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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema:

**COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR
ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG
KICHWA AND SPANISH SPEAKING LEARNERS**

Trabajo de Investigación, previa a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

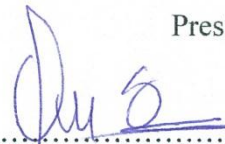
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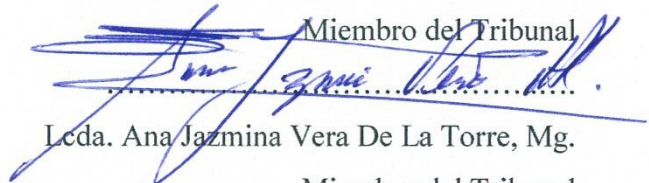
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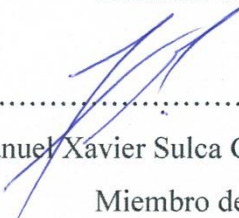
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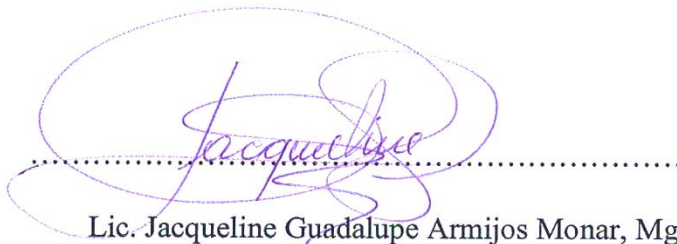
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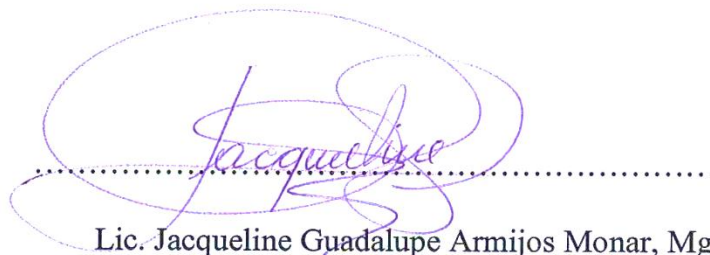
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Agradezco al Ser Supremo,

A mis profesores: George Burrough, Rocío Ortega, Betsy Ilaja, Peter Oye, Luis Paredes y a mi querida tutora: Lorena Meléndez Escobar, quienes impactaron positiva y profesionalmente en mi existencia.

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Ahora, creo que mi misión no es solo promover la justicia social a través de la innovación y la criticidad en el campo de la docencia, sino también liberación de la ignorancia espiritual, que es y ha sido el peor enemigo en cualquier sociedad.

Armijos Jacqueline

DEDICATORIA

A mis alumnos de habla Kichwa y Castellana del Centro de Idiomas de la Universidad Nacional de Chimborazo en pro de una metodología más eficiente para lograr una proficiencia en el idioma inglés.

Armijos Jacqueline

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TEMA:

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AUTORA: Licenciada Jacqueline Guadalupe Armijos Monar Magíster.

DIRECTORA: Licenciada Lorena Monserrath Meléndez Escobar Magíster

FECHA: 29 de mayo, del 2018

RESUMEN EJECUTIVO

El objetivo de esta investigación fue proponer una estrategia de Competencia Comunicativa para mejorar la destreza oral en inglés en estudiantes de habla Kichwa y española del Departamento de Idiomas, de la Universidad Nacional de Chimborazo, desde octubre, 2017 a marzo, 2018. La investigación se realizó con estudiantes del IV nivel de inglés, paralelo A2. Se adaptó una pre y post evaluación mediante el examen PET Cambridge (Examen preliminar) y el libro Top Notch 2, nivel A2+ (Marco Común Europeo de Referencia); además se adaptó una rúbrica, las mismas fueron validadas por siete expertos. Los instrumentos se aplicaron durante la pre y post evaluación. Los datos recopilados antes y después del examen se calcularon mediante el uso del programa estadístico (SPSS) con la muestra pareada T- Student. Los datos calculados pertenecieron a 28 estudiantes del grupo experimental y 28 del grupo control, total 56 estudiantes. La intervención académica duro cinco meses. En la prueba final, los participantes del grupo experimental obtuvieron 11.40 de 16 puntos sobre el grupo de control quienes alcanzaron 10.52 de 16 puntos. Hubo 25 grados de

libertad, con un nivel de significancia de 0.05, por lo que el valor de probabilidad fue $p = 0.035$, menor que el nivel significativo; así la hipótesis nula fue rechazada por la hipótesis alternativa. Se concluye que, la estrategia aplicada permitió mejorar la destreza oral. En efecto, los estudiantes mejoraron su pronunciación, fluidez y coherencia, control del lenguaje, manejo del discurso, estrategias de comunicación, propósito de la lectura y el pensamiento crítico, a través de la exposición extensa a audio lecturas, el estudio de vocabulario, paráfrasis, constantes prácticas conversacionales y retroalimentación. Finalmente, la estrategia empleada también permite construir una conciencia cognitiva, meta cognitiva, afectiva y social.

Descriptor: Audio libros, conciencia afectiva y social, conciencia cognitiva, conciencia meta cognitiva, estrategia de competencia comunicativa, estrategias de aprendizaje, estudiantes de habla kichwa y española, mejoramiento de la destreza oral, técnicas activas, tarjetas de vocabulario.

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THEME:

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AND SPANISH SPEAKING LEARNERS”

AUTHOR: Licenciada Jacqueline Guadalupe Armijos Monar Magíster.

DIRECTED BY: Licenciada Lorena Monserrath Meléndez Escobar Magíster

DATE: May, 29th, 2018

EXECUTIVE SUMMARY

The objective of this research was to propose a Communicative Competency strategy to enhance speaking skill in English by Kichwa and Spanish speaking students of the Language Department of the National University of Chimborazo, from October, 2017 to March, 2018. The research was conducted with students of the 4th level of English, class A2. A pre and post evaluation was adapted through the Cambridge PET exam (Preliminary Exam) and the Top Notch 2 book, level A2 + (Common European Framework of Reference); In addition, a rubric was adapted, they were validated by seven experts. The instruments were applied during the pre and post evaluation. The collected data was calculated by using the statistical program (SPSS) with the paired T-Student sample, before and after employing the test. The calculated data belonged to 28 students of the experimental group, and 28 of the control group, total 56 participants. The academic intervention lasted five months. In the final test, the students from the experimental group obtained 11.40 out of 16 points over the control group who

reached 10.52 out of 16 points. There were 25 degrees of freedom, with a level of significance of 0.05, so the probability value was $p = 0.035$, less than the significant level; thus the null hypothesis was rejected by the alternative hypothesis. It is concluded that the applied strategy allowed enhance speaking skill. In effect, students enhanced their pronunciation, fluency and coherence, language control, discourse management, communication strategies, reading purposed and critical thinking, through extensive audio reading exposure, vocabulary study, paraphrasing, constant conversational practices and feedback. Finally, the applied strategy also allows building a cognitive, meta cognitive, affective and social awareness.

Descriptors: Audio books, active techniques, affective and social awareness, cognitive awareness, communicative competence strategy, improvement of oral skills, meta cognitive awareness, learning strategies, Kichwa and Spanish speaking students, vocabulary cards.

INTRODUCTION

The aim of this investigation was to propose a Communicative Competence strategy for enhancing English language speaking skill among Kichwa and Spanish speaking learners at Language Department, in the National University of Chimborazo (Universidad Nacional de Chimborazo), for the first term October 2017 to March 2018. The employment of the Communicative competence strategy proposal was carried out with learners who were studying in IV English semester, class “A2”. There were 29 bilingual learners, as part of the experimental group.

During the pre and post-tests some criteria were assessed such as: fluency and cohesion, control of language, pronunciation, discourse management, communication strategies, purpose and critical thinking. After the academic intervention, the test takers showed that the strategy allowed them to enhance their speaking skill more efficiently.

At the end of the research, Kichwa and Spanish speaking students learned and explored a different and singular way to learn to communicate in English. Learners experienced a transition teaching model on which they left their Silent period for a more interactive speaking moment. As a matter of fact, they took more responsibility about the quality and quantity of input they received. The more exposed to the language they were, the better they could communicate in the target language.

Eventually, there is a list of references and annexes of the research.

This investigation contains the following chapters, as it follows:

Chapter I. The problem statement which focusses on contextualization of the problem, a critical analysis, a prognosis, a setting of the problem, a research delimitation, a justification, objectives for a successful accomplishment.

Chapter II. It presents the theoretical framework of the research, some philosophical foundations, its legal foundation, two key categories, a dialectical

view of the two variables, its hypothesis, and identification of the variables. All of them helped to construct a solid teaching-learning proposal.

Chapter III. It refers to the research methodology, its research approach, the basic method of the research, the level of the research, population, sample, the operationalization of variables, its data collection plan, data processing and its analysis. All the mentioned steps provided to the researcher a better comprehension of the problem.

Chapter IV. This section of the research analyses and interprets the obtained research results under a quantitative and qualitative perspectives, based on the pre and post-tests which were applied to the control and experimental groups. The obtained information allowed to verify the research hypothesis; and the feasibility of the research.

Chapter V. This chapter displays some conclusions and recommendations which came out of the fourth chapter results. The final reflections suggest how and why the taught strategy can solve the identified problem in a more accurate manner.

Chapter VI. It explains the whole process of the Communicative competence strategy in detail. It was employed during five months, as part of the academic intervention. The six techniques scaffold a better speaking performance in Kichwa- Spanish speaking students. All of the techniques and materials possess some scientific and academic reasons in the Community Language Teaching field (CLT) so that the target students can be assisted in a practical and proficient way, and confidence as well.

CHAPTER I

PROBLEM

1.1 Research topic

Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners

1.2 Problem statement

1.2.1 Contextualization of the problem

All nations around the Earth need to communicate among themselves within some fluent and coherent communication parameters. Hence, people are communicating in English since it has some particular characteristics such as a “low” level of learning difficulty in its grammatical structures, its vocabulary is very wide because of many linguistic borrowings from other languages, its phonetic elements are catching and charming to people whose native language is not English. Additionally, there is a great deal of audio and written information in English for academic and informal speakers’ needs. English language is so important in today’s society that it is one of the official languages within relevant international organizations such as United Nations (UN), and United Nations Educational, Scientific and Cultural Organization (UNESCO), and many others. Thanks to English, many distant societies have eliminated communication barriers; especially, those nations which are linguistically and geographically different among them.

Conversely, there are some Ecuadorians who have not taken advantages of English as an international communication instrument. Some of them are Kichwa-Spanish speaking students from some indigenous communities. They have shown to have a very limited language performance and poor academic achievements from school to higher education levels, including more schooling repetitions. Essentially, there are some English language teachers who believe that those

indigenous learners struggle to learn English in a very high percentage compared to mestizo learners.

Probably, that might be some of the reasons why many Kichwa - Spanish speaking students have lost some academic opportunities to study overseas through scholarships. As a matter of fact, they are the ones who show a low academic motivation and little social interaction (timidity, quietness, and apathy) in mainstream classes. Most of the cases, they either drop out school or quit studying English as part of a learning independence.

Kichwa is a home language for many indigenous populations. It is mostly an oral transmission from generation to generation. On the other hand, Spanish (Castellano) is a dominant language in the Ecuadorian territory. Kichwa speakers are forced to learn the dominant language (Spanish) if they want to interact with mestizo society. Public education, business, and other social activities are conducted in Spanish. Referring to English, which is a compulsory language study in all public education levels, is taught during five or six hours per week. In 2016-2017 a new education curriculum reform appeared which offers the study of English as a compulsory subject in Ecuador. Nonetheless, English was not an obligatory study in elementary and high school levels due to a deficit of English teachers in the Ministry of Education; and a lack of well-qualified professionals in the teaching and language fields (Puente, 2016).

Many scientific researchers like Garabaya (2014) considered that bilingual or polyglot people develop higher order thinking skills (Hots) such as critical thinking and problem solving. Actually, they are good at analyzing, evaluating, synthesizing and creating. They get better social-life odds and cultural awareness as well. Subsequently, the learning of a third or other languages is not a problem for polyglots. However, there is a particular attention that educators may pay attention about bilingualism development, it turns better to learn a L2 or other languages, after having achieved an acceptable native language level. The mentioned from above, it is a particular situation in many Kichwa- Spanish

speaking students who do not seem to be proficient bilinguals at all in both languages.

For having a better socio-linguistic understanding, it is essential to discuss some Ecuadorian history. Quispe (2014) points out that some socio-linguistic conflicts between Kichwa and Spanish languages were born in Spanish colonization on which indigenous were put under political, social and cultural isolation since then, indigenous have struggled to reach an acceptable or more respectable socioeconomic status and equal life conditions as mestizos or Caucasian do, Walsh (2003). Regrettably, the Ecuadorian society still practices some racist, cultural, financial, social and dogmatic exclusion against indigenous populations. As a result, the co-existence of the two languages promote the language structure pattern interference, one into another. It gives rise to language deviation or dialect. What is more, there is a permanent conflict in order to win language hegemony (Spanish or Castellano) over the dominant language such as Kichwa (Esquivel, 2010). That is why, there is a notorious linguistic impreciseness or negative interlanguage in many Kichwa- Spanish speakers. In other words, a social struggle not only promotes a linguistic conflict, but also injustice and disparity (Oliveros, 2008).

Particularly, there is about 38.0% indigenous population in Chimborazo province which is the highest rate over the whole Ecuadorian territory, including the highest national percentage of illiteracy, it accounts for 13.5% (INEC, 2012). Shockingly, most of the young indigenous do not want to learn or either speak Kichwa out of home because they consider that Kichwa is articulated by poor and "unimportant" people; if they speak it, some indigenous speakers show some interference from Kichwa to Spanish and vice versa (Sessarego & Tejedo Herrero, 2016). Then, their interference is sometimes noticed by monolingual Spanish speakers who do not usually understand the socio-linguistic conflict.

Going deeper in this academic issue, the National University of Chimborazo holds a high percentage of indigenous students. They come from many surrounding parishes, for example: Licto, Gatazo, Flores, Chambo, Guamote,

Guano among many others. The university is located in Chimborazo province, Riobamba canton. Those learners face some academic difficulties like a little understanding and language production in English, and a lack of interest to participate in class. As a result, their language achievements are not sufficient enough; what is more, they neither experience the benefits of speaking English fluently and accurately, nor accomplish social academic benefits like granting a scholarship to study overseas. Besides, teaching to Kichwa- Spanish speaking students demands a great extra effort to many English language educators. To sum up, a lack of academic strategy to enhance speaking skill among indigenous students is limiting them to take advantage of today's labor and social world.

1.2.2 Critical Analysis

1.2.2.1 Problem scheme

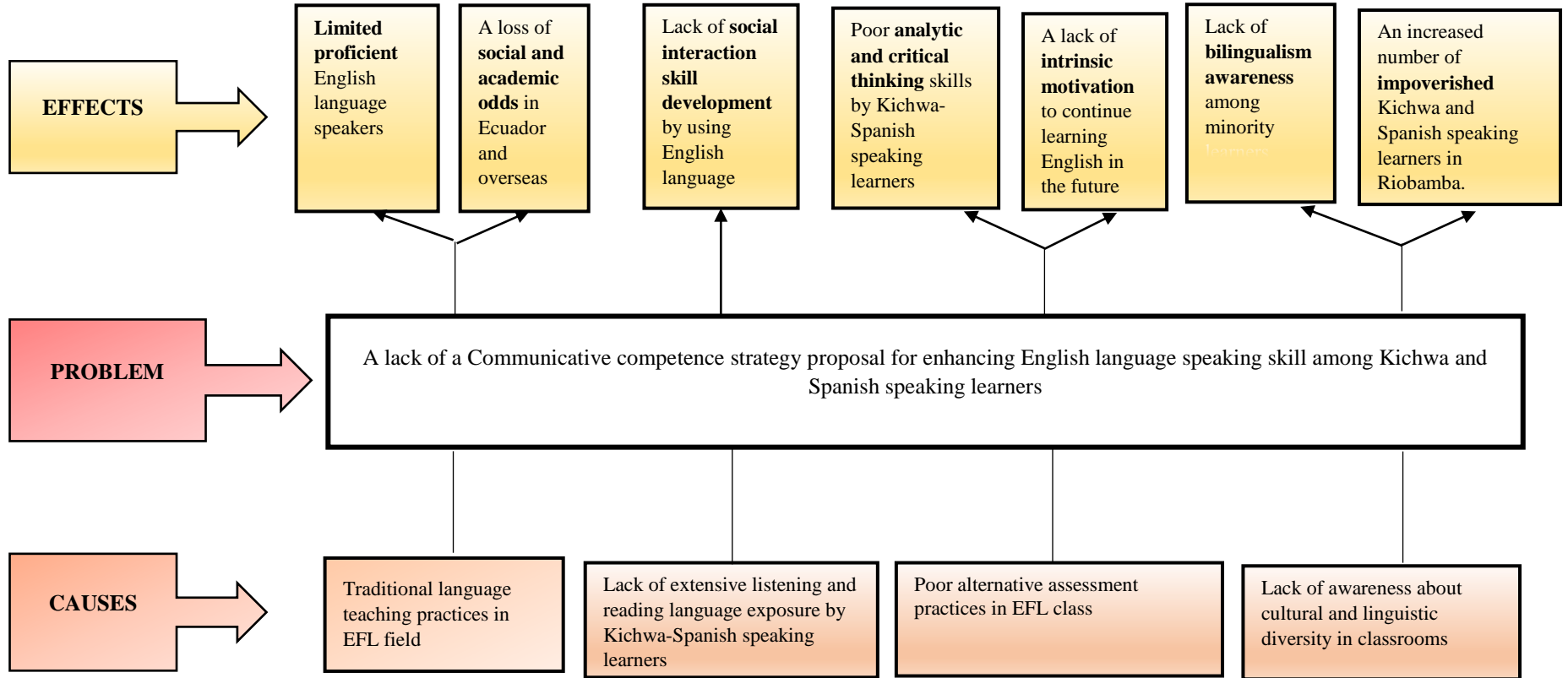


Figure N° 1. Problem scheme

Source: Armijos (2017).

Today more than before, there are many bilingual and multilingual speakers around the world who experience the cognitive, profitable, and social benefits of speaking more than two languages. English is usually the most common spoken language among those polyglots. However, there are some bilinguals at Language Department in National University of Chimborazo who struggle to communicate in English proficiently. They are Kichwa and Spanish speaking speakers. The problem statement suggests that there is *a lack of Communicative competence strategy proposal for enhancing English language speaking skill*. There is not such a proposal since traditional educational models blind teachers to be more creative and innovators in their teaching deliveries.

Owing to *traditional language teaching practices in EFL field*, teachers are overwhelmed to fulfill their syllabus in a certain period of time. Therefore, the only thing that really cares is the transmission of knowledge; the learners usually learn things by heart like facts and concepts without too much reflection about them because the learning practices are focused on content and product. There is a little speaking skill development. The emphasis is given on teacher's authority so that he can be at the front of his teaching instruction all the time, it is known as teacher-structured learning. The learner's role becomes relatively passive recipient of information (Banking education) in (Freire, 2011), Learning competitions and individual work are prized in classrooms which sometimes turn sickish. *As a result, Kichwa-Spanish speaking learners are not only limited proficient English speakers, but also they lose social and academic odds in Ecuador and overseas.*

Likewise, *a lack of extensive listening and reading language exposure by Kichwa and Spanish speaking learners* does not encourage autonomous English language learning towards the enhancement of English speaking skill among them. Mainly, they do not find any reason to learn and practice English outside their class. Asking them to do some reading and listening practices at home, they usually find those activities extremely tedious. Most of the cases, they do not know how to accomplish them more effectively either. Frequently, asking them for the accomplishment of some extensive listening and reading language

exposure practices are almost impossible. They have a negative reaction for them. It is notorious that their only motivation to study English is to reach a completion certificate, which is a compulsory requirement in order to get graduated from university. It can be identified as a very simple extrinsic motivation. *Therefore, Kichwa-Spanish speaking learners are not able to develop social interaction skill by using English language.*

In the traditional educational method, *there is no room for alternative assessment practices in EFL class; if there is some, those practices are poor in meaning and context since there is no a variety of answers.* The view of the curriculum is stagnant, hierarchical grading of subject content, because it has a predefined content and product. The evaluation grants a privilege to product-oriented such as achievement testing, criterion-referencing (and norm-referencing). Consequently, Kichwa and Spanish speaking learners provide a unique problem-solving application. In other words, they make evident poor analytic and critical thinking skills. *At the end of the day, they show a lack of intrinsic motivation to continue learning English in the future.*

Traditional teachers in EFL field *do not promote and celebrate cultural awareness and linguistic diversity in mainstream classrooms.* They hardly ever value indigenous worldview, and do not know how those socio-linguistic realities sponsor linguistic and cultural diversity celebration. In fact, traditional teachers are not aware of how to make mental connections by the employment of bilingual learners' linguistic richness that is brought to English classes. Thus, teachers show a notorious lack of teaching-learning language planning for conducting multicultural-sensitive in class, because they do not know or employ a Communicative competence strategy. *As a consequence, there is not only a lack of bilingualism awareness among minority learners, but also they will be part of an increased number of impoverished Kichwa and Spanish speaking learners in Riobamba.*

To sum up, it could be concluded that a lack of *a Communicative competence strategy proposal* for enhancing English language speaking skill among Kichwa

and Spanish speaking learners does not come out from *traditional language teaching practices in EFL field*. The method itself denies the possibility to expand extensive *listening and reading language exposure* for the benefits of Kichwa-Spanish speaking learners. *Finally, the absence of alternative assessment practices does not enhance their speaking skill, conversely they limit to promote cultural awareness and linguistic diversity in mainstream classrooms.*

1.2.3 Prognosis

The mentioned problem from above has two main streams. One of them is, if the problem is solved, there will be more fluent and accurate Kichwa and Spanish speaking learners using English to interact with native and non-native speakers. Consequently, there will be more proficient language achievers who get access to many social and academic opportunities in the country and overseas. Those benefits will be experienced by Kichwa and Spanish speaking learners after a permanent employment of the Communicative competence strategy since it scaffolds high order thinking skills like analytic and critical thinking. Those mental improvements increase students' intrinsic motivation to continue learning English in the future. What is more, those minority students will be proud of speaking Kichwa, Spanish and English, and value them as means to understand and celebrate different Worldviews, which is known as bilingualism awareness. Eventually, the number of social and productive Kichwa and Spanish speaking learners will have increased in Riobamba.

