other. He believed that most students' motivation could be 'worked on' and boosted. For this reason, he worked on a series of strategies that can help increase students' motivation. In his words, "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28).

Dörnyei (2001, 2003) organized these strategies into four motivational dimensions:

- Creating basic motivational conditions
- Generating initial motivation
- Maintaining and protecting motivation
- Encouraging positive retrospective self- evaluation. (p. 30)

The first dimension suggests that in order to create motivational conditions, it is necessary that the teacher's behavior be adequate, and the classroom environment should support students to lower language learning anxiety. In the



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classroom, the teacher should foster a good relationship among the students, and also a good teacher-student relationship. Likewise, it is needed that the rules in the class are clear and consistently applied, allowing this way to have a better class.

An approach that can help developing this environment is to discuss it with the students and have them involved in this rule-setting process.

The second aspect refers to how our past experiences can affect our attitude towards certain activities. For Dörnyei (2001), fostering a positive attitude towards language learning is the kind of motivation that has a deeper effect on the person.

It is hard to change a person's values or attitudes, but a method he considers feasible and effective is modeling. This method consists of finding someone who has similar characteristics to the students', so they imitate the model's behavior.

To generate motivation in students, it is also important to increase their feeling of achievement. Dörnyei (2001) has mentioned that to help students with that feeling the teacher should make sure that the tasks are to the students reach, and there should always be guidance and preparation from the teacher's part.

Another aspect that improves motivation is to take into account that students' goals might not be the same as the teacher's goals. The author has emphasized the importance of this aspect because one can use students' goals to enhance their motivational level.

He has also highlighted that one aspect that discourages students is the fact that the materials tend to be irrelevant to their interests. No matter how much you prepare your activities or tasks, if they are not relevant for the students, they will



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not see the point of putting effort in completing them. Additionally, it is also important to work with students' beliefs about learning as many come with false ideas about how they are not good at learning a language. Thus, it is the teacher's job to work with the students to help them clear out unrealistic expectations and beliefs.

The subsequent dimension describes how after inducing motivation in students, the next step is maintaining it. The way to do it is by having pleasant and interesting activities, where the purpose of the task is explained in a clear way; likewise, helping them achieve their goals. When a student has his or her goal in mind, it becomes easier to know what they are aiming for and what exactly they need to do in order to achieve it.

An aspect that Dörnyei (2001) considers has been ignored is the importance of confidence. He has emphasized that as a teacher, one has to 'build confidence.' He has acknowledged that a lot is involved in achieving confidence, but it is very important to do it. To prevent the loss of confidence, students should not be asked to expose themselves to activities where they can fail because it can affect their self-image. Another way to maintain motivation is by encouraging students to be autonomous in their learning and keeping themselves motivated through various strategies.

On the last dimension, Dörnyei (2001) refers to the closing of this process. An effective way is to use feedback, but he has warned us to be careful because it can also have the opposite effect if it is overused because the student might feel it is



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not sincere. In a few words, feedback needs to be encouraging, positive and only given when it is genuine. He has reflected on how we tend to react in a stronger way when we fail rather than when we are successful; however, it is important to acknowledge success.

3.1.3 The ARCS model.

The ARCS model was developed by John Keller (1983), so teachers could use strategies to “make instructions more appealing” (p.385), have a better understanding of what motivational categories are, and use them for developing a lesson plan. The ARCS model was created to answer the need that Keller (2009) has described, “people feel that they do not have a reasoned, systematic approach to dealing with the motivational aspect of instructional design and teaching” (p.44). Keller has conducted extensive research about motivation and first came up with a series of categories, but with time and separating certain concepts, he defined the model as having four categories: attention, relevance, confidence and satisfaction. As each category has its particular set of qualities, Keller (2009) has also defined some subcategories to tackle some specific motivation problems. To make it easier to follow he has set a series of strategies for each one.



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Table 1. ARCS Models Categories, Definitions, and Process Questions

Major Categories	Definitions	Process Questions
Attention	Capturing the interest of learners; stimulating the curiosity to learn	How can I make this learning experience stimulating and interesting?
Relevance	Meeting the personal needs/ goals of the learner to effect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence	Helping the learners believe/ feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction	Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

Adapted from Keller's (2009, p.45) ARCS Model Categories, Definitions, and Process Questions

He has explained that attention is the first aspect needed to learn, and the most complicated part of it is to maintain it. It is not only about how interesting the class or task is, but also about preventing boredom.

Three aspects characterize attention: perceptual arousal, inquiry arousal, and variability. Perceptual arousal can be seen when there is a change in the environment that breaks the moment. Inquiry arousal happens when there is a



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situation or a topic where students want to keep learning more about it, and variability for when there is a need to change or to stop monotony (Keller, 2009).

The phrase “it focuses process rather than ends” (Keller, 1987, p. 3) explains rather fairly what relevance refers to. In other words, the student would feel more confident if the class has a meaningful value for him or her. If students feel that what is being taught is not connected in any way to what they think they need, the chance of them being involved in the class is low.

There are three aspects or subcategories to relevance. These are goal orientation, motive matching, and familiarity. Goal orientation helps to have a clear direction towards what is needed to achieve one’s goal. In a learning environment, if the content or skills are relevant for the student, they will help him or her focus on the goal, and concentrate on learning what is being taught. Motive matching refers to the fact that students work better when the interpersonal environment is related to the content. He has also mentioned students enjoy situations where they have the chance to share with their peers. In order to be relevant, the content also needs to be familiar to the student, therefore the third aspect of relevance: familiarity.

Overall, the human being does not like unknowingness and is reluctant to new things; acknowledging this aspect would help a teacher when presenting a new topic to students. It is better if teachers relate it to something they know or are familiar with so they are more open to the new content (Keller, 2009).

Many teachers have experienced having students that have what is needed for developing a task, but for some reason, they are not able to do it. This situation



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could be due to confidence (Doqaruni, 2015b, p.43); they do not have that sense of feeling that they are able to do it. On the other hand, Keller (2009) has pointed out that overconfidence can affect a student's learning process because he/she might think there is not much they can be taught.

Students need to know what is required to pass the course or to complete a task. As it was mentioned before, human beings do not like uncertainties and even worse if these can provoke failure. Students need to know which are the learning requirements and what exactly they have to do and how they are going to be graded in the case there is a grade. It is important for students to feel they are getting somewhere, and that all the effort they are putting into learning a language is having a result. So, a teacher should make sure the students have success opportunities. It does not motivate students if they feel they just have to follow the teacher and never have any say in their learning process. Students get more motivated if they feel there are being guided and not controlled; in other words, have personal control (Keller, 2009).

At the end of the day, what counts is that the student feels satisfied with what he or she is doing. They need a result for their effort; for example, receiving a diploma or a certificate, sharing with their peers, among others. The natural consequence is a type of satisfaction subcategory that students feel at a certain point when they can do something they could not do before. Another kind is the positive consequence, and it is when you give some outcome, praise, or any symbolic prize from their



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effort. The last aspect is equity; it means to be fair with students, treat them as equals and have the same standard with all of them (Keller, 2009).

All these categories and subcategories help us develop our lesson plans in a way our students feel they are being considered and taken into account.