On the other hand, if the problem were not solved, there would be more Kichwa and Spanish speaking as average future professionals, because they own a limited English language proficiency. And so, they will continue losing social and academic opportunities in and outside the country. Unfortunately, a lack of social interaction by using English with speakers of that language, will limit Kichwa and Spanish speakers to make connections and find social and professional opportunities. Additionally, their higher order thinking skills will not have evolved as they should be, because the learners are not exposed to extensive language and meaningful social interactions. Those particular and negative effects

kill intrinsic motivation to continue the study of English endlessly. Sadly, limiting understanding of English will block learners to appreciate their Kichwa and Spanish languages and how languages promote bilingualism awareness. As a matter of fact, some of those learners will deny to be a Kichwa speakers since a lack of loyalty to their own language seems to be the norm among those speakers now. To conclude those minority learners will remain inevitably impoverished in Riobamba.

1.2.4 Research Problem Formulation

How does a lack of Communicative competence strategy enhance English language speaking skill among Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo?

1.2.5 Questions

1. What communicative teaching strategies are regularly used to enhance the speaking skill in students?
2. Which Communicative competence strategy can be employed among Kichwa and Spanish speaking students in order to become fluent and accurate English speakers at Language Department in Universidad Nacional de Chimborazo?
3. What kind of Communicative competence strategy can be designed for enhancing English language speaking skill and lowering affective filter in Kichwa and Spanish speaking students?

1.2.6 Research delimitation

Field: Education

Area: Teaching English language to the minorities (Kichwa- Spanish speaking learners)

Aspect: Teaching and learning approach

1.2.6.1 Temporal delimitation

October 2017-March 2018 Academic period

1.2.6.2 Specific location of the research

Language Department in Universidad Nacional de Chimborazo

1.3 Justification

Regrettably, current Ecuadorian education system really cares about numbers, statistics and paper work in order to define the future of every student (Scores allow students to study their majors in a university) (PlanV, 2017). For Co-producers (2012) Education system represents a social exclusion. Our Education system is based on an enlightened despotism. It promotes rigid discipline, obedience and an authoritarian regime. Then, students become very useful workers to labor system in order to be well-controlled by entrepreneurs, who need only docile and obedient people to make much more money for their owners. This evil educational system generates conflicts, an ego-centrism and competitiveness feelings at very early ages. A *pertinent* and *cohesive* curriculum development is not usually considered as a relevant point by the system itself and for social change (ibid).

Going deeper to the issue of this research, Dornyei & Thurrell (2016) explained, there are some educators who do not really know what Communicative competence is or what its social *importance* is. Probably, there is a misconception that it only refers to speaking skill and no more. For that reason, teaching English, by applying some specific techniques and strategy for the sake of bilingualism awareness among Kichwa- Spanish speaking students, is to eliminate demagoguery in the teaching field; therefore, this research will analyze specific techniques to get a *significant and innovative* strategy to encourage English language instructors to do a better teaching job, when dealing with forgotten minorities like indigenous ones. Furthermore, individual and collective actions are necessary to make a difference, when there is a desire to transform things for a common *benefit*. Hence, knowledge is needed in order to practice real social and academic justice by including all members of a community (Walsh, 2003). Thereby, Kichwa-Spanish speaking students will have discovered the advantages of being bilingual speakers.

In the endeavor to put theory and laws into practice, this research is aligned with what the Ecuadorian Constitution states. It suggests that Education must

guarantee a significant and productive life to all its citizens, where there is not any kind of exclusion to anybody. In the same manner, education must promote human competences and capacity development for all of its population; critical thinking and skills must be aligned with values, duties and rights. Hence, a relevant education needs to be ruled by universal human rights in order to construct a Good living (SENPLADES, 2009) and it is declared in the Ecuadorian Constitution (Constitución Política de la República del Ecuador, 2008).

Under the Ecuadorian constitution, there are other laws such as: Plan Nacional del Buen Vivir (SENPLADES, 2009), and Ley Orgánica de Educación Intercultural 2011 (Presidencia de la República del Ecuador, 2011), which support philosophically and entirely this project. Internationally, UNESCO- OREALC for Latin America and the Caribbean countries are other legal references to this research because they emphasize substantive dimensions of the overall quality of education: *equity, relevance, efficiency and effectiveness*.

Having taken into consideration the principles from above, the aim of this project is not only help Kichwa-Spanish speaking students to achieve a Communicative Competence in English, at Language Department in Universidad Nacional de Chimborazo from Riobamba -Chimborazo Province; but also to *impact on* indigenous students to construct a better Ecuadorian society. In addition, this research will have analyzed and selected some methodological and *feasible* techniques and strategies to guide English language educators to celebrate cultural diversity in their mainstream classes; especially when dealing with Kichwa-Spanish speaking students.

1.4 Objectives

1.4.1 General

To propose a Communicative Competence strategy for enhancing English language speaking skill among Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo, for the first term October 2017 to March 2018.

1.4.2 Specific

- To analyze communicative teaching strategies which are regularly used to enhance speaking skill in students.
- To determine which strategies can be employed in order to become fluent and accurate English speakers among Kichwa and Spanish speaking students at Language Department in Universidad Nacional de Chimborazo
- To design a Communicative Competence strategy for enhancing English language speaking skill and lowering affective filter in Kichwa and Spanish speaking students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

As it is well known, Ecuador and other countries around the world are intertwined by the power of internet. Then, living in this communication era encourages to those who are interested in solving problems, in a specific field to get stirring investigation results.

Internationally, there are two particular investigations closely related to this present research “*A Communicative Competence strategy proposal for enhancing English Language speaking skill among Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo*”.

One, of those investigations, is “*Development of language competences with future Croatian teachers within Croatian education system*”. The research includes 3 primary schools in Zagreb (N = 120) in the first two periods of learning (1st - 6th class). It was conducted in Croatia. All examinees wrote a written examination of knowledge by which the communicative and linguistic competences were assessed, according to the following grammar areas: phonetics and phonology, morphology, syntax, lexicology as well as orthography and language history. After the test of knowledge, the examinees completed an on-line questionnaire on their attitude to Croatian language and English as school subjects in general. The data was processed in the SPSS statistics program by means of parametric methods (analysis of variance, t-test) and non-parametric methods (H2 test, arithmetic means). The researchers summed up their study by stating that future language teachers must get Communicative competence in their own mother tongue firstly, because in their future teaching practices, they will be asked to do the same with their pupils. Their Communicative competence in their mother tongue must be enhanced by applying all language skills (listening, speaking, reading and writing). Having a communicative competence in a mother

tongue becomes a link between the learning of subject contents and the understanding of other (foreign) languages. It is a good option to insert into the curriculum of the Education College the study and development of communicative competence, not only in their mother tongue first, but also in the language to be taught. (They will feel to be fully competent for educating children into languages). Other academic advantage is that Communicative competence promotes knowledge transfer from one language to another one qualitatively. (Slovaček, Mazej, & Ravlić, 2015).

This investigation makes to the present researcher to reflect on the importance to be proficient on the mother tongue first, as part of a life-long learning tool. Having a good understanding of mother tongue first, foreign language educators and L2 learners will be able to comprehend some linguistic features on the target language (phonology, morphology, syntax, lexicon and many others). Also, being knowledge in L1 creates on L2 speakers a cognitive and linguistic background for scaffolding linguistic and cognitive awareness.

There is a second engaging search called: *Formulaic language for improving Communicative competence*. This study was conducted with 15 first-year master students, in University of Biskra- Algeria. A pre and post-test was employed and its analysis through a T- Student statistical program. It is a study which presents how English learners as a foreign language (EFL) can become competent on it; to do so, formulaic sequence analysis may help them by using more complex term forms and combinations to reach a language fluency like natives do. Basically, it is an all-inclusive process on which EFL students get empowered of some prefabricated “language chunks” (Assssi & Benyelles, 2016). Later on, they develop three steps such as: acquisition, memorization, and the recovery all language chunks holistically, a grammar analysis or a grammatical process is not needed. “This is because the EFL learners become familiarized with the notion of formulaicity as a condition. The latter reduces the processing load and facilitates reaching Communicative competence and becoming fluent” (Assssi & Benyelles 2016, p.4). To sum up, the usage of Formulaic language had enhanced pragmatic

and oral language expressions in Algerian volunteering participants. One recommendation from the author is that there must be as much as possible language conversation practices in classrooms, plus foreign language exposure.

It can be considered that the usage of Formulaic language or language chunks are powerful for interacting with English speakers more naturally or to sound more native-like language proficient. Those chunks come from native speaker creations. Actually, they are the only ones who create chunks and know how and when they should be transmitted to others. L2 language learners are not able to create language chunks as native speakers are able to do that. It means that, chunks are unique creations for sounding more natural, and communicative in the target language.

After having done some reviews on different academic websites, related to the declared research proposal, there are some similar local studies either in English language skill enhancement or Kichwa language learning. Particularly, there are two undergraduate academic examinations and only one post graduate study, which may contribute as references to this newest research plan.

The first local investigation is named: *“Suggest the role-play technique to develop the speaking skill in the English language with Quichua native speakers of second year of Baccalaurate “a” in the Unidad Educativa Intercultural Bilingue “Monseñor Leonidas Proaño”, in the academic term September 2015-August 2016, in Chimborazo province. This investigation included 20 students. For gathering information, a survey was employed under a descriptive method. The researchers found that Kichwa- Spanish learners had some serious negative interference from their mother tongue (Kichwa). It causes on them some sound confusion when pronouncing English language sounds. For overcoming the pronunciation problem, the researcher proposed a role-play technique as a main teaching –learning resource to increase students speaking skill. Other point that they highlighted in their research is the lack of grammar, vocabulary and pronunciation which provoked on learners a lot of confusion and misunderstandings (Bermeo, Veloz Oñate, & Paredes Amoroso, 2016).*

This investigation has a significant contribution to the present research since permanent language speaking practices such as role plays help Kichwa - Spanish speaking speakers to overcome their pronunciation interferences and enrich their language subject achievement. Those achievements enhance students' motivation and future speaking practices outside their classroom.

The second investigation is *“El lenguaje kichwa en el desarrollo de la identidad, en los niños de educación inicial dos, del centro educativo comunitario “Atapo Larcapamba” comunidad Atapo Larcapamba, parroquia Palmira, Canton Guamote, provincia de Chimborazo, año lectivo 2015-2106”*. There were 20 children who participated on this research. It was an experimental and descriptive investigation. It applied an observation sheet for registering students' participation. The conclusions of this study state that the use of Kichwa language strengthens cultural identity and social interaction among indigenous 4-5-year-old children since it allows them to achieve relevant knowledge. It avoids children to get shy and retiring during their learning and interaction process as well. The application of recreational games as methodological strategies develops the self-esteem of the children and their creativity too. As a further matter, children get an integrated education while they enjoy playing recreational games (Yaguachi, Cartagena Lema, & Casanova Zamora Tannia Alexandra, 2016).

This study encourages the researcher to focus on cultural identity by employing students' L1 in class. Nowadays, there are some indigenous students who prefer invisibilization in order to avoid segregation by non-Kichwa speakers, usually the mestizo ones. Some indigenous deny to speak Kichwa as part of their cultural identity. Thus, inviting students to use their L1 in mainstream classes allow students celebrate cultural diversity in and outside class.

A third study is titled: *“Incidencia de las estrategias metodológicas en el interaprendizaje de la lengua kichwa de los niños y niñas del centro educativo comunitario intercultural bilingüe Bartolomé de las Casas, provincia de Bolívar”*. 139 students participated on this investigation. It was an explorative and descriptive research. This is an analysis about how well Kichwa language teachers

apply contemporary methodological strategies during the Kichwa language inter-learning practices, and what their effectiveness is on the learning of the students. The final results prove that Kichwa language teachers should receive training courses about cooperative and collaborative learning, so that they could enhance their teaching delivery more efficiently by using games, role plays, including adapted didactic materials; subsequently, Kichwa language learners will be more encouraged to learn it. Another found is that there is a lack of right methodological strategy application for individual learning through graphic organizers to scaffold significant learning. Finally, it is notorious that Kichwa language teachers neither plan their classes nor speak in Kichwa in class in order to foster the language itself and cultural roots (Manobanda & Vargas Villacrés, 2013).

Unfortunately, some professionals are not well-prepared about teaching and learning strategies for minority students. Consequently, they are not clear how and why to develop teaching materials for their learners' benefits. Then, those educators cast out students' motivation and limit the usage of Kichwa language for empowering students' participation in their academic language performance.

It can be concluded that there are some previous investigations which contribute to the current proposal “*A Communicative Competence strategy proposal for enhancing English Language speaking skill among Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo*”. The former studied investigations have one or two similar variables to the new research topic; nonetheless, there is not an identical study as the mentioned one. For instance, one investigation considers that L1 speakers must be communicative competent in their own mother tongue, especially if they are language educators. Additionally, communicative competence becomes a link between the learning of content-subject and a target language. It promotes knowledge transfer from one language to another as well. For helping learners to become communicative competent, formulaic language or some prefabricated “language chunks” has to be employed during the acquisition and learning

process. Other key strategies to help L2 learners to become competent speakers are the great amount of foreign language exposure and a significant social interaction under cooperative and collaborative performance, including well-planned teaching classes and adapted didactic materials to foster the language itself and cultural roots. All of them together will increase learners' speaking confidence, creativity, language proficiency, and interference avoidance from Kichwa or Spanish towards English.

2.2 Philosophical foundations

Conducting research on English teaching field demands from the researcher to frame her work under the philosophical paradigm of **Constructivism**; and thus, the researcher will understand the complexities and multiplicity of the language acquisition phenomena which enable her to propose and promote some solid and creative and innovative teaching-learning solutions, based on 21st century demands. Those solutions will be part of a qualitative research; that is why, some open-ended questions are presented at the beginning of this research which will allow to the researcher arrive to valid conclusions.

(Honebein, 1996) who is cited by Adom, Yeboah, & Ankrah (2016) explains that *Constructivism* is the way on how “people construct their understandings and knowledge of the world through experiencing things and reflecting on those experiences” (p. 2). What is more “learning occurs only when the learner discovers the knowledge through the spirit of experimentation and doing” (Kalender, 2007) in Adom et al., (2016, p. 2). For long time ago, it has been proven that people learn things, when they learned how to do those things, because of the intervention of their sensory, cognitive and affective skills. Indeed, they scaffold a better understanding of the studied object; in other words, learners internalize the discovered “truth” meaningfully by linking the old mental background to new existing knowledge.

The employment of Constructivism in the teaching and learning field boosts the transformation of knowledge. Nunan, *Second language teaching and learning*,

(1999) suggests that learners have an active participation through learner-centred, teachers become facilitators (consultants, coaches and guides) of the content, learning is conducted in small groups under social interactions, under collaborative approach. It also emphasizes on learning skill processes, self-inquiry, self-directed learning, social and communication skills, process-oriented (reflection on process, self-assessment, criterion referencing). At the end of the day, learners become more effective thinkers at the moment of hypothesizing, testing theories and drawing conclusions (Adom et al., 2016).

In the context of philosophical foundations, this research is aligned with *Pedagogy of the oppressed* or *Liberating education* as well, by Paulo Freire. He promotes a different human being transformation (becoming themselves) through freedom and self-affirmation, being active and productive in a social context through problem-posing in education. For doing so, the curriculum must meet the learning community and society's needs which will increase learning motivation dramatically. Additionally, it activates the capacity of cognitive performers to collaborate in perceiving the same cognizable object, so students feel part of the resolution. In fact, they are the only ones who can change their social contexts (goodreads.com, 2016) and (Freire, 2011).

2.3 Legal foundation

In the II chapter of the **Ecuadorian Constitution**, Section five, Education, **articles: 26, 27, 28 and 29** state that education is guaranteed to all Ecuadorians under an integrated and respectful schooling system. It must support human rights, democracy, sustainability and environment. Also, it must encourage participation, intercultural awareness under qualified and warmth elements. Ecuadorian education guarantees universal values such as: gender equity, justice, solidarity, peace; so that inhabitants can be more critical, increase their love for art and physical culture, individual and community initiative, competence and skill growth. All of those components are indispensable for transforming and having a fair and worthy society.

Under the Ecuadorian constitution, there are other laws such as: **Plan Nacional del Buen Vivir** (SENPLADES, 2009). **Objective 4** clearly states that all human capacities must be fostered so that all citizens can reach their potentiality. For doing so, intercultural dialogue must be practiced within educational areas. Therefore, education is a paramount component in the national plan of Ecuadorian government.

Additionally, the *article 4*, item *i* declares the importance of learning a foreign language by considering international standards of accreditation, in all educational levels from elementary to higher education.

Ley Orgánica de Educación Superior (LOES)

The **Article 30** states that university learners have to achieve a language proficiency in any foreign language, B2 level at least, as it is stated in Common European Framework of Reference. English is usually the most common studied and compulsory language in Ecuadorian higher education. After having approved 60% of the subjects in a major, they have to take an achievement test. Getting a B2 level is a requirement to get graduated from university.

The mentioned law is very challenging for university learners and English language educators too since learning English as a foreign language is not an easy task. Consequently, the law demands educators to be more efficient and innovators for their students' benefits by providing pertinent strategies and better language performance opportunities. All of them together will ensure students' academic success in their future language achievement test or Communicative competence test.

In the frame of **Organic Law of Intercultural Education (LOEI)**, I chapter, tittle "People with special educative needs linked with or without disability", **article 228** states that disable people are those who have special educative needs. Thus, temporal or permanent learning adaptations are done for allowing them to have access a qualified service. Kichwa- Spanish speaking students are considered students who need some academic adaptations during their learning processes.

Also, this research is supported by Intercultural bilingual education system, **I Chapter, General policies**. UNESCO declared that cultural heritage is part of the Ecuadorian treasures. Therefore, indigenous cultures must be preserved. It involves a World View, identity, story, human relationships and socio-financial productivity. Specifically, **article 243** points out that Interculturality proposes an inclusive teaching-learning approach on which cultural diversity is highly valued in order to overcome racism, discrimination and segregation among different cultures.

2.4 Fundamental Categories

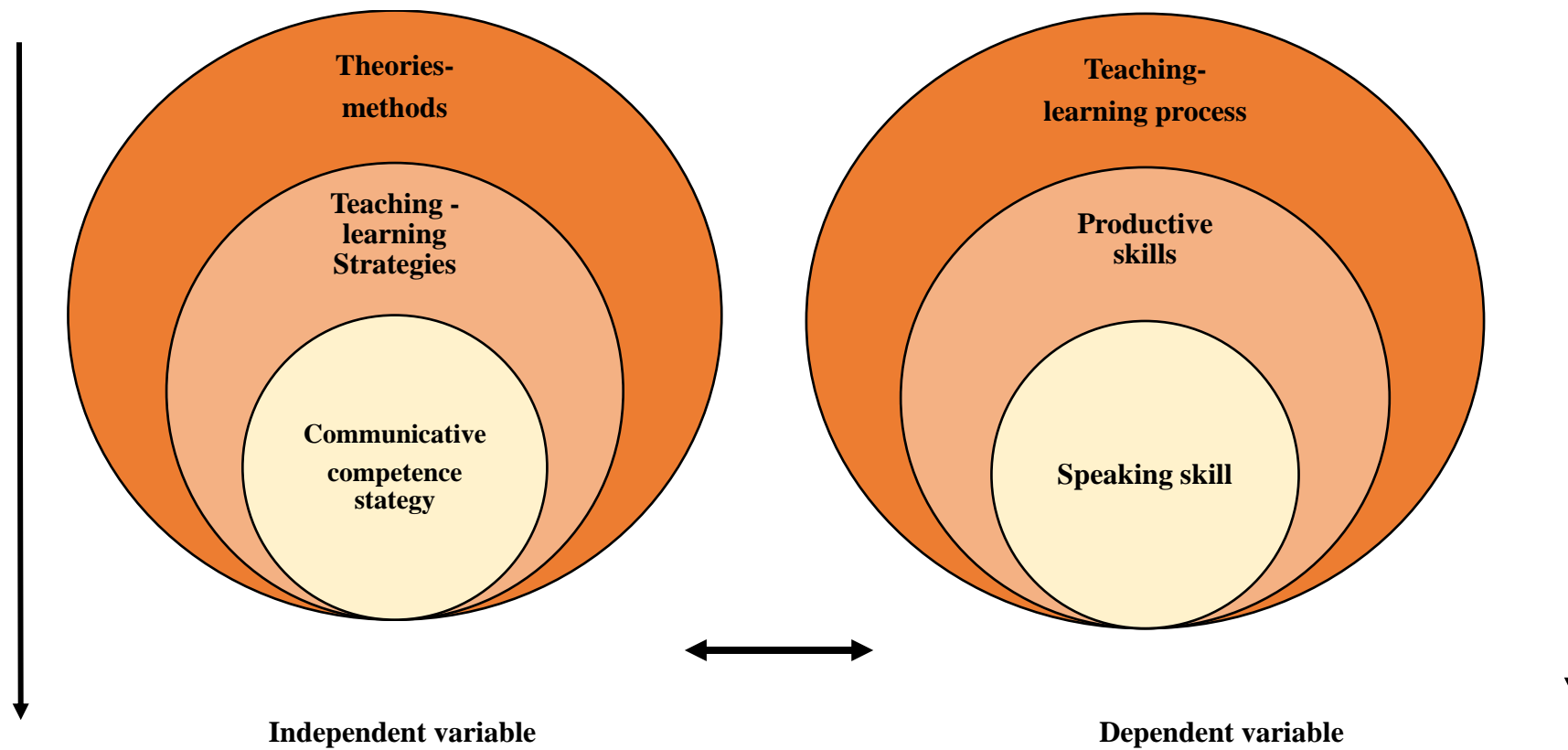


Figure N° 2. Fundamental categories

Source: Armijos (2017)

2.4.1 Independent variable interrelated graphic

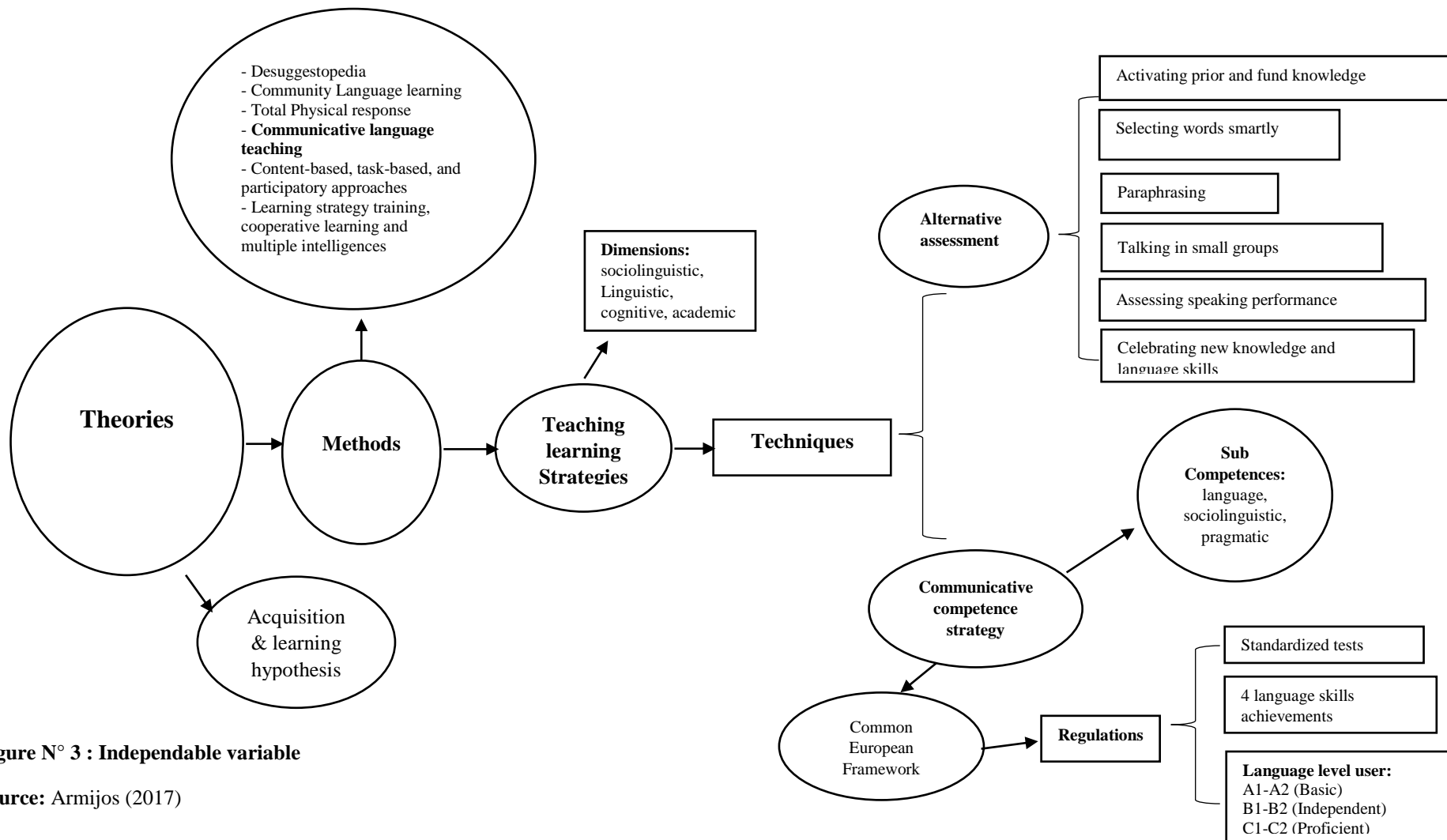


Figure N° 3 : Independable variable

Source: Armijos (2017)

2.4.2 Dependent variable interrelated graphic

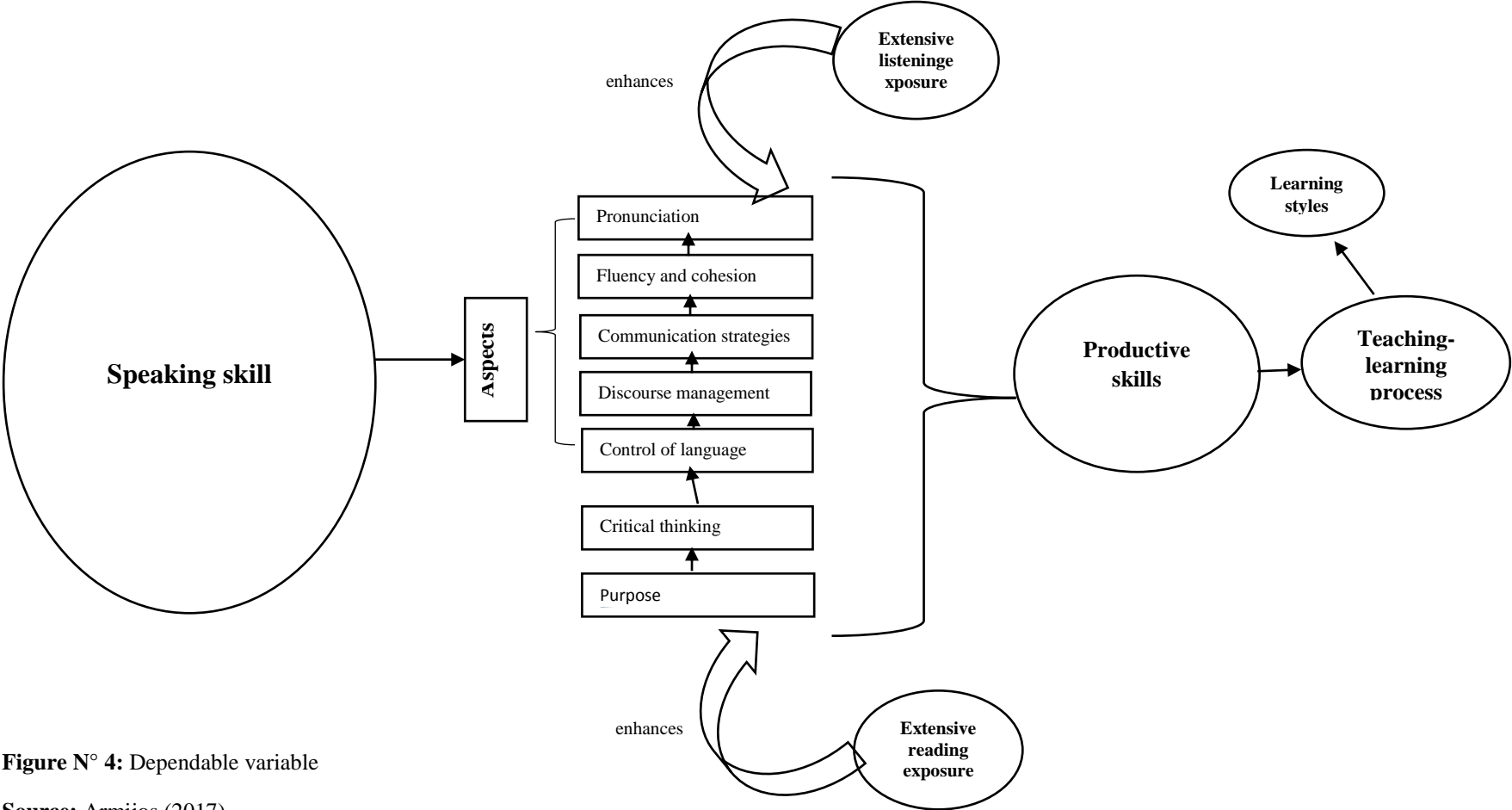


Figure N° 4: Dependable variable

Source: Armijos (2017)

2.4.3 Dialectical view of conceptualizing variables

2.4.4 Independent variable framework

Theories and methods

Theories

Acquisition and learning definitions

For having a clear understanding of the both terms, *acquisition* is “an innate predisposition in the human infant brain to acquire a language” (Yule 2010, p.171). Similarly, Chomsky states that human beings seem to own a “Language Acquisition Device” which allow them to acquire a language Yule (2010). For expanding Language capacity some conditions are needed for example language stimuli and repetitions of the vocabulary, language sounds and signals, social interactions by which culture is transmitted (Larsen, 2008). In Krashen’s words, the mentioned stimuli are known as language input. In regular children, Language acquisition grows the same as biological and motor skill development do gradually. They help to scaffold language comprehension and production (Krashen, 2002).

In the frame of language acquisition (subconscious process), Yule (2010) points out that a normal child by the age of five, he has already gotten a great deal of basic vocabulary as part of his natural acquisition development. That input will enable the child to start learning another language. Most of the children start learning a second language (L2) at later ages. It is important to keep in mind that acquiring a second language from 10 to 16 years old has a better benefit in those learners due to a cognitive maturation, cultural understanding, positive outlook and self-consciousness.

In the framework of *learning*, it is defined as a conscious process on which a child or learner accumulates vocabulary, grammar and many other language features generally in academic or institutional scenarios (Yule, 2010).

Acquiring and learning a second language (L2) through language exposure.

Some researchers truly believe that high language achievers are the result of a great amount of language exposure in natural scenarios like living in L2 speaking community, significant social-language interactions, including a great amount of listening and reading input; Such language immersion is more meaningful and powerful than learning a second language consciously in schooling environments. Unsuccessfully, learning a second language overdoes error correction, which frustrates language acquisition by no means correcting learners' mistakes is not necessary. Looking for balance is the key component (Garabaya, 2014).

Since learning a second language is a more conscious process, students are asked to internalize the L2 through some linguistic features (drills, repetitions, etc.) while attending classes. In other words, second language learning is highly influenced by language rules of the target language. Actually, L2 learners face some limitations such as few hours instructions per week (limiting hours conducts students to make more language mistakes), crowded classes, unpleasant schedules, unmotivated classes, unexciting textbooks, traditional teaching methods among others (Krashen, 2002).

The theory of **Humanistic education and experiential learning** focus on human development, personal growth, and self-actualization. For having that to occur, threatening environments have to be eliminated. In that way, learners will show their natural capacity to learn and create. They will bring to the class their socio-psychological personal experiences and perceptions in order to activate their learning process. Doing that, students reflect about their personal lives in order to have a better understanding of their real life world, increase their learning motivation, change their social interactions, acquire knowledge and develop their abilities. All of them together allow a learner to form a concept about himself, his well-being, personal growth (Nunan, Second language teaching and learning, 1999).

Natural Approach or acquisition and learning hypothesis

Krashen (2002) proposes five hypotheses in order to explain language acquisition and learning. He suggests that a person acquires a language in one manner, and only one manner. It means when he gets comprehensible input within a reduced anxiety setting.

1. Acquisition-learning hypothesis

He discusses the idea that useful communication purposes and meaningful social interactions, usually carried out in informal situations advocate language acquisition. On the other hand, learning a language is less impacting since it is carried out under Grammar-translation and audio-lingual teaching methods. The, L2 learners learn it within conscious systems.

2. Monitoring hypothesis

During the acquisition and learning process of a L2, a learner focusses on grammar rules consciously which turn into less meaningful language speech. The instruction environment emphasizes on accuracy in written forms. So, there is a self-correction pressure by the L2 learner. That is why, monitoring hypothesis encourages to balance correction while holding oral and written interactions.

3. Natural order hypothesis

Humans acquire a language from simple to complex concepts. They understand firstly meaning content words like nouns, then verbs and so on. Having understood them, they acquire articles, morphemes, prepositions and many others in a later moment. Humans have a natural tendency to acquire a language in an unpredictable linguistic order. For example: first present continuous, secondly simple past, third present perfect (The language comprehension is not scaffolded in that way).

4. Input hypothesis

Language or second language acquisition occurs when the oral and written message goes according to the learners' language level. Then, the interlocutor is able to comprehend information. That is, real communication takes place to the learner. Krashen (2002) provides a formula for Input hypothesis. $I+1 = \text{comprehensible input}$. **I** accounts for learners' existing language proficiency level. **1** input which is provided by the teacher. It should be a little above of the students' language level; consequently, students will achieve comprehensible input across content traces.

5. Affective filter hypothesis

There is not any understanding and language acquisition when the learner experiences negative feelings and emotions in his learning environment. Actually, a mental block is produced in student' mind. As a result, he shows a lack of motivation, a low self-confidence, and an increased anxiety and stress level. Teachers should reduce affective filter as much as they can in order to increase a high language comprehension and acquiring odds.

Methods

In this respect, Larsen (2008) defines a method as an abstract concept which involves principles and practices known as techniques. In the teaching and learning field, there are some methods, for example: Desuggestopedia, Community Language learning, Total Physical response, Communicative language teaching, Content-based, task-based, and participatory approaches, Learning strategy training, Cooperative learning, and Multiple intelligences.

For that reason, before applying a teaching-learning method, educators must give attention to who their target audience is. In this respect, there should be special attention to minority students. It means to their cognitive, behaviour, language, and cultural diversity (Carrasquillo & Rodriguez, 2002). Kichwa and

Spanish speaking students usually need some adapted assessment, a motivating language environment, including an integrated and relevant curriculum content.

Because of the nature of this research: *Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners*, the most suitable method is **Communicative language teaching**; it focuses on communicative purposes by using authentic language (real context) which promotes negotiation meanings, social interaction, cooperative learning relationships. All of them together increase comprehension input and language output. For having that to occur, the language facilitator provides a great variety of linguistic forms, meanings, functions, communicative tasks, feedback and monitoring students' performance during teaching communication process. This work enables learners to negotiate meanings, work in small groups in order to communicate their ideas and opinions under a social context situation (Larsen, 2008). Dornyei & Thurrell (2016) comment about Nunan (1987:137) "While a great deal has been written on the theory and practice of communicative language teaching, there have been comparatively few studies of actual communicative language practices" (p. 1).

Moreover, this research has taken into account Participatory approach by Paulo Freire since this approach encourages students to reflect on their local problems for changing them into positive situations (experience-centered). Students express their concerns through dialogues as part of their literacy development. In fact, linguistic features and language skills are taught by content and analysis (Larsen 2008).

Teaching learning Strategies

Strategy definition

It is defined as "a plan of action designed to achieve a long-term or overall aim" (English Oxford Living Dictionaries, 2018). Additionally, a strategy shows carefully development plan or method for achieving a goal or a skill in developing and undertaking such a plan or method" (Merriam Webster, 2018). Overall, a strategy is characterized by including a variety of skills, logistics, resources and

materials in order to achieve the established goal(s); the goal is usually a problem, which demands special attention for solving it at a particular time and place. Teaching strategies refer to the wisdom in selecting teaching approach, teaching method, techniques and activities in order to achieve teaching objectives (Mohamad, 2012).

In the teaching field, a strategy or strategies “should not be taught in isolation, but rather as part of the content-area or language curriculum” (Larsen, 2008, p.163). Alberta Learning, (2002) stresses the importance of instructional strategies because they motivate and help students to be focused on instruction. Students become more organized and able to understand and remember information. Therefore, a learner can monitor and assess learning effectively.

Classification of strategies by categories

Some researchers classify strategies into three categories. The first one is known as *metacognitive strategies*. They plan, monitor, and evaluate learning tasks. Likewise, these strategies are designed conditions **to help someone learns something**.

Cognitive strategy is another category. It “involves learners interacting and manipulating what is to be learned” (Larsen, 2008, p. 164).

The third category is known as **social and affective strategy**. Particularly, learners interact with other people to construct learning understanding under the usage of affective control. Learners participate in conversational situations, self-talk usage, cooperating, working and sharing information, providing and receiving a feedback, completing a task (Larsen, 2008).

Nunan, Second language teaching and learning (1999) identifies some learning strategies under some dimensions: *language content* (negotiating curriculum, social context and environment, macroskills, finding new ways to celebrate cultural and linguistic diversity in classrooms), *language in the classroom* (gather information on students’ learning preferences and styles. One example is the creation of an academic, linguistic and cognitive biography. Usually minority

students face difficulties with content-information and how to answer to it. Carrasquillo & Rodriguez (2002) claim that some content and presentation modifications should be provided to those learners), *the role of the learner* (student's commitment and learning involvement, students learn how to deal with pronunciation, vocabulary, grammar and discourse into context).

It is relevant to mention some strategies, which contribute to bilingual education pedagogy and practices, one of them is Scaffolding. It is based on Zone of Proximal Development (ZPD) by Vygotsky's. This approach emphasizes on adult guidance or collaboration towards student's potential development in order to solve problems. It is an interactive learning since the educator and learners are mutually engaged (García, 2009). That is, students acquire knowledge if they receive contextual and linguistic support in order to complete any task. Learners are given hands-on activities; their prior experiences must be connected to them for scaffolding a meaningful, bilingual and contextual support (ibid). How to construct a scaffolding strategy?

Scaffolding a strategy and its components

As it is stated by (García, 2009):

- 1. Routines.** Teacher teaches and repeats some basic phrases and class behavior to students so they familiarize with them)
- 2. Contextualization.** It turns beneficial to use students' home language as well as the use of the target language. Likewise, the educator contextualizes his teaching delivery by using paralinguistic strategies, visual aids, manipulatives, realia, technological resources, graphic organizers and many others.
- 3. Modeling.** Teacher models routines, writing exercises, asking questions and engages students to think-alouds and read-alouds.
- 4. Bridging and schema –building.** Teacher supports his teaching delivery by evoking previous knowledge through images and past-experiences. Schema (Knowledge of the world) means interconnecting

new information into pre-existing structures of meaning. For example, a teacher uses a “picture walk”, together with a title, subtitles, charts and graphics, which encourage students to guess what a story or a reading may be about. Teacher explores the amount of vocabulary and experiences that students bring to the class.

García (2009) states two important bridging and schema building strategies.

The *first* one is known as **KWL (K=know, W=want to know, L=learned)**. It consists of three column anticipatory guides. Students fill in a template the following prompts.

What I know about the story, subject or topic.	What I would want to know about the story, subject or topic.	What I learned after reading.

Resource: García Ofelía (2009)

Adapted by: Armijos (2017).

SQP2RS is the name of a *second* strategy. It is based on six steps, which is used to explain content.

- **Surveying** (Students have to scan a reading text for two minutes)
- **Questioning** (Students have to generate questions)
- **Predicting** (Students state from one to three things they think that they will find on the reading)
- **Reading** (Students have to find answers to their stated questions so that they can confirm or disconfirm their reading predictions)
- **Responding** (Students answer their questions and formulate new ones)

- **Summarizing** (Students conclude their learning process by writing an oral or written summary on the target language)

For García (2009) it is recommended to provide opportunities on which students turn and talk, and feel free to use any of their own languages. Therefore, cognates may be used. Students' languages and their target language can be contrasted as well.

- **Multiplicities –multiple entry points** (Some bilingual students are able to use language instructions without any pedagogical adaptation; while others will need some adaptation by using their first language or a mixture of their first and their target language. There are other cases on which students will prefer to demonstrate their understandings by drawing pictures or other activities such as music, art, role-plays, field trips and many others. Multiple entry points also allow teachers to be cognizant of Gardner's multiple intelligences like: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist intelligences.

In other words, (Alberta Learning , 2002) summarizes that effective instructional strategies help students step-by-step. A variety of instructional approaches and materials are used. Support is provided through modelling, guided and independent practice. Skills and ideas are transferred through many opportunities. Skills, ideas and real life situations scaffold meaningful connections. Learners become independent thanks to self-monitoring, and self-correction encouragement, including reflection and assessment. Alberta Learning (2002) identifies the most relevant instructional strategies such as: cooperative learning, group discussion, independent learning; meanwhile Yasin, Mustafa, & Rizki Permatasari (2018) considers, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry as the most contributing ones.