3.2 Interest

Dewey (1913), who was one of the first to research about educational theory, believed that every class should consider the students' interest because it helps them develop expressiveness.

According to Dewey (1913), interest has three characteristics. It is dynamic, objective and personal. It is dynamic because it fluctuates. One can relate to the feeling of having a specific interest in something and years later one has no more interest in it. It is objective in the way that it follows a goal. For example, a student's interest is to finish college and start working. Finally, it is personal because for one person something can be meaningful but for another one no.

Dewey warned us about how interest can be misunderstood. He said that in the educational field teachers are asked to make pre-determined topics interesting. It is not about trying to grasp attention from students by jumping and playing around in class (1913). "Using children's interests as the basis for our curriculum decision making helps to ensure that learning is not only interesting but also meaningful and relevant to children." (National Quality Standard Professional Learning Program, 2012, p.1)



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Consistent with Dewey's (1913) depiction of interest as being dynamic, objective, and personal, Dörnyei (2001) developed a strategy to find students' interests. He suggested that one can interview them, have them fill an open-ended questionnaire, have them discuss it within the group, and have them write about their interests or even complete sentences. Through these activities, the teacher can define the group's specific objective and personal interests and can create an environment where students are interested in the topic because it is related to what interests them.

Some authors have studied different kinds of motivational interest; for instance, Hidi et al. (2004) have stated that in order to have a motivational state, personal and situational interest must go together. For example, if a person wants to work in a hotel as a receptionist, that person will need to speak English. Her/his situational interest is to learn English to achieve her/his personal interest, which is to be a receptionist. Indeed, when learning is sought more for personal interest, the student will most likely have a positive attitude towards the learning process. It is important to state that personal interest will outlast more than situational interest, and in the best conditions they work simultaneously.

In accordance with Hidi et al. (2004), Raab (2005) also characterized interest into the personal and situational interest. Dunst, Raab, and Hamby (2016) describe personal interest as the aspects that the person prefers and situational interest as "those aspects of the social and nonsocial environment that attract child attention, curiosity, and engagement in interactions with people and objects" (p. 154).



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Kintsch (1980) researched on how interest and learning were connected. He differentiated between emotional and cognitive interest. One can say it is emotional when feelings such as repulsiveness, wrath or excitement arise. For him, an individual experiments these feelings in very drastic situations, when battling some issue for example. Cognitive interest is based on how much a person knows about a topic and recognizes its importance.

“A textbook lesson may be made more interesting by promoting emotional interest through adding entertaining text and illustrations or by promoting cognitive interest through adding signals for structural understanding such as summary illustrations with captions” (Harp & Mayer 1997, p.1)

In further support with Kintsch’s (1980) approach, Schraw, Flowerday, and Lehman (2001) found that the studies carried out between the 80’s and 90’s on interest held three conclusions:

“(a) Interest is related positively to attention and learning, (b) varies from person to person, and (c) is elicited by a variety of factors such as prior knowledge, unexpected text content, text structure, and reader goals” (p. 213).

According to Renninger, Hidi and Krapp (2014) interest was researched in the past, but researchers confronted the difficulty that interest was being conceptualized in many ways and the definition was not clear. As a consequence, some would only focus on one aspect of interest such as attention, curiosity, or attitude to prevent vagueness in their research.



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After the decline of research related to interest there has been more attention to the conceptualization of interest since it has been defined with two clear foci. “A) the influence of individual interests as content or topic-specific preferences for particular object domains, and b) the effect of interestingness that trigger a situation-specific interest in the learner” (Renniger, Hidi & Krapp, 2014, p. 5). These two foci of interest allow not to confuse the fact of making material that is relevant and is of students’ preference rather than trying to make any material interesting, which refers to the concept of interestingness.

3.3 Confidence

Confidence can be defined as your own ability to do things and be successful (Oxford, 2014). White (1959) presented his definition as “a desire to feel competent is a basic human motive and the degree to which one feels competent in a given situation is reflected in one’s feelings of confidence” (White, 1959 as cited in Keller, 2010, p.50).

As reviewed above there are various definitions that approach motivation and mention confidence as an important aspect for a person to become motivated. For instance, Keller (1987) integrates this concept into his ARCS model, which, as already mentioned, concentrates on attention, relevance, confidence and satisfaction.

He states that when having motivational problems, these aspects will help to develop confidence in the classroom and that even if teachers try to just focus on one aspect, they always end up referring to all.



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Likewise, for Dörnyei (2001, 2003), confidence is crucial in a classroom; he also remarks that not much attention is given to this aspect. Confidence is linked to the psychological concept of self-esteem, and Dörnyei relates to it as the base for learning. If one does not believe in oneself, it is doubtful to believe one can go far.

A reflection of the lack of confidence in students can be seen on McIntyre's et. al (1998) contemplation:

Why do some students seek while others avoid, second language (L2) communication? Many language teachers have encountered students' high linguistic competence who are unwilling to use their L2 for communication whereas other students, with only minimal linguistic knowledge, seem to communicate in the L2 whenever possible. (p. 545)

With this statement, one can appraise that the aspect where lack of confidence is observable is in oral communication. In fact, McCroskey (1977) defined communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 78).

Willingness to communicate is a theory that focuses on this aspect. McCroskey (1977) explains that a possible reason for communicative apprehensions is that a child could have learned in their childhood to be quiet and then with further experiences this could be reinforced or not. In the case it has been strengthened, it can develop into fear to speak.



3.3.1 Griffee's Confidence Questionnaire.

Griffee (1997) developed and validated a questionnaire that measures confidence in speaking. In order to validate the questionnaire, he had to develop the instrument in a way that it actually evaluated what it was supposed to measure. He developed a framework that defines confidence as having three aspects: ability, assurance and, willing engagement.

By ability what is meant a command of grammar, vocabulary, and pronunciation. By assurance what is meant that the speaker has a feeling of security and comfort in speaking English. By willing engagement what is meant the speaker is glad to speak in English with native speakers of English. (Griffee, 1997, p. 187)

Every aspect is represented through four statements in the questionnaire, as shown in Table 2.

Table 2 Griffee's (1997) Confidence Aspects and statements

Ability	Assurance	Willing engagement
I can be interviewed in English.	I like speaking English.	I would like to study in an English-speaking country.
I can discuss in English with native speakers	I can speak English easily.	When I speak English, I feel cheerful.
I can show an English-speaking visitor around the campus and answer questions.	I will speak to a group of people in English.	I say something to other people in English every day.



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I can give my opinion in English when talking to a native speaker.	I am relaxed when speaking English.	I look for chances to speak English.
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Each student is supposed to grade his or her degree of identification with statements that go from strongly agree to strongly disagree as it can be observed in Table 3.

Table 3. Confidence Questionnaire Likert Scale

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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Adapted from Griffie’s (1997) Confidence Questionnaire Likert Scale

A difficulty several researchers have come across with is the need of having instruments that have been validated and are reliable at the same time. Griffie is an author that has been concerned about L2 research methodology. Consequently, he developed the speaking confidence questionnaire to demonstrate how a researcher can validate or create a reliable instrument, which in this case was also a questionnaire. The result of his contribution came as being the only validated, reliable instrument to measure confidence.