Teaching and learning strategies for cultural and linguistically diverse students (CLD)

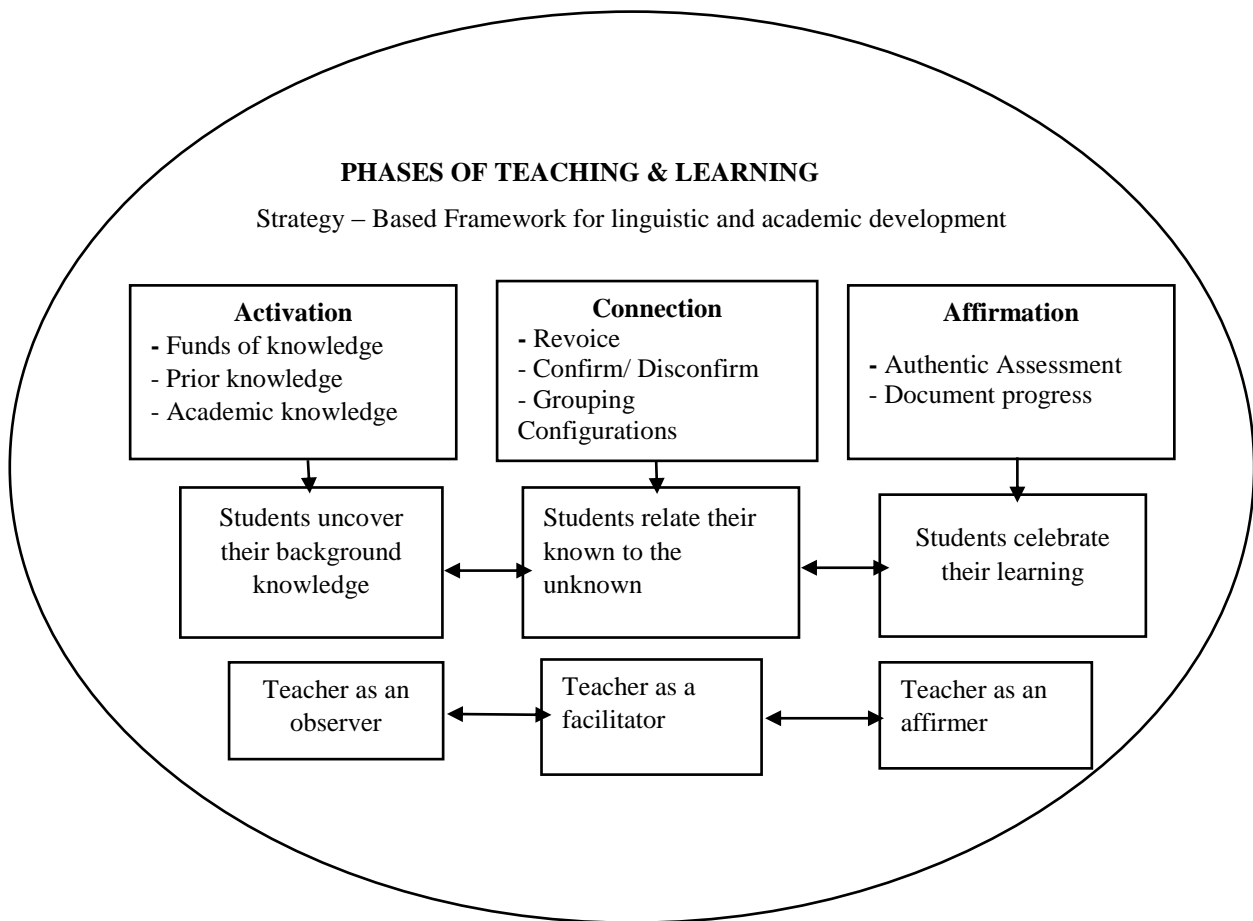
Herrera, Kavimandan, & Holmes (2011) propose some strategies in order to help minority students like Kichwa-Spanish speaking students comprehend, process, produce thinking order skills. At the end, students will have enhanced their vocabulary, content comprehension (academic illiteracy), language skills, class interactions. Those researchers strongly believe in the importance of connecting their funds and prior knowledge with the new academic knowledge. Thus, CDL learners will experience a better class discussion, interpretation, analysis, debates in a written or oral way.

Herrera, Kavimandan, & Holmes (2011) suggest to potentialize minority groups by creating a student Biography card. It is covered by the *sociocultural dimension, linguistic dimension, cognitive dimension and academic dimension* .

- *Sociocultural dimension* asks for idiosyncrasy, affective influences, social interactive phenomena.
- *Linguistic dimension* allows to record an academic progress perception from the students. It encourages cross-linguistic transfer for literacy skills in both languages.
- *Cognitive dimension* is the result of connecting funds of knowledge, prior knowledge and academic knowledge to the new content delivery.
- *Academic dimension* is the “students’s access, engagement, and hope” (Herrera et al. 2011, p.4). It demands from the educator to be more creative, delivering content by making some adaptations so that he can answer students’ assessts and needs.

Herrera, Kavimandan, & Holmes (2011) recommend three phases when designing a lesson phase. Then, a graphic is provided for a better illustration.

Figure N° 5: Phases of Teaching & Learning



Source: (Herrera, Kavimandan, & Holmes, 2011)

Herrera et al (2011) present three categories of strategies for several linguistic, cognitive and academic purposes.

1. Images as Catalysts for predictions and connections. The following strategies use images or drawings to activate students' imagination, background knowledge and content guesses.

- Linking language
- It's All on My Clipboard
- Topic in Pictures and Words
- Academic Literacy Mind Map
- Tri-Fold
- Listen Sketch Label

2. Words and more words. These strategies make students think and reflect on indispensable notions associated to a lesson.

- DOTS Chart
- Foldables
- Pic-Tac-Tell
- Vocabulary Quilt
- Thumb Challenge
- Magic Book
- IDEA

3. From Word knowledge to comprehension. These strategies allow educators to have a superior appreciation of students' knowledge levels in terms of academic concepts and vocabulary. Alternatively, CLD learners can go deeper when dealing with new content concepts and monitoring their own learning. These strategies take into account some introductory elements like: Strategy artifact, Teacher testimonial, Where theory meets practice, Materials lists, One classroom's perspective, Biography-Driven Response Grouping, Templates, Rubrics and checklists.

- U-C-ME
- Extension Wheel

- Relevance Scale
- Heart Activity
- It's All in the Box
- Active Bookmarks
- Three Facts and an Opinion

Technique definition

It is known as “a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure” (English Oxford Living Dictionaries, 2018). In the teaching field, a technique means “a way of doing something by using special knowledge or skill” (Merriam Webster, 2018). For Mohamad (2012) techniques become the steps in teaching instruction.

Techniques to be employed during the academic intervention for enhancing speaking skill on this research

It is in this context of discussion that this research proposes the following techniques in order to build up a **Communicative competence strategy**. This strategy proposal is constructed by employing 6 techniques. Some of them have been adapted based on literature review so that Kichwa-Spanish speaking students can achieve English language proficiency or Communicative competence after a significant extensive language exposure.

- 1. Activating prior and funds knowledge.** It activates prior and fund knowledge before reading and listening to an audiobook for having a better language comprehension.
- 2. Selecting words smartly.** It encourages learners to design a vocabulary flash card so as to expand vocabulary skill awareness among Kichwa-Spanish speaking students.
- 3. Paraphrasing.** It increases students’ analytical, synthesizing skills, including long-term memory through paraphrasing.
- 4. Talking in small groups.** It enhances speaking skill, confidence, creativity, and spontaneity through social interactions within small groups.

5. **Assessing speaking performance.** The educator observes and checks speaking progress while holding a conversation between the educator and one student about their read and listened materials.
6. **Celebrating new knowledge and language skills.** It reflects on the amount of self-speaking enhancement by reviewing early assumptions, answering some questions and writing a summary.

Alternative assessment

There is not a unique definition about alternative assessment; yet, nobody denies the importance of applying alternative assessment in EFL field. Tannenbaum, (1999) mentioned some reasons why Alternative assessment should be put into practice in the teaching field. For instance, it allows to gain a clear picture of learners' academic and linguistic progress; the procedures, techniques and activities must be employed within the content of the instruction in daily activities. The use of alternative assessment boosts students to show and perform what they can do in real- life tasks and specific domain. Alternative assessment documents students' progress, strengths, weaknesses, learning styles, language proficiencies, cultural and fund backgrounds, interests, goals and so on (Richards, 2002). It is structured under valid and reliable mechanisms. In short, it promotes to have a better acquaintance as a person more than, as a student, it is what really matters. Alternative assessment can be employed through journals, compositions, reading logs, videos, role-plays, audio tapes, self-evaluation questionnaire, and many others (ibid).

Tannenbaum (1999) comments that alternative assessment can be performed through various strategies:

- *nonverbal assessment strategies* (physical demonstrations through body gestures, hands-on tasks, pictorial products, K-W-L CHART (What I know/ what I want to know/ what I've learned. This strategy helps learners to be focused on topic, thus, they will notice how much they learn something).

- *Oral performances or presentations* (they assess students' performances through interviews, oral reports, role plays, describing explaining, summarizing, comparing, analyzing, hypothesizing, retelling, paraphrasing stories or text materials).
- *Oral and written products* (they assess students' progress through content area thinking and learning logs. Examples are: reading response logs, writing assignments, dialogue journals, and audio or video cassettes, portfolios).

A study carried out by Kozulin & Garb, (2002) in terms of alternative assessment provided data on learners' potential to go over and beyond static tests. Alternative assessment experiment showed that it worked effectively on 23 students who were at risk to fail their high school English exam. The research results permitted to develop some learning plans according to each students' special learning needs. Further to this, Tannenbaum (1999) believes that there are remarkable benefits for teachers and students in the EFL field; in fact, alternative assessment activities are more adaptable, practical and realistic and meaningful.

Eventually, this research assesses Kichwa and Spanish speaking students by employing some alternative assessment which has an **Oral performance orientation**. Students are interviewed by their educator. Then, some feedback and score are provided to the learner by using an adapted rubric for assessing interactive speaking skill.

Communicative competence strategy

Communicative competence or language proficiency

“Communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly” (Yule 2010, p. 194). Even though the concept of Communicative competence seems very understandable, it has received many modifications about its definition. Nowadays, in the teaching and learning field, the Common European Framework (CEFR) has a more solid conceptualization which is broadly accepted around the World. It is defined as a

competence that a person owns in order to interact within a society. It covers three components: *language competence* (knowledge and ability to form well-structured messages by using: lexical, grammatical, semantic, phonological, orthographic, and orthoepic sub competences). Secondly, *sociolinguistic competence* (Knowledge and skills to use a language into a social context. By applying some elements: appropriate behaviour rules, expressions, registers, dialects, and stress) Example: The third competence is *pragmatic competence* which involves two sub competences: discourse and functional competences. Thanks to those, language users control the nonexistence of a language understanding (strategic competence). All of them together strengthen meta-cognitive principles (Bagarić et al. 2007).

Additionally, the Common European Framework (CEFR) allows to standardize learning, teaching and assessment of languages. Even though, it is a horizon in the teaching community, Communicative competence is not really simple to define and evaluate it, because it is “impossible to measure all components of communicative competence” (Bagarić et al. 2007, p. 101).

According to Common European Framework (CEFR), it has classified language proficiency by levels of performance and achievements. Hence, letters and numbers are used to observe and evaluate language performers. Based on a standardized exam, a language test taker may receive from A1 to C2. That is, A1-A2 (Basic user) B1-B2 (Independent user), C1-C2 (Proficient user) Cambridge English language Assessment (n/d). Standardized exams can be designed by the learners' school or by international organizaions like TOEIC (Test of English for International Communication, TOEFL (Test of English as a Foreign language), IELTS (International English Language Testing Sytem) among others. For measuring, L2 language learners, it is extremely necessary to identify five assessment principles: reliability, validity, practicality, accountability, and authenticity on exam desing.

Communicative competence may be measured by administering alternative assessment as well. O'Malley's (1987) cited by Dornyei & Thurrell (2016) points

out that “Teachers should be confident that there exist a number of strategies which can be embedded into their existing curricula, that can be taught to students with only modest extra effort, and that can enhance the overall class performance...” (p.3). Slovaček, Mazej, & Ravlić, (2015) suggest that the only way L2 learners become good speakers of the target language is when they are exposed to a great variety of conversation practices, games and activities on which students experience more communicative written and oral forms.

2.4.5 Dependent variable framework

Teaching/ Learning processes

It is essential to take a careful look at learning strategies meanings and the usage of tasks, and learning independence. Nunan (1999) explains that “strategies are mental and communicative procedures that learners use in order to learn and use a language. Underlying every learning task is at least one strategy” (p.171). The success of learning strategies is determined by being motivating to the learners. As a matter of fact, strategies must promote confidence while students do some speaking and writing outputs. Rebecca Oxford, as it was stated by Nunan (1999), considers key elements of learning strategies, for instance: They have to fortify Communicative competence since they focus on problem-solving orientation. Learners are enabled to study directly and indirectly. She also made two basic differences between *direct* and *indirect strategies*. *Direct* strategies represent: memorizing, analyzing, reasoning, and guessing critically. As a result, the learner can interiorize information; meanwhile, indirect strategies refer to self-evaluating procedures.

Learning styles

When referring to learning styles, (Nunan, Teaching English to Speakers of other languages, 2015) delimits it, as a normal, characteristic way to learn something differently than others. There is a variety of learning styles which are classified into three categories: **cognitive styles** (dependence and independence

field), **sensory styles** (visual, hearing, kinesthetic learners), **personality styles** (introvert, extrovert and many others).

VARK is an acronym which is used for naming four types of learning styles: **V**isual, **A**uditory, **R**eading/**W**riting **P**reference, and **K**inesthetic modes (Teach make a difference , 2018).

At this point, some descriptions have been provided for a better teaching practice.

Generally, a **visual learner** prefers some imagenes, maps and graphic organizers to access and understand new information.

An **auditory learner** understands new content through listening and speaking in situations such as lectures and group discussions, does repetitions, and includes mnemonic devices to study.

Learners through reading and writing prefer to take notes, to read avidly, to translate abstract concepts into essays. In essence, they learn best through words.

Kinesthetic learners understand new information through tactile information representations. They are good at hands-on activities.

Thanks to learning styles, each individual is able to absorb, process, comprehend and retain information. Identifying students' learning styles allow educators to implement different teaching and learning strategies, and assessment practices. Therefore, students will have increased their academic motivation, a positive behavior, and learning confidence and metacognition (Teach make a difference , 2018).

Productive skills

Speaking and writing are known as productive skills since language users or learners of a language have to produce a language themselves (Harmer, 2011).

Through speaking and writing skills, regular language users can manipulate a language to express their ideas, needs, feelings, and emotions.

What is more, productive skills are essential when learning a language because they provide learners the opportunity to experience real-life demands through class practices. In the framework of assessing or identifying how much a language learner has achieved, productive skills are a good academic indicator. Speaking skill mainly is a good indicator of how well someone has achieved a language. Good language speakers are the result of a lot of speaking practices, motivation and collaborative work. All of them together increase speaking confidence and reduce social anxiety, especially when dealing with a target language learning (Hossain, 2015).

Additionally, productive or active skills, as Golkovaa & Hubackova (2014) have named them, consider that productive skills are used to communicate information in a foreign or target language. Nonetheless, productive skills are strongly supported by receptive skills such as reading and listening. Therefore, there is a powerful and positive impact on productive skills based on a significant language exposure. L2 producers must be exposed to the target language as much as they can.

Extensive listening exposure

It is built by vocabulary, grammar and emotional language acquisition. The purpose of extensive listening is mostly for enjoyment and for improving listening skills in general. It is mostly practiced *out of the classroom* and by choosing freely what to listen. That is, the more we listen, the better we will read and speak. So according to Harmer (2011), “many students like listening and reading at the same time using a written text and audio tracks” (p. 303). People who practice extensive listening do not mind about not understanding each word; rather, they like relaxing while listening). However, the sources for the extensive listening should be the adequate for students’ cognitive and affective level, topics and types

of genre. A great exposure to a large amount of language materials should be supplied to elementary language students at the beginning of their learning. In the beginning, elementary students go through a phase called “silent period” which help them talk later on (Brown, 2001). Consequently, students will have enhanced their speaking abilities, the way they pronounce, and will have learnt to recognize different dialects among others as a result of the exposure to the language.

Educators should take into account the following recommendations at the moment of encouraging extensive listening. Some students might be unwilling to listen to material in the target language outside of the classroom, despite the fact that listening audio into other language boost speaking skill. In contrast, many students will be eager to practice extensive listening. That being the case, students should be encouraged to discuss about the topics they have liked listening to the most. For example, teachers could ask what the students’ overall view is about, what they have just listened to. Thus, by sharing this information other students will feel the motivation to do the same. For students of intermediate and advanced levels (Middlebury Institute of International Studies at Monterey, (2016) recommends that a person who is learning a new language learner should read news articles while listening to them. Also, a student should get “acquainted with present happening and matters. Record interviews and news programs so they can be listened later again” (Middlebury Institute of International Studies at Monterey 2016, p. 1).

Extensive reading or reading for pleasure

It is often applied so students get an overall understanding from extended texts; for this reason, mostly, extensive reading is carried out in other places than the classrooms (reading as a way of entertainment). In this sense, those who read for pleasure tend to only look up for the meaning of the words that they consider as the most important of the passage. These kinds of readers see reading as means to text comprehension rather than individual word study (Brown, 2001). It is worth mentioning that extensive reading does not imply that students are asked to read a great amount of books and writings; despite the fact that students choose their

favourite literary selection, in extensive reading students should seek the guidance of their teachers. The type of assistance could be for instance; reading materials, assignments and educational facilities, printed or digital books. Readers should be encouraged to practice extensive reading by using graded readers, booklets or books or simplified readers. “These types of books attain success owing to the writers or adaptors who have allowed only well-defined lists of words and grammar. This helps in a way, so students at a suitable level can read them easily” (Harmer 2011, p. 285). For medium and higher language skill level students Middlebury Institute of International Studies at Monterey (2016) suggests that a language student must “read high quality newspapers (E.g. New York Times, Wall Street Journal) daily at best for one year. It is also important to read thoroughly high-quality news magazines (E.g. The Economist). Reading about subjects or articles of our personal preference in the target language; in addition to eloquently-written literature that will benefit to expand also common knowledge” (p, 1).

Essentials for creating interactive reading methods

It is important to note that there is an extensive array of reading techniques. They build up competence and effectiveness in language learners. Brown (2001) has presented eight principles that could be considered at the moment of making or modifying reading techniques (for assignments and exercises).

- 1. Do not underestimate the usefulness of special training for developing reading skills.** Students should learn the importance and how to make the most from their L1 literacy aptitudes. It would be beneficial for L2 learners if they train extensive reading on their leisure time; sadly, many students do not practice extensive reading beyond their schools. If students do not use any occasion to read or if developing extensive reading is not relevant for them, continuous silent reading as self-study could be practiced in the class.
- 2. Methods should be essentially stimulating.** Their content should help everyday life. Thus, reading materials should be pertinent to students’ educational ambitions. It is advised that students select their best reading

resources for covering their needs. Besides, learners should know to assess their own enhancement by evaluating themselves.

3. Take into account validity and straightforward texts at the moment of choosing material. Reading texts should be easily manageable in relation to language learners' skills without changing its meaning. Those literary resources have to maintain their accuracy, mood, good sense among others in order to retain its factual meaning. There are three conditions for choosing academic reading materials: **applicability** (An engaging, entertaining, stimulating and pertinent content), **practicability** (Content that helps to reach goals in language acquiring) and **legibility** (vocabulary and structural parts on a written passage should not be too difficult to understand in relation to students' language level).

4. Encourage the enhancement of reading techniques. In L2 students, reading techniques should start from the lowest levels to the highest. Brown (2001) suggests ten techniques for improving reading:

- **Understand the reason behind reading a text.** L2 learners should know beforehand what they are trying to find on a reading passage, even if, the content might have diverting information.
- **Make use of graphemic representations and figures to help in bottom-up interpretation (particularly for students at elementary levels).** Determine whether students know already about orthographic norms and special cases. Such as: graphemes, phonemes (long and short vowel and consonant sounds).
- **Learn to read silently as a technique for developing fast comprehension (for intermediate to advanced students).** This approach is very useful for students of intermediate to advanced levels. Simply, readers do not have to "say" words in their heads. Because they have to identify as many words and phrases. Besides, students have to use the context in order to find out the meaning of not familiar words. A L2 student can read up to 250-300 words each minute. On the contrary, this technique cannot be used by L2

learners who have just begun this level because they lack of vocabulary and their grammar has still to be enhanced.

- **Read a text quickly to get the most important points.** Readers have to learn to skim a text to get the overall meaning about what it is about. This technique helps the students to identify the purpose of the text, the primary topics, and its backing ideas. (This process should last around half a minute). After doing that, the readers have to present to the class a summary of what was the text about.
- **Look over rapidly or scan into a text for particular information.** A reader looks for specific information on the text, this could be for instance: names, numbers, definitions, dates or other important facts. For this purpose, the reader has to search for certain information without having to read the entire text.
- **Create semantic mapping organizers or learn to group words in categories.** Making semantic mappings and gathering words in clusters help to organize words and concepts, particularly, if there is too much information. This task could be achieved alone or into groups of students.
- **Find by guessing when you do not know.** Good readers try to discover the meanings of not familiar words, by analyzing how the grammar and discourse are connected, the context and cultural references can also help to find meanings.
- **Study closely the words.** Many strategies can be applied to help discover the meanings of words for example by analyzing these key elements: prefixes, roots, suffixes, grammar and its context.
- **See the difference between implied and literal meanings:** The student has to make use of top-down skills in order learn more than the actual or literal meaning.
- **Place importance on connective words to examine relationships between words.** Successful readers understand the importance and meaning of connective words. They help to connect ideas in a text,

so the readers can go smoothly from one paragraph to another. There are many connective or transition words for joining paragraphs, sentences or ideas. Some of them are: By way of contrast, but, however, whereas, in contrast, while, yet, even more, above all, indeed, granted this, besides, but even so, more important, either way, all the same, in any event, notwithstanding, in any case, in either event, or at least, rather, whatever happens among others.

1. **Make use of equally bottom-up and top-down strategies.** During lessons, learners should write, even if the passages they write are not that long.
2. **Understand and carry out the “SQ3R” steps.** This is a sequence of five steps which could help students to enhance their reading skills in class.
 - **Survey:** It gives a global view of the text
 - **Question:** The student writes some questions about what he anticipates to find on the text.
 - **Read:** The student has to find the answer to the questions he previously wrote while he reads the complete text.
 - **Recite:** The student has to talk about the most important ideas from the text either by writing them down or in a speech.
 - **Review:** Students should assess their reading perceptions and try to enhance them.
3. **Split your techniques into three reading phases before-reading, throughout-reading, and after-reading.** In order to assist students to become efficient in reading comprehension, these three steps could help teachers train their students during reading.
 - **Before reading:** Teachers should present a topic to their students. Afterwards the students have to apply skimming, scanning and predicting strategies to the text in order to start the comprehension process.

- **Throughout reading:** Teachers should give tasks to the students for finding the meaning behind the whole text, like data or by asking questions.
- **After reading:** Students will be evaluated to see how they understood the text, for instance new words, purpose behind the writing, author's point of view, use of grammar structures and practicing writing (summaries or opinions). These strategies and tasks should be correlated to the students' language level.

4. Create assessing features to your techniques: In order to make evaluation of students' comprehension more precise, Brown (2001) outlined nine strategies to be applied by the students.

- “Doing- the reader reacts to a given task,
- Choosing- the reader chooses from different options either spoken or written,
- Transferring- the reader makes a brief spoken summary of what he has read,
- Answering- the reader responds questions about the text,
- Condensing- the reader writes a general view or writes memory aids about a text,
- Extending- the reader writes a conclusion or final part of a story,
- Duplicating- the reader writes a translation of his view into his native language (At the elementary level, this should be applied only with short passages)
- Modeling- The reader has to assemble or put together an object described in the text, for instance: a toy,
- Conversing- Finally the reader has to take part in a dialogue or a conversation, this shows the correct usage of information” (p, 316).

Speaking skill

Thornbury (2009) explains that speaking a language is more than forming correct grammatical sentences and pronouncing them. In fact, speaking skill must be developed and practiced in a real time and in cooperation. Being more specific through some dialogues, (Saville, 2006, pág. 143) suggests that phonological proficiency is relevant for a successful communication, by no means pretending “foreign accents” must be totally eliminated, as long as, it provides a high level of intelligibility.

Bilbrough (2013) defines a dialogue as a spoken interaction between two persons at least. It is usually *pre-scripted* (play scripts in coursebooks) or *unscripted* (improvised dialogues and chats). It may be real, simulated, recorded in audios, videos, written. It may be form-focused in order to show some focused grammar or vocabulary. As a final point, it may take the form of a transactional (asking for information) or interactional dialogue (friends talking about extensive topics).

Thornbury (2009) believes that speaking involves a command of some skills and a variety of knowledge types. So, good speakers must be knowledgeable of *Speech production, Conceptualization and formulation, Articulation, self-monitoring and repair, automaticity, fluency and managing talk.*

Speaking in another language

All language speakers have a different degree of fluency even in their own L1. Unfortunately, a lack of automaticity can limit a face-to-face interaction. That is why, L2 learners must be immersed into interactive speaking practices in real time for increasing students’ confidence. Most of L2 learners usually formulate their utterances in the first L1 and they “translate” them in a L2. The results show an inaccurate translation, and a prolonged use of time and a high level of anxiety, due to students have been practicing excessive self- monitoring (monitor overuse as named by Stephen Krashen) (Thornbury, 2009).

With the increased development of Communicative approach in second language acquisition, language educators must highlight language usage for real-

life purposes by using activities that prioritize accuracy and fluency towards effective communication. Dialogues under Communicative approach allow students to be more creative and spontaneous since they are less controlled. Furthermore, learners can take risks without thinking of possible negative effects because of their utterances (Bilbrough, 2013).

To overcome communication frustration, L2 students have to be trained under communicative strategies.

The first strategy is known as **strategic competence**. It encircles other sub strategies like circumlocution, word coinage, foreignizing a word, approximation, using an all-purpose word, code-switching, paralinguistics, appealing for help.

The second strategy is identified as **avoidance strategy**. The speaker abandons his messages altogether or replaces his messages with less ambitious messages.

The third strategy is **discourse strategy**. That is, the speaker borrows or repeats some utterances from other speaker(s).

All the mentioned strategies from above are excellent for boosting students' speaking skill in a L2; but, students have to go beyond in their language proficiency achievement because a lack of students' enhancement may conduct to a fossilization system and negative interference (interlanguage) (Gass & Selinker , 2008).

Encouraging speaking skill includes some kinds of knowledge that L2 speakers have to be familiar with. One of them is the **Sociocultural knowledge**. Nowadays, L2 learners need to be intercultural competent. That is why, they will be able to manage across-cultural encounters by taking into account cultural similarities and differences (Thornbury, 2009).

Other aspect that L2 learners should know is **Genre knowledge**. Students must be aware of speech- act knowledge for a variety of social interaction scenarios. In other words, mastering spoken languages according to formal (given presentations or lectures) or informal (greeting a shopkeeper) purposes (Thornbury, 2009).

Speech acts

There are some forms, speech-act formulas, lexical items that are typically used as phrasebooks. They cannot be intuited by L2 learners. For instance: *Why do you not...? I have some advice....my suggestion to you would be ...if you want my suggestion...* (Thornbury, 2009).

Register

L2 learners need to know how to adapt speech acts to different social context variables, therefore spoken language may turn more or less formal (Thornbury, 2009).

Discourse

It goes beyond the simple way of putting together grammar and vocabulary. In fact, it allows L2 learners to know taking-turn management since talking is a collaborative construction (Thornbury, 2009).

Grammar

In a spontaneous speech clause-length are produced instead of sentence-length. L2 learners need to know and practice certain structures that are frequent in spoken language, rather than writing ones. L2 learners must be taught some features of spoken production. Teachers should not expect to hear their students speaking in English spontaneously if their students have been mostly learning grammar for writing production. Example, reported speech, subordinate clauses, relative clauses and passive voice are not grammar structures for setting up a spontaneous conversation, in an informal speaking at least. Educators should pay more attention to a command of present and past simple, sequence narratives, continuous and perfect verbs, modals, semi-modal verbs, yes-no questions and wh questions, basic conjunctions, one or two all-purpose quoting expressions (Thornbury, 2009).

Vocabulary

Thornbury (2009) suggests that L2 learners would make use of vocabulary depending on their speaking needs. Speakers use lexicon which allow them to

express their attitudes to what is being said (expressing doubt, certainty, appraisal, solidarity, etc.). In a conversation, there is **productive vocabulary** and **receptive vocabulary**. Considering the fact that, speakers produce less vocabulary than what they receive, they should study the 200 most common words and lexical phrases, so that they can manage conversational situations (Thornbury, 2009).

- Wh question forming words (where, why, when, how, which, etc.)
- Modal auxiliary verbs (would, might, may, can should, etc.)
- All kind of pronouns
- Common prepositions
- Spoken discourse markers (such as well, oh, so, but, and right, etc.).
- Common backchannel expressions (really, no, what, how, etc.)
- Common words to express chronological order (then, first, second, etc.).
- Common words to emphasize (really, very, just, so, etc.)
- Common words to hedge (actually, quite, rather, etc.)
- All-purpose words, such as (thing, place, time, way, make and do, etc.)
- Chunks (collocations, phrasal verbs, idioms, catchphrases and sayings, sentence frames, social formulas, discourse markers)

Phonology / Pronunciation

As Thornbury (2009) suggests pronunciation is an unconscious choice. Speakers adjust their **pronunciation** or adopt an accent based on their social context. Additionally, **intonation** is used for transmitting meaning and information.

For having a better appreciation on how speaking fluency occurs, it is necessary to know what **speech conditions** are. Thornbury (2009) explains three categories: **cognitive, affective and performance**.

- **Cognitive factors.** They are related to day-to-day life topics. Speakers find it easy to talk about topics they are familiar with them. Likewise, they feel comfortable to talk if they know a particular genre(s), including familiarity with the interlocutors and less complex mental processing demands.

- **Affective factors**, on the other hand, focus on emotions. Speakers talk about a particular topic depending on their interest or feelings towards the topic. Self-consciousness is always involved in a conversation, which may cause a variety of effects on speaking performance.
- The third factor is **performance**. It covers other sub divisions like:
 - **Mode** (it is always more rewarding to have a face-to-face conversation rather than on telephone or any device),
 - **Degree of collaboration** (It is much easier to talk with colleagues who support our speech),
 - **Discourse control** (It will turn easy to a speaker if he controls direction of events),
 - **Planning and rehearsal time** (having more time to prepare his speech makes it easier for the speaker),
 - **Time pressure** (Speakers experience a high speaking difficulty when they are required to produce speech)
 - **Environmental conditions** (It is extremely difficult to conduct a conversation under very noisy or poor acoustic conditions)
 - **Personality factors** (Introvert and extrovert personalities)
 - **Physiological factors** (Tiredness)

In the teaching field, there are three important theories, which can be applied for developing and increasing speaking skill. They are: behaviourist, cognitivist and sociocultural theory. Essentially, behaviourist philosophy emphasizes on modelling, repetition and practice for language reinforcement (language automatic habits). In the L2 teaching field is known as audiolingualism which covers three stages: Presentation, Practice and Production (PPP). Contrary to the philosophy from above, cognitivism sees learners as empty vessels that must be filled in. It starts by conscious attention that is integrated into students' knowledge. Then, it restructures students' linguistic and cognitive systems through three stages awareness-raising, proceduralization and autonomy. Lastly, the sociocultural learning theory builds up learning through social interaction. In fact, students learn collaboratively in order to co-construct and scaffold communication among

parties. Bilbrough (2013) suggested that sociocultural approach is known as *dialogic pedagogy*. It is strongly influenced by Vygotsky and Paulo Freire.

Thornbury (2009) offers some activities for each stage awareness-raising, proceduralization and autonomy.

1. Awareness-raising stage and activities under Cognitive approach

A teacher always needs to guide, provide support and feedback in the learning process whenever necessary. There are three cognitive processes in order to encourage conscious awareness: **attention, noticing and understanding.**

For instance, one small group of students have to construct and rehearse a story according to some pictures, and then their story will be told to another group of students who need to place the pictures based on what they are listening to from the first group.

Other examples are:

- **Using recordings and transcripts**

Students write some scripts and record their voices while reading them. Those recordings are designed to put into practice some taught grammatical points to ensure intelligibility.

- **Focusing on selected language features**

Thornbury (2009) suggests some ideas which apply recordings and transcripts by using selected language features.

- **Focus on organization** (Students sensitize how to speak in presentations by using a macro-structure transcript and expressions. They must identify sequence stages: introduction, problem, possible solution 1, drawbacks, possible solutions 2, drawbacks, possible solution 3, advantages, and conclusion).

- **Focus on sociocultural rules** (L2 learners should be familiar with cultural awareness by discussing and practicing in possible scenarios in order to avoid possible offends, embarrassment and stereotypes. An educator should prepare cross-cultural encounters,

a visit to a family's home, analyzing appropriate topics for a casual conversation).

- **Focus on topic shift** (Students should learn some expressions for doing topic shifts. Then, they may record themselves by practicing some conversations on which they change topics. They may practice with topics like weather, food, people, getting around, and sights. It is suggested to practice on natural conversation without writing any script. Therefore, they will notice the natural way that intonation shows a new changing topic).

- **Focus on performance effects** (Here, students learn how to raise awareness fillers. For example, pause fillers, repairs, production strategies, and how they may be translated to their target language. These are everyday conversation fillers such as *um, well, sort of*, etc.).

- **Focus on communication strategies** (The usage of scripts and conversations help speakers to achieve good speaking skill. Some strategies are for example, describing things, listening to some items for selecting a particular element).

- **Focus on speech acts** (Students should get used to improvise conversations through scripts or not. They need to take into account frequent language functions or speech acts through their formulas, for example, compliments, invitations, suggestions, requests, apologies, refusals, excuses, etc.).

- **Focus on discourse markers** (Students should be familiar with discourse markers like *well, so, oh, I mean, right and anyway*. Their improvised or scripted conversations with discourse markers produce a more interest effect on speakers)

- **Focus on features of spoken grammar** (Students need to know and practice ellipsis, heads, tails, repetitions and clause by clause in spoken grammar. Good ways to practice them, it is to compare written versions with their spoken equivalents)

- **Focus on vocabulary** (For becoming proficient learners, they need to be exposed to high-frequency vocabulary in spoken language. The lexical density has to be based on content words, so students may compare between written and spoken language).
- **Focus on lexical chunks** (Students should identify collocations, word pairs, idioms, phrasal verbs and catchphrases while listening to authentic conversations, and scripts)
- **Focus on stress and intonation** (The usage of recordings assist learners to stress and intonate segment speech into meaningful chunks. The teacher may play a small recording section so that students can mark stressed words on a given transcript. Other activity may be to predict stress on a script before listening to a recording).
- **Using live listening** (Students need recording exposures so they will be able to identify accent varieties, voice types and multiparty talk. A good live listening alternative is to listen to a guest speaker or the teacher. Both of are capable to adjust their speech and set up a conversation according to students' level. Class interaction allows students to ask, answer, clarify details and solicit repeats. It involves paralinguistic information.
- **Using noticing-the-gap activities**
Students are encouraged to do self- assessment by noticing their own perform, then observe and re-perform. All the time, students need to know why and what they are listening a recording.
 - Examples of this category is, students record themselves by telling some information about themselves, or developing a formal speech (lecture or presentation). Later, students may be filmed while performing their monologs. Playing back their recordings, they will able to do a self-evaluation about their own performance.

Thornbury (2009) provides some appropriation activities by which students may get a great control over their speaking.

1. **Appropriation (self-regulation) stage and activities under cognitive approach** Thornbury (2009) proposes the following activities for achieving expertise in the self-regulation control.

- **Drills or chants** (Students get a model to repeat or imitate words, quick choral, phrases, and whole utterances. Drilling exercises benefit students in their long-term memory, stress and intonation, language articulation and their fluency store. For example, students may ask to underline main stressed words on a transcript and read them by stressing the underlined words).
- **Milling activities.** On this activity, students walk around their class in order to survey or find a close match.
- **Writing task** (It allows a long processing time such as dictation, paper conversations, computer- mediated chat, rewriting)
- **Reading aloud from a text** (Students get confidence with features of talk like pronunciation)
- **Assisted performance and scaffolding** (It focusses on assisted performance.
- **Reformulating or translating learner utterances,** (Teacher scaffolds learner's talks. The teacher talks to his learners for providing understanding support through answering questions. It is well suggested to rephrase learner's talk or to reformulate what the learner means in order to provide a secure talking frame).
- **Memorizing and rehearsing dialogues** (They are relevant for classroom social interactions through some activities such as items on board, chunks on cards, memorizing scripts, picture and word cues, flow-diagram conversations, conversational tennis, disappearing dialogue, dialogue buildings).

- **Communicative tasks** (Those activities are increased for increasing cognitive skills and speaking fluency through automated routines in real time. The activities that can be used are jigsaw activity, info-gap race, surveys, block games and guessing games)
- **Task repetition** (It allows learners to gain accuracy in pronunciation, fluency and complexity management in those tasks. Learners rely on their short-term memory, then little by little teacher's support is removed as students show more and more speaking independence. Examples: moving from the written mode to the spoken one, reducing planning time, performing the task under more exacting conditions. Other activities are The Onion, Poster carousel, Headlines and Art gallery, 4-3-2).

2. **Autonomy and automaticity stage and activities under cognitive and social cultural approaches**

It is developed by collaborative construction, over time and social interaction. Speaking practices are controlled, thus mistakes are totally minimized because support is always provided.

This level is characterized because students are skilled performers. They own the capacity to self-regulate performance, show self-confidence and take further risks in their utterances. However, in the process of becoming independent, learners need a meaningful feedback and correction. Specifically, the educator should focus on content rather than on language accuracy. (It should be minimal). Consequently, for maximizing speaking autonomy, some conditions have to be met: Productivity, it means speaking in the target language demands everybody's participation in small groups of discussion. Purposefulness, learners have a clear outcome to achieve. Interactivity, asking and giving questions. Challenge, students need to experience a certain level of difficulty (challenge) slightly above their current level. Other essential condition is safety; students need a supportive and non-judgmental classroom environment so that they can

attempt autonomous language use. Talking about authenticity, learners have to experience real-life communication practices as if they were outside the classroom. That is, minimal preparation based on students' needs and interests. Activities that contribute and require a high autonomy degree are: Giving presentations and talks, telling stories, jokes, anecdotes, drama activities, role plays, simulations, discussions, debates, conversations, chain story, outside-class speaking (shopping around, audio and video conferencing, human-computer interaction), and chats.

Bilbrough (2013) argues that before applying any dialogic activity, educators have to analyze if those activities reach an effective communicative performance. They have to determine if learners will enhance their speaking and listening skills, and language content through dialogues. Then, when classifying activities, he suggests Creating and personalizing dialogues, which decrease learner's dependency since they experience more speech freedom, spontaneity.

By way of a better understanding, Bilbrough (2013) claims the main characteristics for creating productive dialogues or interactive talks. Students must be encouraged to reflect on their message and language forms (Thinking about speaking). He recommends.

- **Planning time** (Educators should provide a practice stage on which students can incorporate their passive or recent knowledge into spontaneous speech for reaching some meaning-focused exchanges. A good advice, it is to ask learners to take part in a conversation in pairs or in small groups. Consequently, peer correction and encouragement allow learners do a better perform latter since they would have achieved some interactive skills).
- **Talking time** (There are two dialogue types. The pre-scripted one and spontaneous ones. In the pre-scripted dialogues, learners do not really communicate anything at all. They are just doing some repetition. On the other hand, if spontaneous dialogues are going to be carried out, they must have a motivating topic in order to

engage students actively. It is not leaving them to talk for the sake of it).

- **Reflection time** (When students are taking part in a dialogue, they increase their input in many socio-linguistic areas. For example, being in pairs or small groups, students are encouraged to comment on what was said or how something was expressed and accuracy. Thus, educators may monitor, take notes and evaluate students' pronunciation, vocabulary and accuracy levels. Finally, teacher should provide a general feedback by writing on the board some students' mistakes such as incorrect language or reformulated form language versions. Then, students should analyze mistakes or correct them. Students' names are never given in order to avoid hurting their sensitivity).
- **Setting up and managing dialogue** (Sometimes the usage of L1 will be necessary, especially for initial encouragement and explanation for the whole class. It can also be powerful to provide a dialogue model on which the learner and the teacher interact, so the pair work can take a better shape after the given instructions and modeling). Bilbrough (2013) suggests some forms of managing groups through dialogue activities.
 - **Closed pairs** (After having set up the instructions and what the discussion topic is, students will start talking to their partner who is either at their right or left. Teacher's monitoring will be always necessary).
 - **Open pairs** (A couple of students talk in front of the class while their partners listen and observe them to talk. This form of dialogue can be done after couples have been given sometime to rehearsal in closed pairs).
 - **Back-to-back pairs** (Students communicate without any visual clue. They only listen to interlocutor's voice. For doing so,

students sit down back to back or side by side in pairs without looking at each other).

- **Line dance formation** (The whole class forms two rows. Students need to face one another while enacting a dialogue. After, their teacher gives a signal that means, the students who are at the heads of the two rows will move towards the tail of their rows. Then, the rest of the learners in their own row will move up one-step to meet a new partner and re-enact a new dialogue. The teacher's signal can be given according to her time speaking consideration).

- **Dyadic circles** (Students form an inner and outer circle. They have to face each other, from the inner and outer circles. The number of students must be equal in each circle. Students start a conversation after listening to their teacher's signal. Later on, students start a new conversation with a different partner after listening to the teacher's signal again. This dialogue activity can be repeated after many times).

- **Milling** (This type of dialogue is used for applying surveys).

- **The ever widening gap** (This activity can be done by asking students to stand in two lines while facing one another. Then, students set up some interaction through a conversation. In the process, students move slowly backwards. This activity encourages students to speak up since they have to move freely to opposite ends of their classroom).

Considering the fact that, social interaction promotes communication enhancement, Bilbrough (2013) offers some communicating activities like Venn diagrams, speed dating, gibberish scenes, dialogue warm-ups, the status game, cline debates, gossip, paper talk, multi-speak dialogues, ABC dialogues, Odds versus evens, the yes/no game, Robinson Crusoe Island, Who's lying, Interclass calls, Celebrity ball, boring short stories, Read-turn and talk. All of those activities allow students to practice real communication interactively. Learners have to

listen to the other person's utterances attentively so that s/he can understand and respond accordingly. That is, learners are immersed into improvisation practices for real life purposes. "Ideas are communicated, feelings are expressed and reflections are conveyed" (Bilbrough, 2013, p.170).

Not only students have to practice real time and spontaneous conversations, but also their teachers have to interact with them because they are a valuable and immediate resource in class.

By the same token, Bilbrough (2013) states that

Teachers, with their advanced language skills, are able to consciously adjust their language as they interact with the learners, bringing more complex or simpler language into play where appropriate. As experienced observers of language acquisition, they are also often more able than the learners at making the best decisions as to what new language can be introduced (Bilbrough, 2013, p.196).

He promotes the use of some activities, for example: The closed question restaurant, building a life, the dating agency, Talk and chalk, Never-ending dialogue, would you give your teacher a job, the tourists are coming, Dialogic text building, Cooperative story making, Teacher in role, and many others.

Speaking skill category conceptualization

For carrying out this research, the investigator considers the importance to work on the following indicators, as part of the academic intervention such as **Pronunciation, Fluency and cohesion, Communication strategies, Discourse management, Control of language**, because they promote the scaffolding of the speaking skill. Then, they can be assessed in the pre and posttests.

- 1. Pronunciation** Pearson Education Limited (2007) defines it as "the way in which a language or a particular word is pronounced"(p.1262). Further to this concept, Thornbury (2009) shows that it is the "production of individual sounds, the appropriate linking words and the use of stress and intonation to convey the intended meaning (p.129). The same author adds that pronunciation is an unconscious choice. Nonnative and native speakers

usually modify or adopt their pronunciation based on their social interaction context. Even though avoiding foreign accent is quite difficult in nonnative speakers of a language, “an equivalent to, and fully accepted pronunciation by educated native speakers” (Brown H, 2001, p.407) is the most desirable one. For that reason, there should be given a special attention in CLT field while studying and producing language sounds, stress, intonation, rhythm and voice quality to convey meaning in social interactive contexts (Brown, 2007).