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4. Research Methodology

4.1 Research Approach

This research employs a mixed-methods approach. Johnson, Onwuegbuzie, and Turner (2007) stated that the mixed method research approach “recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that will provide the most informative, complete, balanced, and useful research results” (as cited in Brown, 2014, p. 8).

By using this method, this research will be structured in such a way that information from one method (qualitative) will be used to carry out the second method (quantitative). To guarantee the validity and the reliability of the results, data from the different sources would be triangulated to find out whether conclusions are corroborated or diverge between them.

4.2 Research Design

A sequential exploratory mixed method design was carried out to gather different complementary data. This design consisted of the following phases: Phase 1: Qualitative and quantitative data collection. For the qualitative data collection, an interest questionnaire was used to collect information, so interest-based oral activities for the intervention could be developed. The quantitative data collection consisted of gathering data with Griffiee’s (1997) Confidence Questionnaire to determine their initial confidence level.



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Phase 2: Intervention. Students worked on 16 oral activities that were designed to match their interests.

Phase 3: Qualitative data collection. This phase consisted of collecting different information during the intervention. Students were asked to fill an activity evaluation form, and the teacher kept a journal with observations of students during the development of the activities.

Phase 4: Quantitative data collection. Griffée's (1997) Confidence Questionnaire was applied after the intervention to establish students' final confidence level.

4.3 Participants

The participants of the study were 30 EFL 5th level Tourism students (6 men and 24 women). Their ages ranged from 19 to 25 years old with a mean of 21.10. (SD=1.61). Students that enrolled in the Tourism undergraduate major need to approve six levels of English. In each semester, they attend to 10 hours of English class per week.

4.4 Data Collection

Different quantitative and qualitative information was gathered. In this research, qualitative data collection took place in two different stages. The first stage was collected at the beginning of the semester with an interest questionnaire and the second stage during the intervention with an oral activity evaluation form and a teacher's journal. The intervention took place after the first qualitative data



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collection method. The quantitative data was collected at the beginning of the semester and after the intervention with Griffie's (1997) Confidence Questionnaire.

4.4.1 Qualitative methods: Stage 1.

For this stage an interest questionnaire was created, validated and then applied to the students. The importance of this stage lies in the use of the obtained information to develop the oral activities that were used in the intervention.

4.4.1.1 Interest questionnaire.

To start the qualitative component of the research, a semi-structured questionnaire (Appendix A) was created to identify students' interests, and then it was pilot tested in a 3rd level Gastronomy class. For that term, I was assigned to teach the 5th level of Tourism and 3rd level of Gastronomy. As I had stated, I used my 5th level students for the research and the 3rd level as my pilot group. The advantage was that both classes were similar in the way that first I was their teacher and second that both classes used a content-based approach curriculum. The level of the students was not an issue as the questionnaire looked at interests, not proficiency. After validating it, the questionnaire was applied to the participant group. The data gathered were used to determine students' personal and professional interests. In order to guarantee accuracy in determining students' interests, the Member Check technique was applied. This technique consisted in showing students the results from the semi-structured questionnaire to guarantee that they were a true reflection of the students' answers. They read them and had the opportunity to change or



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add something if they thought it was needed. The interests that were shown can be seen in Table 4.

Table 4. Interests shown for Member Check

Engagement	Talk	
	Communicate	
	Relate	
Professional interests	Guidance	
	Travel	
	Training	
	Work	Own business Travel agency
Leisure	Music	Listen Concerts Dance
	Games	Play station With family
	Sports	Soccer Basketball
	Travel	
	Movies	Movie theater Videos on the internet
	Social media	Facebook Instagram
	Talk	Friends Family
	Read	
	Food	Cook Eat out



4.4.2 Intervention.

After students had approved the interests' analysis, sixteen oral activities were elaborated. These were applied after the midterm exam until the end of the term.

The students worked on these activities at least twice a week. Due to Faculty special events, there were occasions when it was not possible to work on the planned activity, so it was left to work on it the next day. The activities that were developed can be seen in Table 5.

Table 5. Activity Chart

Activity	Description
Describing a Holiday Rep	Students use adjectives to describe a holiday rep. After reviewing and talking about the must characteristics that a Holiday Rep has to have they work in pairs and they talk about the characteristics they have. Then the other person has to tell them which characteristic represents the other person better and they have to share the reason why.
Traveling Documents	Students make a passport, credit card, checks, and bills in order to use them in different activities. After making them, they will share the information with their peers.
Plan with friends	Students think about their ideal plan with friends or family. Then they share with their peers what they would like to do
Experience	Talk about their best experience. Peer work. Each one should at least ask four questions.
Collage	Bring magazines so they can prepare a collage about what they like to do in their free time. They talk in English while working on it and telling the other person what they are looking for. When they are done, they change pairs and share with three other peers. Each one should ask the other peer at least four questions about their activities.
Biography	Bring an English speaker. Previously students would have read a short biography about the English speaker and have prepared at least four questions to ask her. When the ES comes in, she introduces herself, and then students ask questions.



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Information desk	Half of them will be tourists, and the other half will be information stand receptionist or any person passing by. They will know where they want to go, so they have to find out how to get there and which is the best way or mean to get there. The receptionist or random person will answer the questions and give the information that is required. (30 minutes)
Taxi driver	Pair work where one is the taxi driver, and the other one is the tourist. Start by giving the address to where the tourist wants to go. Then work on the conversation until they get to the place. The main topic will be personal information and favorite sport. Make sure that in the conversation the payment is made.
Hotel Check-in	Half of the students get a card with information about what their preferences are. The other half will be the hotel receptionist and will need to follow the conversation according to the guest preferences with this information they will have to follow the conversation.
Restaurant	Students prepare tables as if it was a restaurant. They will work in groups of three. They will have menus to order from, and each one will have a specific situation – wrong order, too salty, talk to the chef, over charged, etc- The waitress will have to tell them that tables are not available yet, ask if they made a reservation, confirm the table order, apologize, etc. They will take turns being the waitress and the guests.
Movie	Have students think about their favorite movie and share with their partner. Write on the board prompts so they can guide themselves on what to share. Name of the movie, actors, short review, why they like it, the message of the movie, favorite part of the movie, and how it ends.
Place to visit	Previously they research about the place where they would like to travel. In class, they talk about the place they picked and what they found interesting about the place.
Job interview	Students first read about job interview questions and how to answer some tricky questions. After reviewing this information students group into pairs. One of them acts as the job interviewer, and the other one is the interviewee. They take turns and then change of partner.
Biography	Have another native speaker talk to them. They will read a short biography and prepare questions to ask them. This time they need to prepare more questions than the first time and compare with their classmates, so there are not as many repeats.
Debate	Divide the group in two one side will point out the positive aspects of social media and the other side will point out the negative aspects of social media.



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Native Speaker Conversation	Five Native Speakers come into class to speak in smaller groups. This way each student has a closer experience with a native speaker.

4.4.3 Qualitative method: Stage 2.

During the intervention, students completed an activity evaluation form, and the teacher kept a journal in order to gather different complementary information.

4.4.3.1 Oral activity Oral evaluation form.

After working on a given activity, students had to evaluate it by completing an evaluation form (Appendix B) that was created based on the instrument used in Ochoa's (2015) research.

4.4.3.2 Teacher's journal.

A journal was written during this research in order to register the teacher's observations and perceptions about the students' engagement and reactions towards the activities.

4.4.4 Quantitative method.

This phase consisted in applying Griffiee's (1997) Confidence Questionnaire (Appendix C) in order to measure students' confidence level before and after the intervention (application of oral activities based on students' interests).



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4.4.4.1 Griffie's (1997) Confidence Questionnaire. Research

This phase consisted in applying Griffie's (1997) Confidence Questionnaire (Appendix C) in order to measure students' confidence level before and after the intervention (application of oral activities based on students' interests). This questionnaire contains twelve questions that evaluate three aspects: ability, assurance, and willing engagement. Each aspect has four statements to which students have to grade their level of identification with each one.

4.5 Data Analysis

The purpose of this study is to increase students' confidence through oral activities based on students' interests. In order to accomplish this goal, different instruments were applied to measure each aspect that was required. All the information collected was then analyzed. The findings are used to come to the final conclusion whether oral activities based on students' interests increase their confidence. Each data collection instrument is analyzed individually because each one contributes to the results.

4.5.1 Qualitative data analysis.

This section includes the analysis of the data that were obtained through the interest questionnaire, students' oral evaluation form, and teacher's journal.



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4.5.1.1 Interest questionnaire.

After collecting the data through a semi-structured interest questionnaire, each question was analyzed, and a student profile was defined. After scrutinizing every question, three categories were found to be students' interests: engagement, leisure, and professional development.

In pursuance of the oral activities planning, the Member Check was completed, and students did not change or add anything to the list.

It was noticed that students were interested in interacting and communicating with English speakers. So, the activities were planned in order to have students practice different scenarios and situations to be able to perform well when the situation would call for it. Most of the activities were related to each other following a travel sequence; for instance, the activities started with the elaboration of travel documents so that they could be used in further activities, such as check-in, arrivals at an airport, among others.

Each activity was planned to cover participants' interests in being able to communicate using topics that also originated from their personal or professional interests.

The method which was most used was role-play so students could practice vocabulary and fluency in specific situations. Likewise, it was important to take into account that to be able to communicate, their listening skills also needed to be developed. Hence, the reason to bring native speakers to the class and have



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students listen to their stories. Students were given the opportunity to talk to the guest speakers and ask questions.

4.5.1.2 OraOral activityl evaluation form.

After every activity had been finished, students evaluated it using an evaluation form. Students had to answer open questions related to their experience with the activity. In addition, they had to assign a grade to each activity within in a scale from one to ten. A few, yes/no questions were also included. Each evaluation form was revised, and a profile of each activity was created; subsequently, a general profile, summarizing all the activities, was compiled.

4.5.1.3 Teacher's journal.

Another tool that was explored was the teacher's journal. It was noticed that certain topics were recurrent, so a category list was created to be able to classify and easily identify what was observed. These categories were found: engagement, enjoyment, distraction, relaxation, commitment and the use of L1 and L2. In order to define the categories, the commentaries were compiled and separated according to their inherent aspects.

Engagement was observed when students were interacting with their peers and trying to communicate with them. For exampleinstance, "they were paying attention to what the other person said."

Enjoyment was reflected by any behavior that had to do with being happy; for instance laughter.



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On the other hand, distraction had to do with the attitudes that reflected that students were not involved in the activity; for example: “They were distracted in another subject material.”

Relaxation describes all signals that reflect that students are relaxed and not tense during the activities: “Everyone seemed tranquil.”

Commitment was observed as a concentrated behavior towards the activity. For instance, “as soon as they heard the change in the activity they started talking immediately.”

The use of L1 and L2 was defined as the language they were using to fulfill the activity: “I heard a couple of groups talking in Spanish.”

4.5.2 Quantitative data analysis.

This section analyzes the data that were obtained from Griffée’s (1997) Confidence Questionnaire. The data was processed by using SPSS 23, and the graphs were edited in Excel 2016.

4.5.2.1 Griffée’s Confidence Questionnaire.

The instrument that was used for the pre and post-test was Griffée’s Questionnaire. which registered high reliability of .935 through Cronbach’s Alpha. This questionnaire assesses three aspects or dimensions of confidence: ability, assurance, and willing of engagement; moreover, each aspect is further divided into four statements or components. Each aspect has the following statements:



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Ability:

- I can be interviewed in English.
- I can discuss in English with native speakers.
- I can show an English-speaking visitor around the campus and answer questions.
- I can give my opinion in English when talking to a native speaker.

Assurance:

- I like speaking English
- I can speak English easily.
- I will speak to a group of people in English.
- I am relaxed when speaking English.

Willing engagement:

- I would like to study in an English-speaking country.
- When I speak English, I feel cheerful.
- I say something to other people in English every day.
- I look for chances to speak English.

Measures of central tendency (median for the aspects and average for the components) and measures of dispersion (standard deviation) were used to illustrate the progress of the aspects and components of students' confidence.

The average of the components was taken into account to determine the results of the dimensions, and the average of the dimensions for the results of confidence.



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The Kolmogorov-Smirnov (K-S) test was performed, and the data did not show a normal behavior ($p < .05$), so the non-parametric test for Wilcoxon-related samples was used to compare the initial and final results.

For a better visualization of the general results by dimension, boxes and whiskers diagrams were used. Line graphs and descriptive tables were used for the comparison of the components of the dimensions.

Decisions were taken with a 5% consideration. In addition, a Cronbach's Alpha was applied to this questionnaire to determine its reliability.



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5. Results

This chapter revises the findings that were established in the qualitative and quantitative sections of the research. Each approach is described through the instruments that were applied.

5.1 Qualitative Results

This section reveals the findings of the students' interest questionnaire, students' evaluation form, and the teacher's journal.

5.1.1 Students' interest questionnaire.

In order to determine student's interests, a semi-structured questionnaire was applied. These interests were used to define the oral activities to increase students' confidence. After analyzing the data, it was found that most interests fit into three categories: engagement, professional development, and leisure.

5.1.1.1 Engagement.

Students expressed through the questionnaire that what they want is to be able to talk and communicate with native speakers so that they can relate to people who speak English.

In the question what would you like to learn from the English class? A student responded, "Talk to people interchanging ideas in English." Another student answered, "Have more conversations about different tourism situations with more dynamic activities."



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5.1.1.2 Professional development.

Students would like to travel and work in a tourism agency or their own businesses.

They would like to pursue further studies, and they recognized that they need English in order to accomplish them. Additionally, they would like to guide tourists as it can be seen in the following excerpt:

The fact of studying English would benefit me because it gives me credits to be able to graduate. I also know that I would benefit in being able to communicate when I am in contact with foreigners, this will also expand my work possibilities because it is a tool through which I can have greater access to knowledge. On the other hand, it would also help me when I read and when I travel.

5.1.1.3 Leisure.

In relation to their personal interests, students have a broad spectrum, which is directly related to what they like to do during their free time. In their spare time, they like to listen to music, watch movies, and share time with their friends and family while they cook and play games. They also like to play sports such as soccer and basketball. Alternatively, they like to travel and be on social media.