2. **Fluency and cohesion.** The first term refers to the natural and flowing language; meanwhile, Mary, Pulverness ,& Williams (2005) defines fluency as “speaking at a normal speed without hesitation, repetition, or self-correction and with smooth use of connected speech”(p.34). Cohesion on the other hand focusses on meaningful language involvement or message orientation...that is to say utterances, statements are reasoned (Brown H, 2001). So it can be deduced that being a fluent and coherent speaker demands to get across communicative intent within smooth and fluid speech, without hesitations, accurate words and an adequate voice volume to talk to others.
3. **Communication strategies or interaction.** In this respect, Mary, Pulverness ,& Williams (2005) suggest that the mentioned category is a “two-way communication that involves *using a language and body language* in order to *keep our listener involved* in what we are saying and *to check that they understand meaning*”(p. 34). For having a social interaction, Brown H, (2001) explains that collaborative conversations are characterized by having engaged speakers in a *meaning negotiation process*, which is a complex situation in CLT. Carel (2018) points out some speaking strategies at the moment of interacting with others like the *management of informal and formal speech, speaking turn expressions and interruptions, eye contact, politeness, checking and clarifying information to convey understandings, feelings and views.*

- 4. Discourse management.** It is the human capacity to create, communicate and interpret ideas and opinions beyond linguistic features or messages (correct or incorrect grammar, pronunciation). In doing so, the language users must be able to manage *cohesion* (words to maintain people and things reference like types of pronouns, word connectors, chronological words, etc) *coherence* (Making sense of what is expressed in a conversation; and *speech events* (Specifying formal and informal language based on the roles of the speakers, relationship and conversation topic) (Yule, 2010). Discourse management allows speakers to know taking-turn management since talking is a collaborative construction (Thornbury, 2009). In view of that, *L2 learners must be able to produce an extended and relevant language, including cohesive devices to keep a conversation going.*
- 5. Control of language.** It focusses on language accuracy. Brown H, (2001), “It is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output” (p. 268). Going deeper into the **grammar achievement**. L2 learners should be taught some features of spoken production first; The reason is because, reported speech, subordinate clauses, relative clauses and passive voice are not grammar structures for setting up a spontaneous conversation, in an informal speaking at least. Consequently, CLT educators should pay more attention to a command of present and past simple, sequence narratives, continuous and perfect verbs, modals, semi-modal verbs, yes-no questions and wh questions, basic conjunctions, one or two all-purpose quoting expressions as the more useful grammatical structures to keep a conversation going (Thornbury, 2009). **Vocabulary accuracy**, use terms in a spoken language depending on their speaking needs so that they can express their attitudes to what is being said (expressing doubt, certainty, appraisal, solidarity, etc.). In a conversation, there is *productive vocabulary* and *receptive vocabulary*. It is the context that CLT students should learn the 200 most common words and lexical phrases for managing conversational situations (ibid). Keeping that in mind, L2 students should

get used to appropriate words, expressions, verb tenses, forms and grammatical structures correctly to scaffold their speaking skill efficiently.

Besides those speaking skill categories, indentifying **Reading purpose** and **Critical thinking** aspects will be assessed since they are closely related to Communicate competence. Speaking skill is always enriched after having read and listened to a certain number of audioreading materials, as part of autonomous learning practices.

- 1. Reading purpose** “It is the ability to read for and understand the function of what the writer says, or identify the reasons why the writer mentions specific pieces of information” (Pearson Education Limited, 2010). In other words, the reader must be able to look for and weed out potential distracting information on the text (Brown H, 2001). L2 learners need to show that they are able to identify the main with its supporting details.
- 2. Critical thinking** some researchers in the education field state that Critical thinking is the human ability to analyze, evaluate, interpret, and synthesize information for creating an argument, solve a problem, and reach a conclusion. Critical thinking is part of XXI century skills (The glossary of Education Reform for journalists, parents, and community members, 2013). For McPeck (2016) who restates, the concept of Critical thinking, defines it as “the appropriate use of reflective scepticism, and that this is necessarily linked with specific areas of expertise and knowledge”. In the endeavour to boost argumentative skill, students should be constantly trained to be more critical thinkers; so much so that, their judgments, predictions, inferences and models upgrade based on details from reading texts. They will make the difference among other learners.

2.5 Hypothesis

Null Hypothesis Ho: If a Communicative competence strategy is not proposed, then English language speaking skill among Kichwa Spanish speaking learners will not be enhanced.

Alternative hypothesis H1: If a Communicative competence strategy is proposed, then English language speaking skill among Kichwa Spanish speaking learners will be enhanced.

2.6 Identification of variables

Independent variable: Communicative competence

Dependent variable: Speaking skill

CHAPTER III

METHODOLOGY

3.1. Research approach

This research was constructed under qualitative and quantitative approaches. It is because most of the research comes from theory (Positive paradigm). This theory turned into numbers, which was covered by a Critical-positivist paradigm in order to construct and change our near social reality.

When using qualitative method, it allowed researchers to describe and interpret what was going on a particular social group, based on their behavior and experiences. Its aim did not mean to solve definitely the studied problem; rather, to solve the problem partially, according to what the researcher truly believes according to her professional foundation and from the collected data (quantitative approach). In fact, social research problems have many outlooks since society is very dynamic and complex in order to know deeply about it. Other reason to use qualitative research, it is because, there was a little knowledge about speaking skill strategy for bilingual learners (Kichwa- Spanish) to achieve a communicative competence in English.

This qualitative research was characterized because of the following reasons such as:

- Questions (what, how or why) guided researcher to develop hypothesis and theories throughout the research inductively.
- Hypothesis were tested in order to be proven or rejected, since they came from known facts
- It studied social behavioral phenomena holistically, as it performed naturally, for a better understanding through a critical observation. The researcher was in direct interaction with participants so that she could have a better understanding of people's experiences and perspectives.

- Results were reported either in a narrative or a verbal form by applying an interpretative analysis.
- Triangulation allowed to apply different information sources (observation, surveys, and interviews) so that researcher could obtain reliable and valid results.
- It was necessary to study the problem in purposeful samples or single cases.
- It permitted to seek for similar studies to decide a logical generalizability. Yet the final results only belonged to the studied group (a different studied contexts).
- Conclusions were tentative and biased as starting points for further research projects (Teaching English as a Foreign Language Masters Program, 2016).

Therefore, the qualitative approach contributed to the partial solution of the problem; meanwhile the quantitative approach helped the researcher to determine the relationship between the two variables, hypothesis, drew conclusions and wrote some recommendations by studying the statistical calculations, analysis and results of the research.

3.2. Basic method of research

3.2.1. Field research

This research was carried out in situ for five months. That is to say, the researcher had a better comprehension and analysis of the problem-reality and its behavior by taking notes and collecting primary information through a survey, many face-to-face interviews and direct observation in order to do a systematic analysis, based on the research objectives. At the end, the gathered information was calculated by using Statistical Package for the Social Sciences (SPSS) program.

3.2.2. Bibliographic documentary research.

There was not any possibility to conduct a qualitative research without any literature review. Intellectual contributions from other researchers enabled the researcher to avoid repetition in a field research. Relevant bibliographic and documentation review gave the researcher intellectual enrichment in her professional and experienced foundations, because she had to employ different approaches, paradigms, theories, conceptualizations and criteria on her work research. Her intellectual foundations increased due to a variety of books, documents, interviews, thesis, lectures, electronic databases, presentations, magazines, articles, journals, websites among others, which have been scientifically tested.

Particularly, this current research was focused on local and international studies which have been done by experts and researchers in acquisition/learning and teaching language fields, among them English as a second and as a foreign language as well. The quality of this research depended on many factors, one of them was updated, factual, reliable and relevant information in order to draw out valid conclusions and recommendations with scientific support.

It can be confirmed by Hernández R, Fernández C & Baptista P (2010) “Bibliographic and documentary research has as purpose to know, compare, and deduce different types of authors’ theories and approaches, conceptualizations and criteria about research topics by using documents (primary sources) or on books,

magazines, newspapers and other publications (secondary sources)” (Cobo 2016, p.27).

3.2.3. Observational investigation.

Observation technique was very useful to see how educator and students behaved in their class and what strategies and techniques were used for enhancing speaking language proficiency. The researcher did not manipulate or intervene on the two variables since the researcher became a witness on the observation researching process in Language Department – National University of Chimborazo. It was necessary that participants were not aware of the researcher’s presence. As a result, the researcher understood what happened and how it happened. This observational background from the target group enabled the researcher to get information and to continue working on the project.

3.3. Level or type of research

3.3.1. Quantitative – correlational research.

It enabled to the researcher, to analyze the dependent and independent variable changes or impact, what happened, if Communicative competence technique is applied for teaching Kichwa-Spanish speaking students? It was very important to identify the behavior or relationship of the two variables between them. It is to say, what was the cause and effect from one variable over the other one in case of being modified (Hypothesis testing).

3.3.2. Quasi-experimental research

This was a quasi-experimental research since it explained some relationship between the two variables by determining the effects of one variable over the other one. The aim of the researcher was to analyze the cause and effects of the studied problem. In the endeavor to reach that goal, this research worked with two groups. One sampling group was known as the control group. The second sampling group was the experimental one. The last group worked under experimental conditions for testing the variables. Therefore, collecting, comparing and analyzing information made the process more trustworthy and consistent; in fact, the researcher was able to differentiate students’ progress and results in the two different contexts.

3.4. Population and sample

3.4.1. Population.

The total number of students who were in A2+ at the Language Department of the Universidad Nacional de Chimborazo was 817, during September 2017-February 2018. The university provided only regular modality courses.

Table N° 1. Population A2+ (Basic English language users)

POPULATION	NUMBER
Students with a A2+ level	817

Source: Language Department Secretary Office in Universidad Nacional de Chimborazo

Adapted by: Armijos (2017-2018).

3.4.2 Sample.

Two groups were identified in order to carry out this research. They came from the whole number of the population who were in an A2+ English level.

Table N° 2. Sample

Students	NUMBER
Control group	31
Experimental group*	29

Source: Armijos (2017-2018).

29* Kichwa and Spanish speaking students. See Annex 1.

3.5. Operationalization of variables

3.5.1. Operationalization of the Independent Variable

Table N° 3.- Operationalization of the Independent Variable

Independent Variable: Communicative competence					
Conceptualization	Categories	Indicators	Items	Techniques	Instruments
Communicative competence or language proficiency is the capacity to use any language under three components: language competence, sociolinguistic competence and pragmatic competence, which are approximately evaluated through proficiency levels.	1 Capacity to use any language	1.1 Real life performance	- How often do you participate in real life conversations?	Structured questionnaire	Survey
	2 Language competence	2.1 Lexicon, grammar, semantics, phonology, orthography.	- Do you know any strategy to increase your vocabulary and grammar and production by yourself? - What academic resources do you use to enhance phonology and orthography?	-Rubric -Short readings Conversational Situation	Test -Interview -Discussion
	3 Sociolinguistic competence	3.1 Behavior rules, expressions, registers, dialects and stress.	- Do you know what is the difference between: Can I have some water? Versus Give me some water?		
	4 Pragmatic competence	4.1 Controlling absent vocabulary.	- When you do not know the exact term to name something, do you refer to an object by using other words?		
	5 Performance levels	5.1 Basic language user (A1-A2 level) 5.2 Independent language user (B1-B2 level) 5.3 Proficient language user. (C1-C2 level)	- Does your teacher teach you how to enhance your proficiency level outside the class?		A conversation

Source: Armijos (2017)

3.5.2. Operationalization of the Dependent Variable

Table N° 4. - Operationalization of the Dependent Variable

Dependent Variable: Speaking skill					
Conceptualization	Categories	Indicators	Items	Techniques	Instruments
Speaking is an oral productive skill which involves a systematic verbal utterance in order to convey meaning to a listener by paying attention to speech conditions so that a speaker can orally communicate in such a natural manner.	1 Oral production skill	1.1 Control of language	1.1.1 Do you use appropriate words, expressions, verb tenses and forms and grammatical structures correctly?	Structured questionnaire	Survey
	2 Systematic verbal utterance	2.1 Fluency and cohesion 2.2 Pronunciation	2.1.1 When talking to others, do you speak smoothly, fluidly, without hesitations, accurate words, including an adequate voice volume? 2.2.2 Do you produce clear language sounds, stress, intonation, rhythm and voice quality convey meaning accurately?	Rubric Short readings Conversational situation	Test -Interview -Discussion
	3 Meaning transmission	3.1 Discourse management 3.2 Communication strategies	3.1.1 Are your speed and flow of language production appropriate to keep a conversation going? 3.1.2 Can you produce conversations for social purposes such as: booking a restaurant, buying stamps, dinner party, and coffee break? 3.1.3 Can you describe people, places and things? 3.2.1 Do you understand informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views? 3.2.2 Do you manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting when speaking to someone? 3.2.3 Do you know how indicate a change in	Rubric Short readings Conversational Situation	A conversation

	4 Speech conditions	<p>4.1 Cognitive</p> <p>4.2 Affective</p> <p>4.3 Performance</p>	<p>topic or point of view?</p> <p>3.2.4 Can you interact in a spontaneous conversation?</p> <p>4.1.1 Do you find easy to talk about day-to-day life topics?</p> <p>4.1.2 Can you talk about a particular topic depending on your interest or feelings towards the topic?</p> <p>4.1.3 Which one do you prefer a face-to-face conversation or a telephone conversation?</p>		
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Source: Armijos (2017)

3.6. Data collection plan

This research project was carried out in Language Department, Universidad Nacional de Chimborazo. There were 60 students who participated in this research. They were studying in fourth English level (A2+ Common European Framework).

For conducting the research, a pre-test and a post- test were employed to both groups (control group and experimental group). The pre-test at the beginning of this investigation. The researcher adapted a test by using validated resources such as PET (Preliminary exam) from Cambridge University Press, and three news stories from the book: Top Notch 2, unit 10, Lesson 4, Goal: **Discuss acts of kindness and honesty** (Saslow & Ascher, 2015). Later on, the test and rubric were validated by seven experts (Experts judgment technique) in the English Teaching field. Experts focused on item characteristics, task performance, learner performance, test adequacy and quality (See Annex 2). The test included a rubric for evaluating Speaking skill and some elements such as: **Control of language, Fluency and cohesion, Pronunciation, Discourse management, Communication strategies**. Furthermore, purpose and critical thinking were included as part of two important criteria since the employed academic strategy involved students to get immersed into reading and listening resources. They allowed students from the experimental group to get significant language input for future speaking production.

The structure of the test was adapted and designed for assessing students' speaking skill by employing three parts. **An interview, a discussion and a general conversation**, all of them to be covered during 15 minutes approximately.

Table N° 5.- Parts of the exam

<i>Parts</i>	Form	Time	Description tasks
<i>One</i>	An interview	4'	A test giver and two test takers hold a conversation in which the interlocutor (test giver) asks the same questions to the two of students. The questions are related to personal information.
<i>Two</i>	A discussion	5'	Students received three news stories from the interlocutor. They have to choose one story per student. Then, they need to read it in silently. Later on, both of them tell a summary about their chosen story in their own words. After listening to each other, students talk about their stories in order to find out in what way they think their stories are similar and different. Students' opinions are significant to keep a conversation.
<i>Three</i>	A general conversation	6'	The interlocutor asks students to interact by telling each other their personal experience in which they helped a stranger in need. Their share is necessary to participate actively in a significant conversation. Students tell details about their lived and personal situations, including if they would do their actions or not.

Source: Armijos (2018)

The speaking test administration was carried out by having two English teachers as language assessors and the researcher. Assessors sat down reasonably behind the two students (see Annex 3). They were in charge of assessing students' speaking performance in a discreet manner. For obtaining reliable and unbiased results and data, the assessors employed a rubric. It covered some criteria such as: **Control of language, Fluency and cohesion, Pronunciation, Discourse management, Communication strategies, Purpose and Critical thinking**. Having the two invited language assessors not only allowed the researcher to focus on the conversation only, but also to reduce students' anxiety at the moment of not providing any score in front of them. The researcher and the interviewed students had a face to face conversation, including eye contact among them. As a matter of fact, most of the students performed as they were having a real life conversation since they did not pay attention to the assessors at their

backs. The assessors collaborated during the pre and posttests by using a rubric for the research purpose.

It is important to highlight that students' speaking performance assessment was carried out in an isolated classroom. That is to say, the assessed students were not distracted while participating and performing in their speaking test by their classmates. Students were invited to come in to the class by forming groups from two to three students per each group since there were odd number of people in the control and experimental group. Before administrating and taking the exam the students received all of the instructions about the structure of the test. For increasing score reliability, students' speaking performance was recorded in a subtle manner for them. The recordings were used in order to verify some information which was provided by the students. By then, the assessors and the researcher analyzed students' speaking performance group by group, student by student in order to give them scores.

In the light of the obtained results, it was imperative to employ a survey (see Annex 4) to verify that there was a problem to be solved by applying some teaching learning intervention. It is this context of intervention process that the experimental group was taught under the criteria of the applied pre-test.

After having gathered all information from pre-test and survey, the researcher tabulated, analyzed, interpreted and illustrated it into graphics and charts. Therefore, the researcher could corroborate the hypothesis through T-test. It is a statistical test which is named Students' T-test. Basically, Statistical Package for the Social Sciences (SPSS) program. SPSS allowed the researcher to make comparisons and identify between the two means, each one from the control and experimental group. By using the SPSS program, the data from 28 was calculated.

Eventually, conclusions and recommendations came from the analysis and interpretations of the studied problem.

Table N° 6.- Procedures Explanation

<i>Basic questions</i>	Explanation
<i>What is going to be researched?</i>	A Communicative competence strategy to enhance English language speaking skill among Kichwa and Spanish speaking learners.
<i>Why?</i>	To purpose a new teaching strategy for increasing speaking skill among minority students in Language Department at Universidad Nacional de Chimborazo.
<i>Who will be the researcher?</i>	Armijos Jacqueline
<i>Who will be researched?</i>	To Kichwa and Spanish speaking students in Language Department, Universidad Nacional de Chimborazo. They are in fourth English level. Their linguistic level is A2+
<i>When?</i>	Academic period: October 2017- March 2018. (5 months)
<i>Where?</i>	Language Department in Universidad Nacional de Chimborazo.
<i>How many times?</i>	One time
<i>How? What techniques?</i>	Survey, an interview, teaching intervention
<i>Which research instruments will be used?</i>	Structured questionnaire, a pre and posttest (same test)

Source: Armijos (2017)

3.7. Data processing and analysis plan

For achieving the specific objectives, verifying the two hypothesis and writing the conclusions and recommendations, it was necessary to accomplish these steps:

- **Following a research plan:** Following a process in detail
- **Critical revision of the data collection:** Selecting reliable information
- **Tabulation or charts according to each variable:** All the gathered information through surveys, tests and observation were analyzed statistically and graphed by using graphic charts.
- **Statistical study of data for doing a result illustration**
- **Analysis of statistic results.** At this point, tendencies and fundamental relationships among objectives and hypothesis through reading data.
- **Interpretation of results.** Interpretation of the results will be supported on Theoretical Framework, (Chapter II).
- **Hypothesis testing.** Thanks to a statistical analysis, it reduces an ambiguity level when making decisions.
- **Drawing conclusions and recommendations**

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1. Analysis of results

4.1.1 Pre-test and post-test results

In this research, there were two groups of students who participated actively in the study. The first group which is called “experimental group” with 29 Kichwa-Spanish speaking students and the second one is “control group” with 31 Spanish speaking students. The experimental group was in IV level, class “A2”; meanwhile the control group belong to IV level, parallel “B2” level. The two of them were assessed under the identical pre-test (researcher’s adaptation from PTE-Cambridge and Top Notch book 2, A2+ level), which measures qualitatively and quantitatively their speaking skill through an interactive performance.

After the teaching and learning intervention (5 months) to the experimental group, a post test was employed to the two groups of students. The given test included a rubric which covered the following criteria: **fluency and cohesion, control of language, pronunciation, discourse management, communication strategies, purpose and critical thinking**, so that the test takers could show their speaking skill more consistently while interacting with a partner. The research results are displayed in the following chart.