What I would like to do with my friends is to go out and do physical activities like walking, camping, and doing sports. I would also like to go out to parties and concerts. Other activities that I would enjoy doing with my friends are to go out to the movies, eat and travel.



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5.1.1.4. Oral activity Students' evaluation form.

After each activity, students were given an evaluation form so they could grade the activity. This task allowed the students to give feedback to the teacher about their perceptions and feelings towards the activity. In the evaluation form, they had open questions, which helped them to freely express how they felt, and closed questions, which helped define specific research objectives, such as whether activities were related to their interests.

Students graded the activities with an average of nine over ten (9/10).

What they most liked about the activities was that they could practice English by speaking and interacting with their classmates. They also liked that they were able to learn more vocabulary and practice listening.

What I most liked about the activity was that I could listen to other people's ideas and plans. I could also interact with different people with whom I do not interact much on a daily basis.

On the contrary, what they did not like about the activities was that they realized they lack vocabulary, which is needed to be able to communicate and understand better. Also, they felt that they needed more time for the activities.

What I did not like about this activity was not to be able to formulate well the questions I needed while I was talking to the other person.

During the activities they felt well, comfortable and relaxed, but they also recognized that on occasions they felt nervous and that they needed more vocabulary.



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I felt a little nervous when I could not communicate well and did not know some phrases in English.

Concerning whether the activities satisfied their personal interest, 97% of students agreed that the activities did. Similarly, 95% of students agreed that the activities satisfied their professional interests.

During the process of analyzing the students' evaluations, it was noticed that students started to feel more relaxed with speaking English in activity 5 and from there on they mentioned being more motivated because they felt others understood them when they spoke. In activity 7, they started to mention that they felt more confident and less afraid of speaking in English. In addition, they also stated that they enjoyed the activity because it was a topic of their interest. In the last activity, a student mentioned that she was able to stop feeling nervous and able to talk to native speakers.

I felt well and inspired because it is becoming easier to speak in English.

5.1.1.5 Teacher's journal.

According to the teacher's notes, students enjoyed the activities, and they were engaged and committed to them. They also seemed to be relaxed during the activities; however, they did seem distracted in certain periods. Generally speaking, they used English to communicate, but they would switch to Spanish when they were done with the activity. For many of the activities, an example was needed, so they had a clear idea of what was being asked from them.



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On the notes, the teacher specified the activity the students were working on and how it was developed. The notes specified how many turns they had because in some cases students would have to change partners and perform the activity with a new classmate.

June 6th

Students practice the Information Desk role play at an airport. Spontaneous conversation is in Spanish, but mostly they are speaking in English.

Students are comfortable asking me how to say things. Some are more fluent than others. Everyone is concentrated on the exercise. Some finished faster than others and started talking about something else. Everyone is participating and are talking to each other. A lot of them are smiling.

For the second round, they used a different city. One pair of students did not change partners. When I asked them, they said they did not understand.

For the third part of the exercise, they walk around asking each other where the bus, taxi, and train station are. They answer using prepositions.

5.2 Quantitative Results

The following section will disclose the effects of the use of oral activities based on students' interests had on confidence and the three different aspects that the Confidence Questionnaire evaluates.



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5.2.1 Griffee's (1997) Confidence Questionnaire.

For the second component of the research, a Griffee's Confidence Questionnaire was applied before and after the intervention, which consisted on the application of oral activities based on students' interests. This questionnaire registered high reliability of .935 through Cronbach's Alpha.

The results were divided into the three aspects that compose the questionnaire, which are ability, assurance, and willing engagement, to finally come to the confidence result.

In each case, there was a difference between the pre and post confidence questionnaire; therefore the use of a 5% consideration in the value, which gives us a p. value of < 0.05 . This means that in this research, any p-value that is over 0.05 does not have a significant difference.

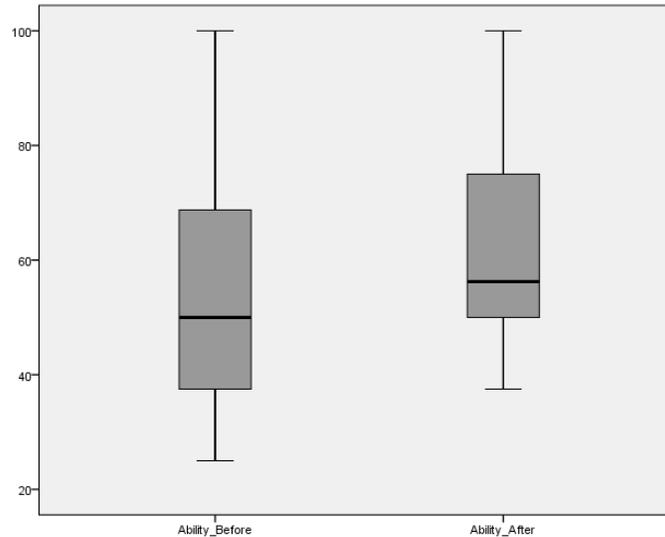
5.2.1.1 Ability.

Initially, the development of the communication capacity in the students had a median of 50% whereas after the intervention the median was 56.25%. Reflecting a significant difference ($p = .00$) of 6.25% as it can be seen in figure 1. In addition, it was possible to visualize that the behavior of the data after the intervention was more homogeneous.



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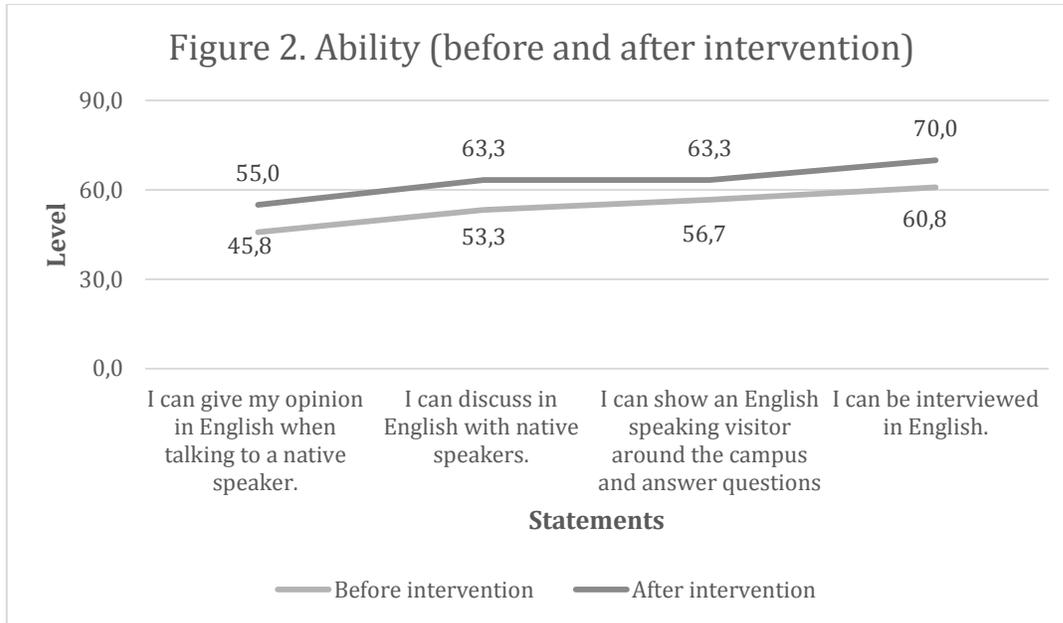
Figure 1. Before/After Ability



There was a significant increase ($p < .05$) in the four components assessed on speech ability with a mean improvement of 8.8% (SD = 1.4%). Being able to be interviewed in English was the ability that reflected greater development, with an average of 60.8% before the intervention and 70% after. The component that reflected the greatest progress was: to be able to discuss in English with a native speaker with a 10% improvement. The component with the slightest advance was to be able to express my opinion with a native speaker, with an initial development of 45.8% and a final one of 55% (Figure 2).



Figure 2. Ability



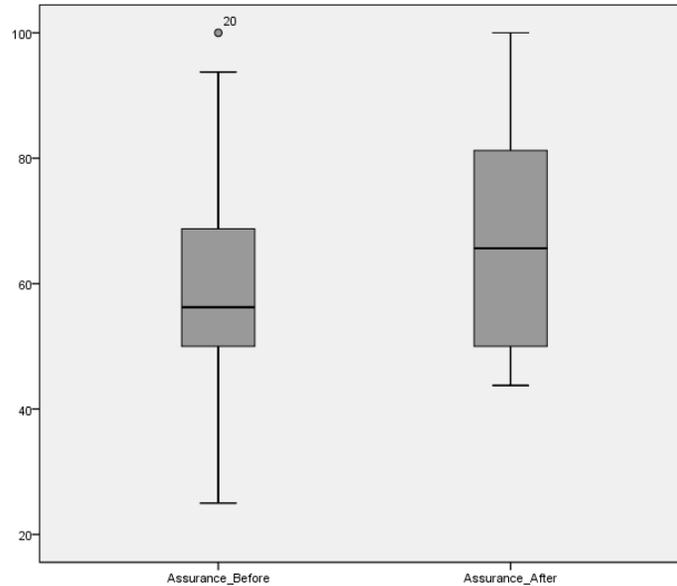
5.2.1.2 Assurance.

The students' perception of the assurance they feel when speaking initially reached a median of 56.3% while after the intervention the median recorded was 65.6%, reporting a significant difference of 9.3% ($p = 0.016$). The assurance achieved after the intervention showed a positive trend in all students as it is shown in figure 3.



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Figure 3.. Before/After Assurance



In the pre-intervention phase, the participants mentioned that what they liked the most was to speak English. This situation had an average of 80% (SD = 17.9) and after the intervention showed an increase of 5% with a moderate low dispersion (SD = 16.9). However, this was not statistically significant ($p = 0.134$). Significant progress was made in two of the four components measured in the assurance dimension with increases of 6.6% in the ability to speak English easily and 11.7% in relaxation when speaking English, representing the biggest advance in this dimension. Table 6.



Table 6. Assurance (Before and After intervention)

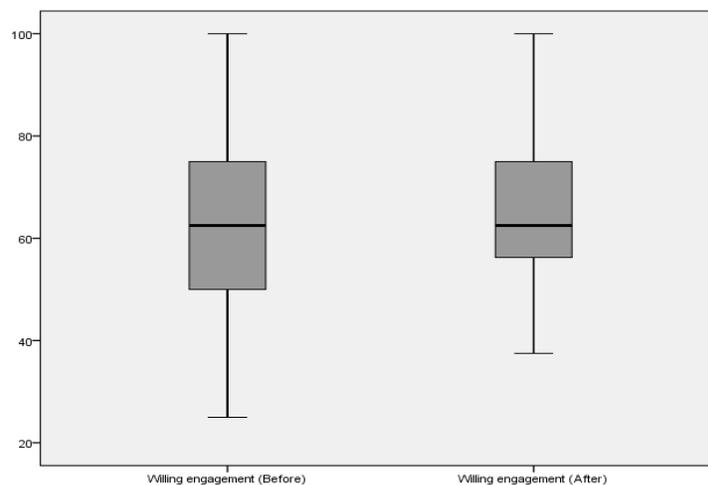
Statements	Before intervention		After intervention		p
	Mean	SD	Mean	SD	
I can speak English easily.	49,2	19,1	55,8	18,2	0,011*
I am relaxed when speaking English.	48,3	24,5	60,0	21,4	0,009*
I like speaking English.	80,0	17,9	85,0	16,9	0,134
I will speak to a group of people in English.	61,7	29,2	65,0	21,4	0,519

Note: * Significant difference

5.2.1.3 Willing engagement.

Voluntary commitment before and after the intervention did not increase significantly with medians equal to 62.5% and mean developmental growth from 62.5% to 65.8%. The p-value is 0.251, which is over 0.05; consequently, there is no significant difference, as it can be observed in Figure 4.

Figure 4. Before/ After Willing engagement

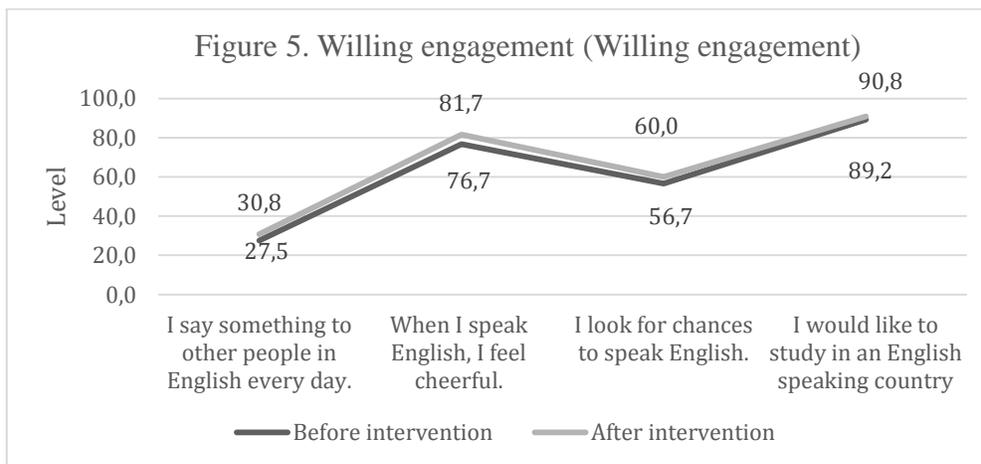




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The predominant feeling that prevailed in students as a characteristic of voluntary commitment to speak English was want to study in an English-speaking country with an initial average of 89.2% and a final of 90.8%. The average increase in all sensations and aspirations of this was 3.3% (SD = 1.36%). The sense of happiness when students speak in English had the highest progress in willing of engagement with an increase of 5% and a high final development of 90.8%. In none of the cases were there significant differences in the final results. The p-value was $P > 0.05$. Figure 5.