Table N° 7.- Pre-test results from the experimental group

Number of participants	Assessment Criteria (Experimental group's pre- test results)							Total
	Control of language	Fluency and cohesion	Pronunciation	Discourse management	Communication Strategies	Purpose	Critical Thinking	
1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
2	2	1	1	1	1	1	1	8
3	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
4	2	2	2	1	1	2	2	12
5	2	2	2	1	1	1	1	10
6	2	1	1	1	2	1	1	9
7	2	2	2	2	2	3	2	15
8	0.5	2	1	0.5	1	1	1	7
9	2	1	2	2	2	1	1	11
10	0.5	2	1	0.5	1	1	1	7
11	1	1	1	0.5	1	1	1	6.5
12	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
13	1	0.5	0.5	0.5	0.5	0.5	0.5	4
14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
15	2	1	1	1	1	1	1	8
16	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
17	1	0.5	0.5	1	0.5	0.5	0.5	4.5
18	0.5	1	0.5	0.5	1	1	1	5.5
19	2	2	2	1	1	3	3	14
20	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
21	1	1	1	1	1	2	3	10
22	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
23	1	2	2	1	1	3	3	13
24	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
25	1	1	1	1	2	1	1	8
26	0.5	0.5	1	0.5	0.5	0.5	0.5	4
27	0.5	2	1	0.5	1	1	1	7
28	1	0.5	0.5	0.5	0.5	0.5	0.5	4
29	1	2	2	1	1	2	2	11
x	1.05	1.10	1.03	0.79	0.93	1.10	1.10	7.12

Source: Armijos (2017)

Table N° 8.- Pre-test results from the control group

Number of participants	Assessment Criteria (Control group's pre- test results)							Total
	Control of language	Fluency and cohesion	Pronunciation	Discourse management	Communication Strategies	Purpose	Critical Thinking	
1	0.5	1	1	1	1	2	2	8.5
2	0.5	0.5	1	1	1	1	1	6
3	1	1	1	1	1	0.5	0.5	6
4	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
5	0.5	2	1	1	1	1	1	7.5
6	2	0.5	0.5	0.5	0.5	0.5	0.5	5
7	1	2	1	1	1	1	1	8
8	1	1	1	1	1	1	1	7
9	2	2	2	2	2	3	3	16
10	2	1	1	1	1	0.5	0.5	7
11	2	2	1	1	1	3	3	13
12	0.5	1	1	1	1	0.5	1	6
13	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
14	2	2	0.5	1	1	1	1	8.5
15	0.5	2	0.5	1	1	1	1	7
16	1	1	1	1	1	1	1	7
17	0.5	1	0.5	0.5	0.5	0.5	0.5	4
18	0.5	1	1	1	1	2	2	8.5
19	0.5	1	1	1	1	1	1	6.5
20	0.5	1	1	1	1	1	1	6.5
21	0.5	0.5	0.5	1	1	1	1	5.5
22	2	1	1	1	1	2	2	10
23	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
24	2	0.5	0.5	0.5	0.5	2	2	8
25	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
26	2	2	1	1	1	1	1	9
27	2	1	1	1	1	1	1	8
28	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
29	1	1	1	1	1	1	1	7
x	1.05	1.09	0.84	0.90	0.90	1.10	1.12	7.00

Source: Armijos (2017)

Table N° 9.- Post-test results from the experimental group

Number of participants	Assessment Criteria (Experimental group's post- test results)							Total
	Control of language	Fluency and cohesion	Pronunciation	Discourse management	Communication Strategies	Purpose	Critical Thinking	
1	1	1	1	2	2	2	2	11
2	2	2	2	2	2	3	3	16
3	1	1	2	1	2	2	2	11
4	2	2	2	2	2	3	3	16
5	2	2	2	2	2	3	3	16
6	2	1	2	1	2	2	2	12
7	2	2	2	2	2	3	3	16
8	2	2	2	1	1	3	3	14
9	2	2	2	2	2	2	2	14
10	1	2	2	1	1	1	1	9
11	1	1	2	2	1	1	1	9
12	1	1	2	0.5	0.5	1	1	7
13	2	1	2	1	1	2	3	12
14	1	1	2	2	2	2	2	12
15	2	2	2	2	2	3	3	16
16	2	1	2	1	1	2	2	11
17	1	1	1	1	1	1	1	7
18	1	1	1	1	1	1	1	7
19	2	2	2	2	2	3	3	16
20	1	1	1	0.5	0.5	0.5	0.5	5
21	1	1	2	1	2	2	3	12
22	1	1	1	1	1	1	1	7
23	2	2	2	1	2	3	3	15
24	1	0.5	1	0.5	0.5	0.5	0.5	4.5
25	1	1	2	1	2	2	2	11
26	1	1	1	1	1	1	1	7
27	1	1	2	0.5	1	2	1	8
28	2	1	2	1	2	2	3	13
29	2	2	2	2	2	3	3	16
x	1.48	1.36	1.76	1.34	1.50	1.97	2.03	11.40

Source: Armijos (2018)

Table N° 10.- Post-test results from the control group

Number of participants	Assessment Criteria Control group's post- test results)							Total
	Control of language	Fluency and	Pronunciation	Discourse management	Communication Strategies	Purpose	Critical Thinking	
1	1	1	1	1	1	2	2	9
2	1	0.5	1	2	2	1	1	8.5
3	1	1	1	1	1	1	1	7
4	2	1	1	1	1	2	2	10
5	2	2	1	1	1	2	2	11
6	2	1	1	1	1	1	1	8
7	2	2	1	1	2	2	2	12
8	2	1	1	2	2	3	3	14
9	2	2	2	2	2	3	3	16
10	2	2	2	1	1	3	3	14
11	2	2	1	1	2	3	3	14
12	1	1	1	1	1	1	1	7
13	2	1	1	1	1	2	2	10
14	2	2	1	2	2	2	2	13
15	2	2	1	1	1	2	2	11
16	2	1	1	1	1	1	1	8
17	2	1	0.5	1	1	1	1	7.5
18	2	2	2	1	1	3	2	13
19	1	1	1	1	1	1	1	7
20	2	1	1	1	1	3	2	11
21	2	2	1	1	1	2	2	11
22	2	1	2	2	1	3	2	13
23	2	1	1	1	1	3	2	11
24	2	1	1	2	2	3	2	13
25	1	1	1	1	1	1	1	7
26	2	2	1	1	1	2	2	11
27	2	1	1	1	1	2	2	10
28	2	1	1	1	1	2	1	9
29	2	1	1	1	1	2	1	9
x	1.79	1.33	1.12	1.21	1.24	2.03	1.79	10.52

Source: Armijos (2018)

4.2 Analysis and interpretation of the data

Before analyzing and interpreting the tables and criteria, it is necessary to highlight that the SPSS program has calculated the data by equalizing the number of participants at random. There were 28 participants per group, then that consideration allows to reach more accurate results.

Table N° 11.- A comparison between pre-test results and post-test results under Control of language criterion.

Prueba de muestras emparejadas

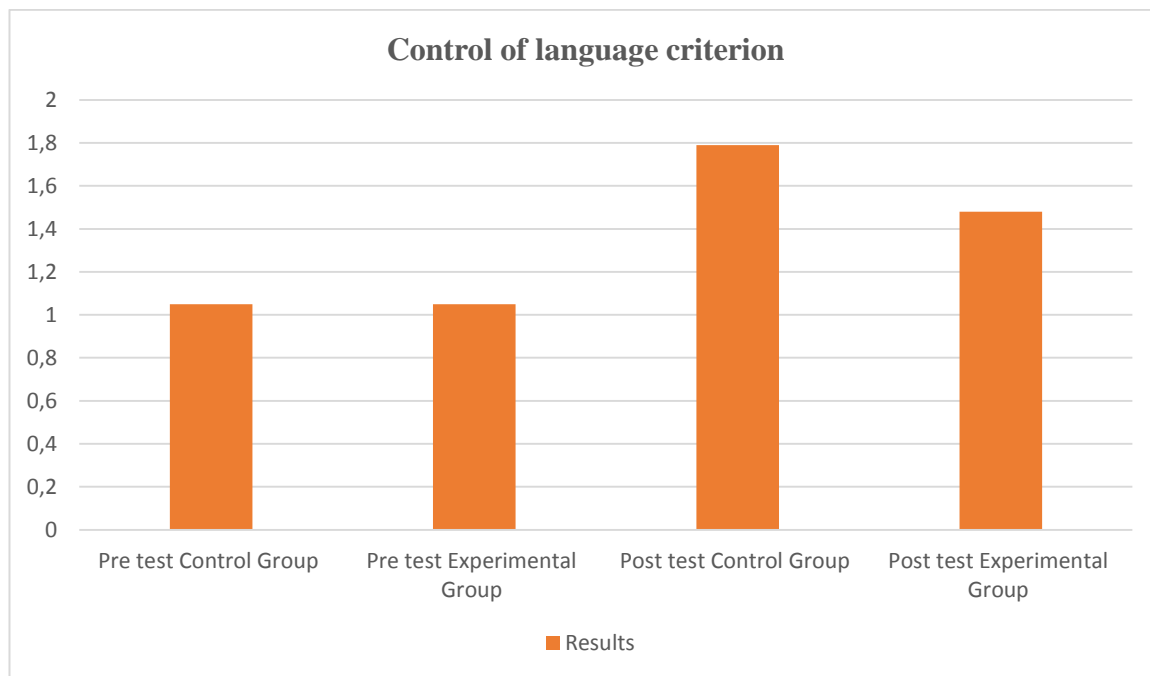
		Paired differences					t	df	Sig. (bilateral)
		Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
					LOWER	HIGHER			
Par 1	expost - expre	,4310 3	,4575 6	,08497	,2569	,6050 8	5,073	28	,000
Par 2	conpos t - conpre	,7413 8	,6494 6	,12060	,49434	,9884 2	6,147	28	,000

Table N° 12.- A comparison between pre-test results and post-test results under Control of language criterion.

Control of language criterion	
Groups	Results
Pre-test control group	1.05
Pre-test experimental group	1.05
Post-test control group	1.79
Post-test experimental group	1.48

Source: Armijos (2017-2018).

Figure N° 6.- A comparison between pre-test results and post-test results under Control of language criterion.



Source: Armijos (2017-2018).

Analysis and interpretation under Control of language criterion

After taking the pre-test, students of control and the experimental groups obtained 1.05 out of 2 equally. Therefore, there was not any difference among the two groups. Interestingly in the post test results, students, who, took part of the control group achieved 1.79 out 2, over the experimental group (1.48 out of 2). It could be suggested that students from the control group were exposed to grammar explanation classes constantly. On the other hand, the experimental group studied grammar through reading and listening unconsciously. Nonetheless, there were many cases on which students of the experimental group showed a good enhancement about Control of language *individually*. There is some advancement from the pre and post test results in the experimental group. Individual results on the post test results showed that the experimental group had enhanced their language performance by applying accurate vocabulary, some expressions, verb tenses, forms and grammatical structures better than before. Those elements enabled them to interact appropriately with their classmates and understand their

examiner's instructions and the test itself. The strategy with its techniques helped learners to internalize and achieve a better comprehension and usage of grammatical patterns and lexicon automatically in a decent way. Finally, the results, of the control group before and after the post tests, show that most of the students were good; and later they kept doing much better when using Control of language (**grammar structures, appropriate words, expressions, verb tenses, forms**).

Table N° 13.- A comparison between pre-test results and post-test results under Fluency and Cohesion criterion.

Prueba de muestras emparejadas

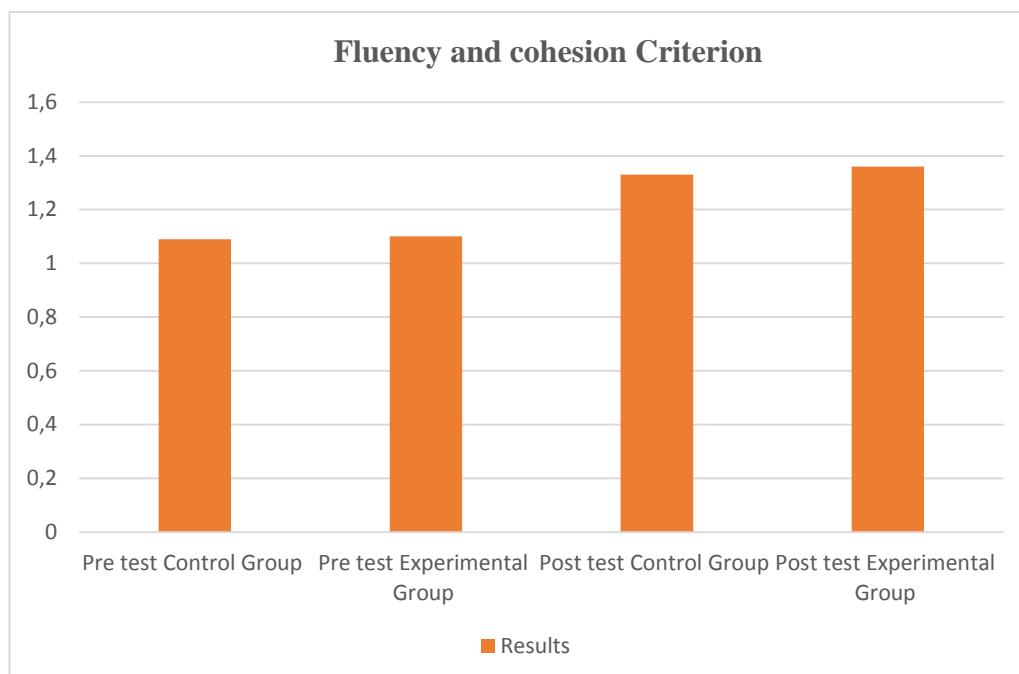
	Paired differences					t	gl	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWE R	HIGHE R			
Par 1 expost - expres	,25862	,41449	,07697	,10096	,41628	3,360	28	,002
Par 2 conpost - conpre	,24138	,39235	,07286	,09214	,39062	3,313	28	,003

Table N° 14.- A comparison between pre-test results and post-test results under Fluency and Cohesion criterion

Fluency and Cohesion criterion	
Groups	Results
Pre-test control group	1.09
Pre-test experimental group	1.10
Post-test control group	1.33
Post-test experimental group	1.36

Source: Armijos (2017-2018).

Figure N° 7. - A comparison between pre-test results and post-test results under Fluency and Cohesion Criterion



Source: Armijos (2017-2018).

Analysis and interpretation under Fluency and Cohesion Criterion

This graph chart accounts for students from the control and experimental group. During the pre-test, the control group got 1.09 out of 2 which is similar to the experimental group 1.10. Nonetheless, the results changed after the methodological intervention; the experimental group of students enhanced their fluency and cohesion in 1.36 out of 2. The most notorious changes are in **individual performances** rather than in the whole group of students in their posttests. As can be seen, constant speaking practices across storytelling in class, permitted students to get used to the target language. Furthermore, receiving continuous individual feedback, students paid a significant attention to their speech since there were other listeners taking notes of their classmates' speech. Eventually, they performed their speaking interactions by using a clear, complete, smooth and fluid speech, without hesitation, accurate words and adequate voice volume while talking to others.

Table N° 15. - A comparison between pre-test results and post-test results under Pronunciation Criterion.

	Paired differences					t	df	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWER	HIGHER			
Par 1 expost - expre	,7241 4	,56039	,10406	,510 98	,93730	6,959	28	,000
Par 2 conpost - conpre	,2758 6	,34294	,06368	,145 41	,40631	4,332	28	,000

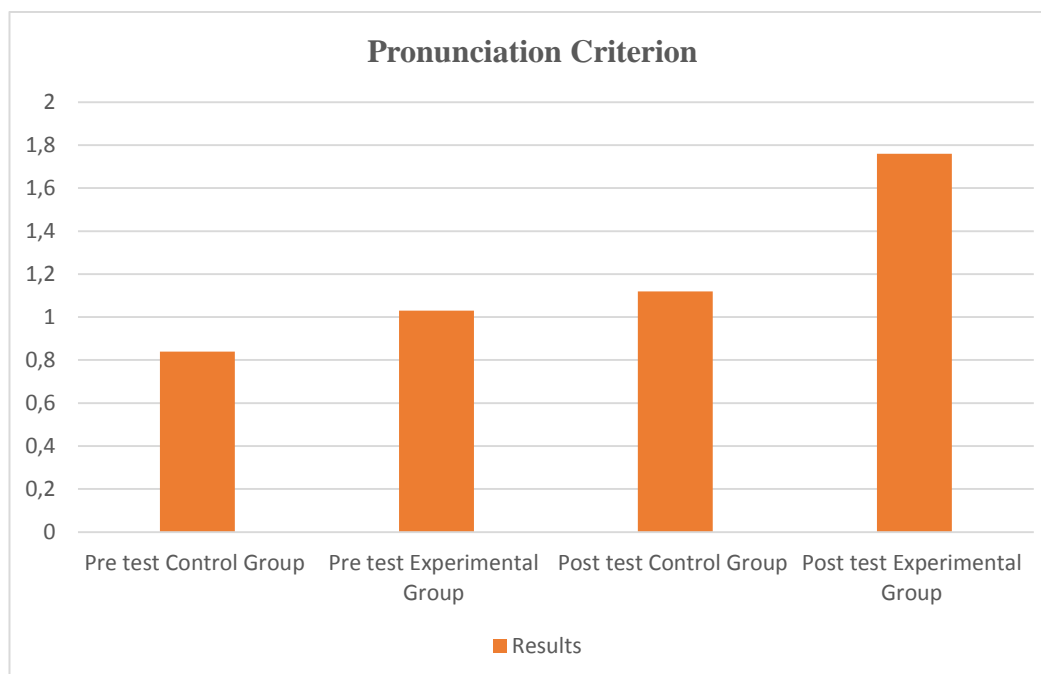
Source: Armijos (2018)

Table N° 16.- A comparison between pre-test results and post-test results under Pronunciation criterion

Pronunciation criterion	
Groups	Results
Pre-test control group	0.84
Pre-test experimental group	1.03
Post-test control group	1.12
Post-test experimental group	1.76

Source: Armijos (2017-2018).

Figure N° 8.- A comparison between pre-test results and post-test results under Pronunciation Criterion



Source: Armijos (2017-2018).

Analysis and interpretation under Pronunciation criterion

This chart represents pronunciation performance from two groups during the pre and post-tests. In the pre-test results, the experimental group obtained a higher pronunciation score; that is a 1.03 out of 2. The control group, by contrast, reached 0.84 out of 2. The experimental group of students showed to have a natural tendency to catch and produce English sounds more accurately than control group. One possible reason, it is because they are bilingual speakers, whose earing capacity has helped them to perceive English sounds differently to some extent. However, a further research is suggested. Conversely, the studied monolingual speakers were not aware of distinguishing between English and Spanish sounds. They overgeneralized five Spanish vowel sounds for pronouncing English sounds. It can be interpreted that most of the learners, who had read more audiobooks during the whole semester (Intervention process), produced better English sounds during their post test results. In this respect, the study of words across vocabulary flash cards and the use of index finger, while reading and

listening the text, bolstered pronunciation awareness among Kichwa and Spanish speaking learners. Essentially, tracks allowed learners to internalize pronunciation, while looking at the letters and how those letters forming words conveyed meanings to the reader. It is quite apparent that, students could produce language sounds, stress, intonation, rhythm and an adequate voice to convey their messages. In other words, a significant pronunciation exposure increased students' confidence and ability to produce the target language sounds.

Table N° 17. - A comparison between pre-test results and post-test results under Discourse Management Criterion.

	Paired differences					t	df	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWER	HIGHER			
expost - expre	,67241	,88918	,16512	,33419	1,01064	4,072	28	,000
conpost - conpre	,31034	,43123	,08008	,14631	,47438	3,876	28	,001

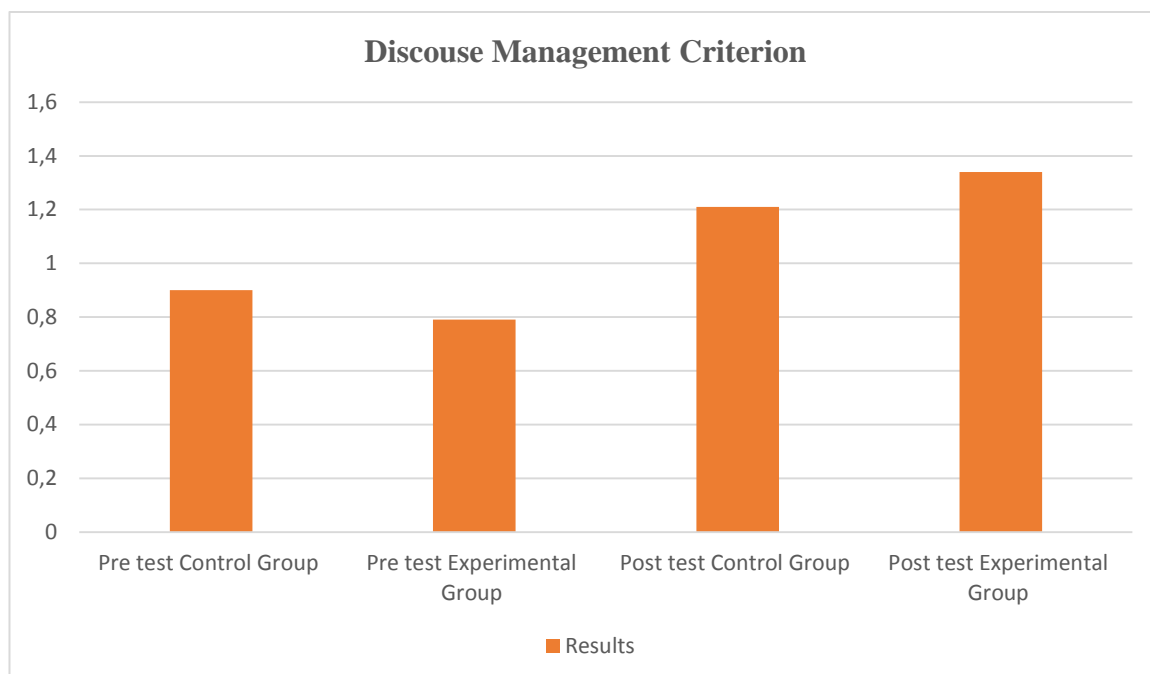
Source: Armijos (2018)

Table N° 18.- A comparison between pre-test results and post-test results under Discourse Management criterion

Discourse Management criterion	
Groups	Results
Pre-test control group	0.90
Pre-test experimental group	0.79
Post-test control group	1.21
Post-test experimental group	1.34

Source: Armijos (2017-2018).

Figure N° 9. - A comparison between pre-test results and post-test results under Discourse Management Criterion



Source: Armijos (2017-2018).

Analysis and interpretation under Discourse Management criterion

This chart represents discourse management results from the two groups. In the pre-test, the experimental group obtained 0.79 out of 2 which was the less than the control group 0.90. Generally, students of the two groups talked by using limited statements, many hesitations. In reality, most of the students in both groups repeated what their partners had already said. Some of them showed some lack of cohesion and coherence in their discourse. On the other hand, the post test results (1.34/2) showed that the experimental group was able to produce an extended and relevant language, including cohesive devices to keep a conversation going. Indeed, the employed strategy encourages not only a learner-centered participation in a speaking-collaborative context, but also language acquisition in a faster way. In contrast, the lack of conversation practices limited students of the control group. They reached (1.21/2) in their final results.

Table N° 19.- A comparison between pre-test results and post-test results under Communication Strategies Criterion.