Figure 5. Willing engagement



5.2.2 Confidence.

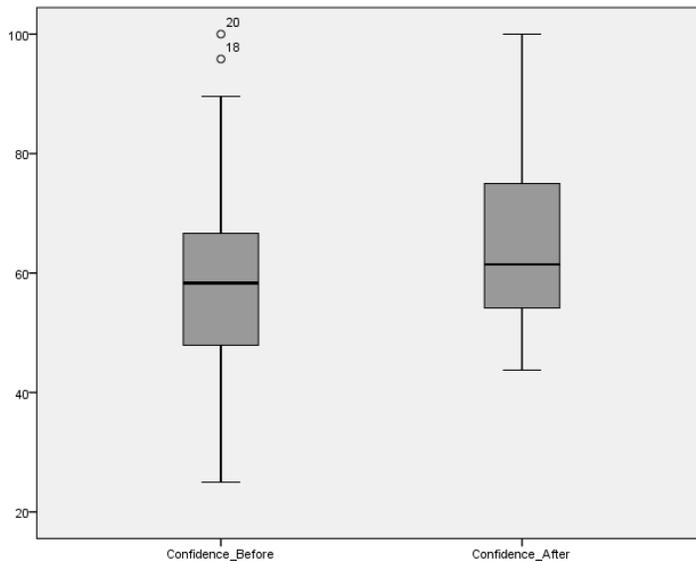
The initial confidence level of the students ranged from 25% to 100% with an average of 58.8% (SD = 18.1). After the intervention, the participants mentioned that they had confidence between 43.8% and 100% with a mean of 65.1% (SD =



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14.53), reflecting a general significant 6.3% increase in confidence. The Wilcoxon test of the signed ranges revealed significant progress. ($p = .006$). Figure 6.

Figure 6. Before/After Confidence



5.2.3. Overall results.

Confidence had an increase of 6.3%, which came to be significant ($p=.006$). It is important to state that the lower confidence limit recorded at the beginning of the study was 25%, whereas at the end it was 43.8%. Also, before the intervention, there were some outliers in terms of confidence level, but afterward they disappeared. This means that the group increased their confidence level up to where the outliers were and raised the border.

The aspect that had the biggest change was assurance with a 9.3% increase. Significant progress was made in two of the four components measured in the assurance dimension with an increase of 6.6% in the ability to speak English easily



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($p=.011$), and 11.7% in feeling relaxed when speaking English ($p=.009$), representing the largest advance in this dimension. Initially, the less developed aptitude was to be relaxed when they speak English whereas later it was the ability to speak English easily. On the contrary, willing to engage was the dimension that did not have a significant increase, even though it did have a progress of 3.3%.



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6. Discussion

By working with oral activities that were based on students' interest, the research corroborated what Gardner (1985), Keller (2009), Dörnyei (2001, 2003), and Deci and Ryan (2000) have stated. As they have mentioned, there are many ways of motivating students. One that was perceived as useful by students was engaging with their peers because it allowed them to know their classmates better. A student mentioned, she liked one of the activities because she got to work with someone that she thought had a bad attitude, but once she worked with her, she realized she was wrong. As Dörnyei (2001) has stated, it is important to create a good class environment and try to encourage good relationships among the students.

After analyzing students' interests, it was observed that Gardner's (1985) integrative concept and Deci and Ryan's (2000) integration concept was reflected in students' acknowledgment that they need English to communicate and engage with native speakers. Instrumental motivation was reflected in students commenting that they need English to travel and to get a job. In other words, they recognized the functionality and the need for the language.

As Dörnyei (2001) has emphasized, it is very important to make the material relevant to the students. This could be observed in Wolf's (2013) study; the use of topics selected by the students made them more knowledgeable and more interested. In my research, this aspect was observed by applying oral activities that were based on the students' interests, and it was corroborated by the teachers'



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observations, which depict students' engagement in the activities and curiosity about more vocabulary.

When applying the oral activities, the teacher would show the students how to do it, and make sure they understood what they had to do, because as Harp and Mayer (1997) said, "the best way to help students enjoy a passage is to help them understand it" (p.100). Thus, the fact that the teacher made sure the activity was clear helped the students develop each activity properly.

The use of activities that were related to their professional career were also selected from the students' interests which coincide with Urushadze and Imedadze's (2013) observations. They suggested that the use of professional interest improved retention. In this case, retention was not sought, but interestingly students asked to practice tourism settings, which happen to be from their professional career. A similar observation as the one highlighted by Tsiplakides et al. (2009), Doqaruni (2014), and Kubo (2009) was perceived; there is a need to give students the opportunity to practice speaking so they could improve their fluency. This also supports Schneider's (2001) assertion about how Japanese students lack of opportunities to speak English, which seems to be the same case as the students from the 2016 5th level of tourism. The need of opportunities to speak is reflected in the students' commentaries about their desire to have more chances to speak in the classroom and with English-speakers.

In the same line as Doqaruni (2014), this research was developed to increase students speaking confidence through oral activities, but it diverged with his study



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in the fact that he did not use students' interests. Although he did not use them, he gave students the opportunity to speak through oral activities based on a resource book, which increased their confidence. Nevertheless, if we analyze the three aspects of Griffie's (1997) questionnaire, we can observe that in Doqaruni's study the statement that had the least improvement in the ability aspect was I can be interviewed in English whereas in this research it was the most improved statement.

On the assurance aspect, both studies have a modest increase but still diverged with which was the statement that had a higher growth. In Doqaruni's study it was I can speak English easily and in mine it was I am relaxed when speaking English. On the last aspect, which is willing engagement, Doqaruni (2014) found that the statement that increased the most was I look for chances to speak in English, whereas in this study it was when I speak English I feel cheerful. The difference in the results between the two studies could be for many reasons. First, Doqaruni (2014) stated that his students had enrolled under their own will, which differs with this research because students did not have a choice in the matter; if they want to graduate, they must complete six semesters of English. Second, the number of participants in both studies is different. Doqaruni had 16 participants, and this study had 30. Third, the culture is different, and the participants did not share the same L1 or field of study. Moreover, both studies used a different approach for the oral activities. Doqaruni used activities from a resource book, and this study used



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students' interests. It is important to state that his study did not use statistical instruments to verify if the increases were significant or not.

Focusing more on my research, it was determined that after reviewing all three aspects that the questionnaire evaluated, there was significant progress in students' confidence after receiving the intervention, which consisted in applying oral activities based on their interests.

The aspect that did not have a significant increase was Willing to engage. It could be the hardest aspect to affect positively because it comes from intrinsic motivation, so in order to affect this aspect, we would probably need more time to encourage students speaking confidence, so they have the will to communicate.

This finding could be of use for further research to look for a way to increase the amount of strategies and the amount of time that would help students intrinsically want to speak the language.

When analyzing the statements that had the greater increase in each aspect, we can observe that in a way they are related. It is not hard to think that if students feel relaxed and happy when they speak the language, they will feel that they could be interviewed in English, for instance.

An aspect that needs to be considered as a limitation is time. If in the short period in which the activities were applied there was a significant increase in confidence, it is hard not to wonder what the results would be in a longer period.

Another limitation is the fact that the researcher and the teacher were the same person. As being both, one could feel the urge to observe only the aspects that



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would support the research, but keeping that in mind, there was an effort in taking notes and approaching the research in an unbiased way. At the same time, being the teacher and the researcher is also a strength because the teacher knows the students and can read them better and give a more accurate insight.

It is essential to consider that each individual is different; therefore, every group of students we take every semester has its own particularities. That is why a teacher should take upon each group as unique and consider its needs and interests. Of course, using a textbook is a lot easier for the teacher, but if we think in the students benefit, we might want to contemplate the best method to reach to them and help them be intrinsically motivated to learn a foreign language. In this specific group, the use of their interests to increase their confidence had a positive outcome. It is for further research to define whether any other method has the same effect or not.



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7. Conclusions

After analyzing and discussing the findings, it is important to establish if the aims of the study were reached. In order to establish if the goals were achieved, there are certain aspects to be analyzed. First, it is needed to determine whether the activities were related to students' interests. On the evaluation form, students expressed that they enjoyed interacting with their classmates, which is the same observation Astuti's (2016) students gave in his research. They expressed they liked moving around, and it is not different from the students from my research. They were able to move around applying role-play to simulate different situations that could arise in their professional career.

Even though the activities were defined, there was no script in the dialog because as Herazo (2010) believed, the use of a script does not leave any space for fluency. However, students specified in the interest questionnaire that they wanted to rehearse different specific tourism scenarios, but as stated they were able to develop the conversation freely.

An interesting and important observation is that when asking students about their interests, they stated that they wanted to communicate and improve their speaking skill. This is relevant because the main purpose of this research was to increase confidence through oral activities, which happened to be of students' interests from the start. It is important because, by the students stating that they wanted to practice speaking, it made the study relevant for them, which according to Dörnyei (2001, 2003) and Keller (1985) is an imperative strategy to motivate students.



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Students evaluated the activities, and in average, they graded them with a nine over ten (9/10). This evaluation was reinforced by the teacher's journal and observations, where it was stated that students enjoyed and were engaged in the activities.

In the journal, it was also registered that students asked more about words and expressions in English. They recognized in their evaluation form that they were able to learn more vocabulary. As the activities were carried out, students started to express that they felt more comfortable and more relaxed.

A consistent commentary from some students was that they needed more time, and despite the amount of time they were given they still complained about it. In fact, there were some activities that lasted a period of two hours, and that did not prevent them from having the time complaint. Two interpretations can be made from this complaint. One is that students were so engaged that they wanted more time to keep working on the activities, or two, those specific students had difficulty developing the activity and felt they personally needed more time to finish it.

In the questionnaire, students expressed that they did not want to talk about their personal life but that they did want to share their experiences with their classmates.

These results are relevant because when teachers ask their students to use their personal life, they can feel uncomfortable and resist working on the activity, which could affect the outcome because they are more worried about selecting what information they do not mind sharing rather than being relaxed. Their energy is more focused on protecting their personal life than in the learning process.



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On the whole, students enjoyed the activities and felt they fitted with their interests. They did acknowledge that their lack of vocabulary made it harder for them to develop the activities. Students admitted that they felt more comfortable speaking and felt that the more they practiced, the more fluent they became. These statements were corroborated on the students' evaluation form and the teacher's journal.

Second, was their confidence fostered? In order to establish if confidence was fostered, three instruments were applied. According to the student's evaluation form, they expressed in various occasions that they felt more fluent and felt more confident in speaking English, and if we refer to the teacher's journal, the same observations were made.

The reliable quantitative instrument that was used to statistically define whether confidence was fostered was Griffie's (1997) Confidence Questionnaire. Their level of confidence raised 6.3%, which according to the Wilcoxon test it was a significant increase.

To sum up, according to the three instruments (students' evaluation form, teacher's journal, and Confidence Questionnaire) that were used to corroborate the results, the effect on students' confidence was positive. This finding is important because it gives us an option regarding the material used for teaching. Instead of using textbooks, one can use students' interests and help them develop a positive relationship with the language. In other words, building the class around students' interests helps promote extrinsic and intrinsic motivation. The latter could take



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more time, but with effective motivational strategies, it can be developed. This way, as teachers, we could reduce the number of students who dread English class, and raise it to having students that are looking forward to it.



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Appendices

Appendix A. Interest Questionnaire

Edad:

Género:

- 1.- Por qué razón está tomando el curso de inglés?
- 2.- Qué le gustaría aprender en el curso de inglés?
- 3.- Qué carrera fue su prioridad en el examen de la SENECYT?
- 4.- En qué forma beneficia su carrera el hecho de estudiar inglés?
- 5.- Cuáles son sus planes después de graduarse?
- 6.- En qué situaciones laborales necesita hablar en inglés?
- 7.- Qué tipo de actividades le gusta hacer con sus amigos?
- 8.- Le gusta hablar sobre sus experiencias?
Si_____ No_____
- 9.- Le gusta hablar sobre temas personales?
Si_____ No_____
- 10.- Sobre qué temas conversa con sus amigos?
- 11.- Qué libros ha leído?
- 12.- Qué revistas lee?
- 13.- Qué redes sociales utiliza?
- 14.- Qué hace en su tiempo libre?



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15.- Hablar en inglés satisface su necesidades personales o profesionales?

Personales _____ Profesionales _____ Ambas _____



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Appendix B. Post- Oral Activity Evaluation Form

1.- ¿Cómo calificaría la actividad del 1 al 10, siendo 1 el más bajo y 10 el más alto? (encierre en un círculo su calificación)

1	2	3	4	5	6	7	8	9	10
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(Taken from Ochoa, 2015, p. 142)

2.- ¿Qué es lo que más le gustó de esta actividad?

3.- ¿Qué es lo que menos le gustó de esta actividad?

4.- ¿Cómo se sintió trabajando con esta actividad?

5.- Satisface sus intereses personales esta actividad?

Yes _____ No _____

6.- Satisface sus intereses profesionales esta actividad?

Yes _____ No _____

7.- Siendo 1 el menor y 10 el mayor cuanto pudo conversar en inglés?

1	2	3	4	5	6	7	8	9	10
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Appendix C. Cuestionario de Griffiee

NUMERO:

Considerando que uno (1) es lo más bajo y cinco (5) lo más alto. Marque con una X el grado en el que esta de acuerdo con cada frase.

Totalmente en desacuerdo	En desacuerdo	Indeciso	De acuerdo	Totalmente de acuerdo
1	2	3	4	5

1. Puedo ser entrevistado en inglés.

1 2 3 4 5

2. Me gustaría estudiar en un país de habla inglesa

1 2 3 4 5

3. Me gusta hablar en inglés.

1 2 3 4 5

4. Puedo entablar una conversación en inglés con extranjeros.

1 2 3 4 5

5. Me siento feliz cuando hablo en inglés.

1 2 3 4 5



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6. Puedo hablar en inglés con facilidad.

1 2 3 4 5

7. Puedo indicar el campus y contestar preguntas a una persona que habla en inglés.

1 2 3 4 5

8. Hablo con otras personas en inglés todos los días.

1 2 3 4 5

9. Puedo dar mi opinión en inglés cuando hablo con un nativo hablante.

1 2 3 4 5

10. Busco situaciones para poder hablar en inglés.

1 2 3 4 5

11. Hablaría con un grupo de personas en inglés.

1 2 3 4 5

12. Me siento relajado cuando hablo en inglés.

1 2 3 4 5