	Paired differences					t	gl	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR	95% CONFIDENCE INTERVAL				
				LOWER	HIGHER			
Par 1 expos t - expre	,56897	,56259	,10447	,35497	,78296	5,446	28	,000
Par 2 conpo st - conpre	,34483	,44528	,08269	,17545	,51420	4,170	28	,000

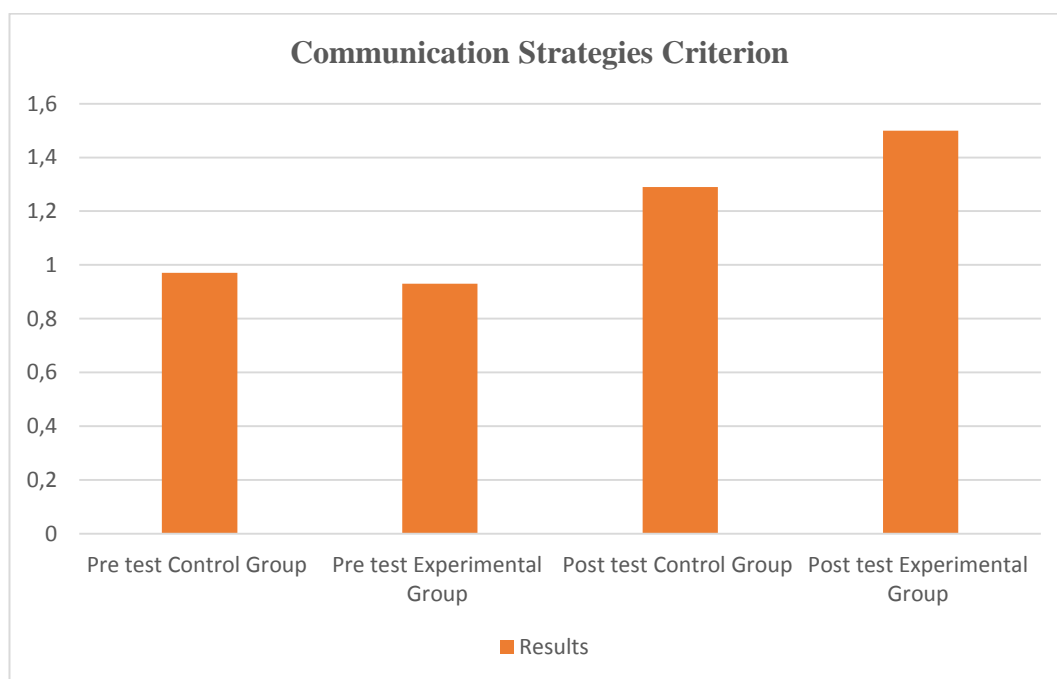
Source: Armijos (2018)

Table N° 20.- A comparison between pre-test results and post-test results under Communication Strategies Criterion

Communication Strategies criterion	
Groups	Results
Pre-test control group	0.90
Pre-test experimental group	0.93
Post-test control group	1.24
Post-test experimental group	1.50

Source: Armijos (2017-2018).

Figure N° 10.- A comparison between pre-test results and post-test results under Communication Strategies Criterion



Source: Armijos (2017-2018).

Analysis and interpretation under Communication Strategies criterion

As it can be seen from the chart, students from control group reached 0.90 out 2 over the experimental group (0.93 out 2) in the pre-test. After employing the academic intervention through the Communicative Competence strategy, students from the experimental group achieved 1.50 out 2 in the post test, in contrast to the experimental group (1.24 out of 2). Then the enhancement was not the same in the control group. Both groups were not able to deal with informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views. The taught methodology focused on encouraging students to interact with their peers by asking and responding questions, being good listeners as well within small groups. Being knowledgeable of conversation manners, students of the experimental group put into practice their language knowledge. They knew what

they had to do and how to help develop fluency among themselves as much as they could.

Table N° 21.-A comparison between pre-test results and post-test results under Purpose Criterion.

	Paired differences					t	gl	ig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWER	HIGHER			
Par 1 expost - expre	,86207	,73066	,13568	,58414	1,14000	6,354	28	,000
Par 2 conpost - conpre	,93103	,71619	,13299	,65861	1,20346	7,001	28	,000

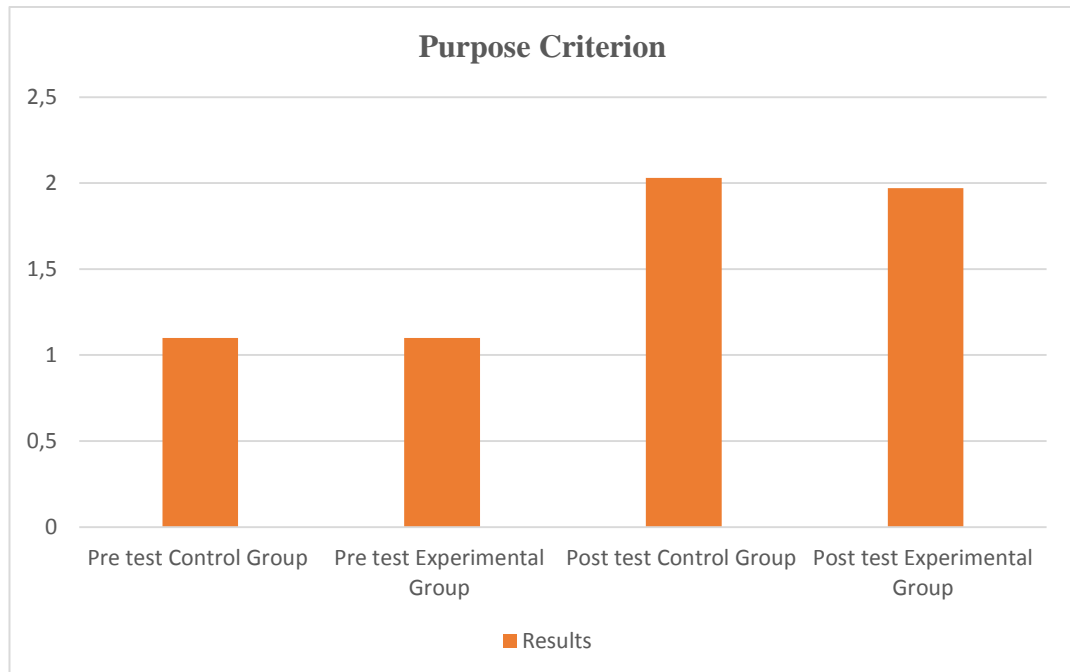
Source: Armijos (2018)

Table N° 22.- A comparison between pre-test results and post-test results under Purpose Criterion

Purpose criterion	
Groups	Results
Pre-test control group	1.10
Pre-test experimental group	1.10
Post-test control group	2.03
Post-test experimental group	1.97

Source: Armijos (2017-2018).

Figure N° 11.- A comparison between pre-test results and post-test results under Purpose Criterion



Source: Armijos (2017-2018).

Analysis and interpretation under Purpose criterion

As it can be seen on the chart, students from the experimental group obtained 1.10 out of 3 in their pre-test, the same as in the control group. Afterwards, the employed academic intervention, the results of the study portrayed that students of the experimental group reached 1.97 out of 3; yet, it is a little bit lower than the control group which got 2.03. It could be considered that there were students from the control group who were good in their reading skills at the beginning until the end of the research. Nonetheless, if we see the results of the students *individually* from the experimental group, there is a clear advancement in most of the students in identifying the main idea and supporting details on readings. It is proven that extensive reading practices had enabled to most of the Kichwa-Spanish speaking students to progress their vocabulary, grammatical structures and comprehension into a practical way. Additionally, the usage of authentic, meaningful and interesting extensive reading and listening materials contributed to students' paraphrasing skill development. As a final point, most of students did not find

difficulties to identify the reading purpose on the given test since the news articles and reading were based on their language level.

On the other hand, there were few students who were not capable to identify the main ideas in the given reading texts. For that reason, it could be suggested that there was one strange variable which was out of the reach of the researcher like achieving the third reading comprehension level (Applied reading); since it demands more reading time. It could be considered that 5 months were not enough to develop interpretative and applying reading comprehension on those Kichwa and Spanish learners. Thus, those few students could not go beyond some stated concepts or ideas.

Table N° 23.- A comparison between pre-test results and post-test results under Critical Thinking Criterion.

	Paired differences					t	gl	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWE R	HIGHE R			
Par 1 expost - expre	,93103	,83157	,15442	,61472	1,2473 5	6,029	28	,000
Par 2 conpo st - conpre	,67241	,68499	,12720	,41186	,93297	5,286	28	,000

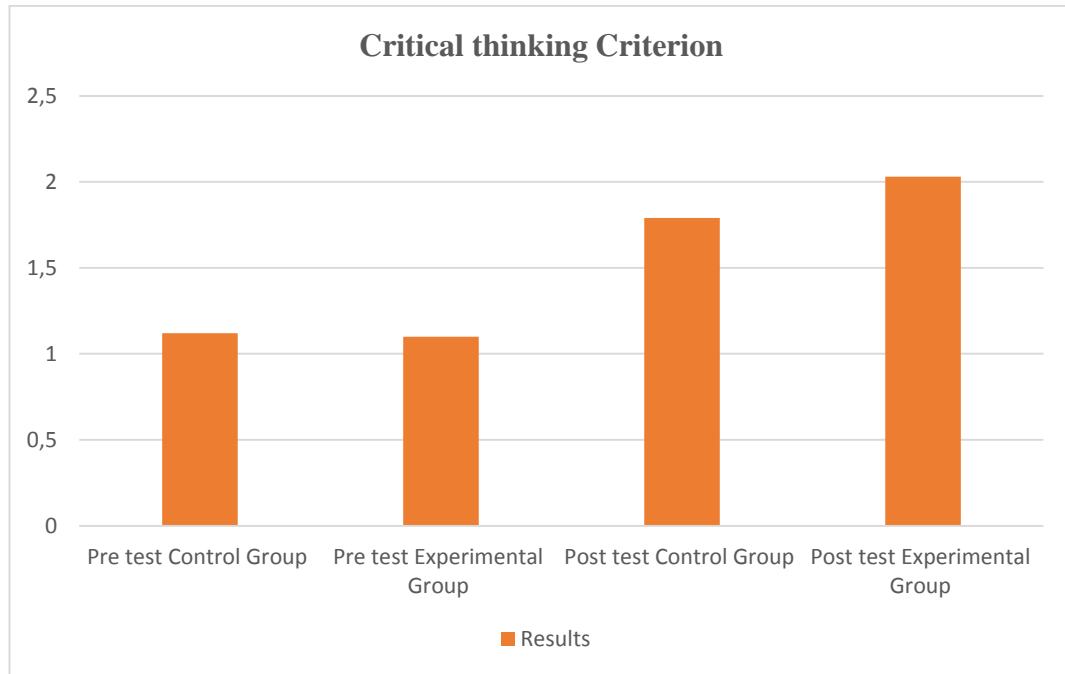
Source: Armijos (2018)

Table N° 24. - A comparison between pre-test results and post-test results under Critical Thinking Criterion

Critical thinking Criterion	
Groups	Results
Pre-test control group	1.12
Pre-test experimental group	1.10
Post-test control group	1.79
Post-test experimental group	2.03

Source: Armijos (2017-2018).

Figure N° 12.- A comparison between pre-test results and post-test results under Critical Thinking Criterion



Source: Armijos (2018)

Analysis and interpretation under Critical Thinking criterion

The chart from above reflects, students' pre-test results. The experimental group acquired 1.10 out of 3; meanwhile, the control group achieved 1.12 out of 3. Nonetheless, the results in the post-test turned better for the experimental group who ranked 2.03 out of 3 over the control group 1.79 out of 3. It is clear that extensive readings and listening had promoted relevant input to the students. Therefore, students reasoned with more argumentative judgments based on details from the text. There was a notorious socio-psycho-linguistic enhancement so much so that they performed a better learning accountability and confidence growth. Hence, critical thinking development is closely related to extensive language expose and permanent interactive speaking nourishment from others like talking in small groups and getting constant feedback from the teacher and their peers as well.

Table N° 25.- A total comparison between the pre and post-test results of the experimental and control group

	Paired differences					t	gl	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWE R	HIGHE R			
Par 1 expost - expre	4,275 86	2,71433	,50404	3,243 38	5,3083 4	8,483	28	,000
Par 2 conpost - conpre	3,517 24	2,20180	,40886	2,679 72	4,3547 6	8,602	28	,000

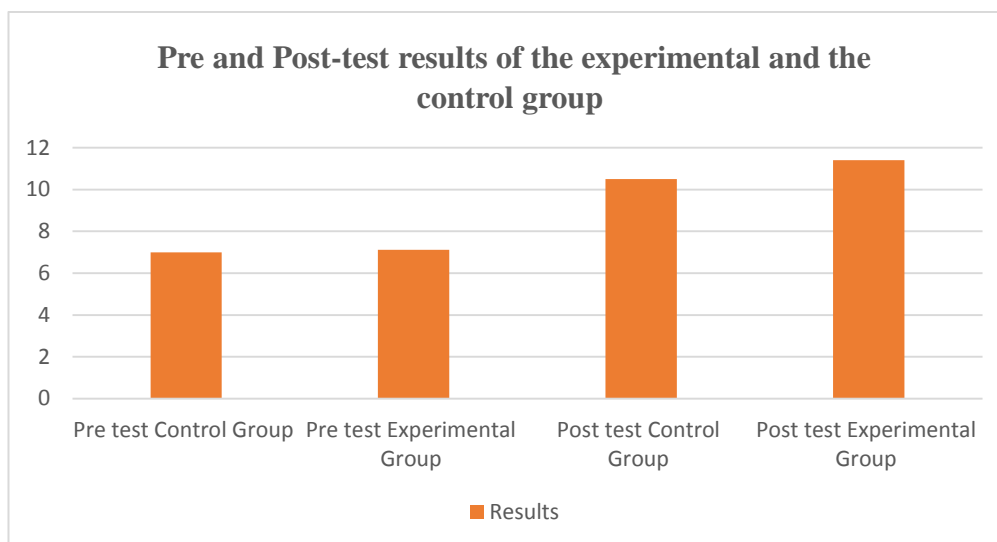
Source: Armijos (2018)

Table N° 26.- A total comparison between pre and post-test results of the experimental and the control group

A total comparison between pre and post-tests of the experimental and the control groups	
Groups	Results
Pre-test control group	7.00
Pre-test experimental group	7.12
Post-test control group	10.52
Post-test experimental group	11.40

Source: Armijos (2018)

Figure N° 13.- A total comparison between the pre and post-test results of the experimental and control group



Source: Armijos (2018)

Analysis and interpretation

Based on the chart from above, it shows that students from the experimental group obtained 7.12 out of 16 in an average in their pre-test. It was a little higher than the control group who got a 7,00 out of 16 in the same test. It is this context that students from both the experimental and the control group had a very limited speaking skill. That is, both groups struggled to communicate their ideas by using appropriate pronunciation, fluency and well-structured utterances; consequently, they were not able to have a meaningful oral interaction among themselves. Conversely, the post-test results show a substantial enhancement in students from the experimental group who accomplished 11.40 out of 16, comparing to the control group's post-test results, 10.52 out of 16. Indeed, the figures states that the employment of the Communicative competence strategy allowed students to achieve a remarkable speaking skill, because they had received plenty language input through audio-books, vocabulary cards, paraphrasing notes and constant speaking sections through five months. Furthermore, they showed a high level of confidence, fluency and critical thinking while interacting with the other test-takers.

Table N° 27 A comparison between pre and post-test results of the experimental group

		Statistics	
		experimental	control
N	Valid	7,12	7,00
		11,40	10,52

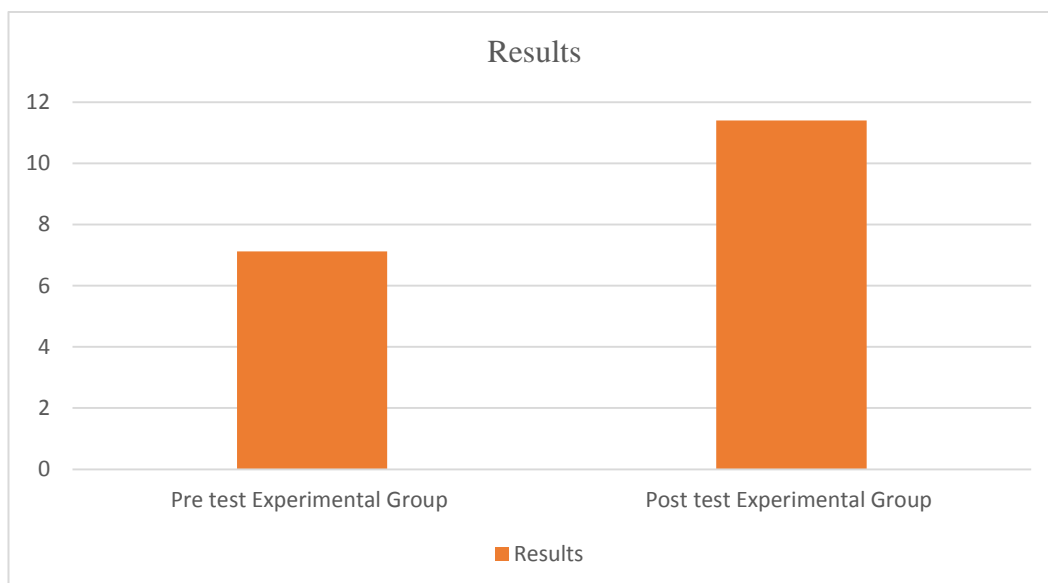
Source: Armijos (2018)

Table N° 28. - A comparison between pre and post-test results of the experimental group

A comparison between pre and post-test results of the experimental group	
Groups	Results
Pre-test experimental group	7.12
Post-test experimental group	11.40

Source: Armijos (2017-2018).

Figure N° 14. - A comparison between pre and post-test results of the experimental group



Source: Armijos (2017-2018)

Analysis and interpretation

The illustrated figures from above show a notorious enhancement in students who participated in the experimental group by receiving the academic intervention. There is an increase of **4.28** points from the pre-test (**7.12 out of 16**) to **11, 40 out of 16** in the post test. Students went better due to the Communicative competence strategy employment by the researcher during the academic semester. Students learned how to read and listen audio-books, study vocabulary, paraphrase in order to become good readers and be more argumentative speakers. As a result, students expressed a high interest for further readings, learning independence, high levels of motivation, self-confidence to speak in English fluently and cohesively in small or large groups.

Schedule

4.2 Hypothesis verification

To define whether or not the Communicative competence strategy proposal impacts on Kichwa and Spanish speaking students' speaking skill, an adapted speaking skill test was employed to those students. They attended the fourth semester, class "A2" in Language Department, in Universidad Nacional de Chimborazo. Their English level was A2+ based on the Common European Framework. The adapted test was applied before and after the academic intervention. The intervention was carried out by applying a strategy which consists of six academic techniques. All of them promote pronunciation, control of language, discourse management, communication strategies, vocabulary, identifying reading purpose, critical thinking in order to have a better social-communicative interaction. Eventually, the pre-test and post-test results from the experimental group were compared statistically.

To verify the hypothesis, the paired sample Student T-test was employed, because the speaking skill (quantifiable variable) used a numerical scale through an Assessing interactive speaking skill rubric.

4.2.1 Hypothesis approach

Null Hypothesis Ho: If a Communicative competence strategy is not proposed, then English language speaking skill among Kichwa Spanish speaking learners will not be enhanced.

Alternative hypothesis H1: If a Communicative competence strategy is proposed, then English language speaking skill among Kichwa Spanish speaking learners will be enhanced.

4.2.2 Variables

Independent variable: Communicative competence strategy proposal

Dependent variable: Speaking skill

4.2.3 Description of the population

This research was carried out with 29 Kichwa-Spanish speaking students who attended fourth English language level parallel “A2” in Language Department, in Universidad Nacional de Chimborazo. To identify students’ current speaking skill, a test was adapted by taking into account PET Cambridge exam (Preliminary exam), and information from the book: Top Notch 2, level A2+, unit 10, Lesson 4, and Goal: Discuss acts of kindness and honesty (Saslow & Ascher, 2015). Additionally, the speaking skill test included a validated rubric.

4.2.4 Mathematical model

Statistical test observation:

H0: $1 = 2$

H1: $1 \neq 2$

Where:

1= media experimental group in the pre-test.

2=media experimental group in the post-test.

Formula:

$$t_c = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}}$$

4.2.5 Specification of the regions of acceptance and rejection

The distribution under the Null hypothesis of the variable t is a Student t -test with (n_1+n_2-2) degrees of freedom respectively.

4.2.6 Decision making

If the 'p' value or level of bilateral significance is shorter than or equal to a **(0.05)**, the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be confirmed. It is the similar as, if the Student t value is on the null hypothesis is not accepted region in the Student t -test distribution the alternative hypothesis (H_1) will be in use.

The value of Student t depends on the degrees and freedom and the level of significance.

4.2.7 Selection of the level of significance:

The level of significance is $\alpha = 0.05$

4.2.8 Degrees of freedom formula:

$$v=n-1$$

Where:

n =average of first and second measurement (29 participants)

v =degrees of freedom

$$v=29-1= 28$$

4.2.9 Data collection and calculation of statistics

Table N° 29. - Adapted test to A2+ level students in Language Department

Number of participants	(Experimental group's pre-test and post- test results)	
	Pre-test results	Post-test results
1	3.5	11
2	8	16
3	3.5	11
4	12	16
5	10	16
6	9	12
7	15	16
8	7	14
9	11	14
10	7	9
11	6.5	9
12	3.5	7
13	4	12
14	3.5	12
15	8	16
16	3.5	11
17	4.5	7
18	5.5	7
19	14	16
20	3.5	5
21	10	12
22	3.5	7
23	13	15
24	3.5	4.5
25	8	11
26	4	7
27	7	8
28	4	13
29	11	16
Mean	7.12	11.40

Source: Armijos (2017-2018).

4.3.3 Data collection and calculation of statistics

Table N° 30. - Adapted test to A2+ level students in Language Department

Number of participants	(Control group's pre-test and post- test results)	
	Pre-test results	Post-test results
1	8.5	9
2	6	8.5
3	6	7
4	3.5	10
5	7.5	11
6	5	8
7	8	12
8	7	14
9	16	16
10	7	14
11	13	14
12	6	7
13	3.5	10
14	8.5	13
15	7	11
16	7	8
17	4	7.5
18	8.5	13
19	6.5	7
20	6.5	11
21	5.5	11
22	10	13
23	3.5	11
24	8	13
25	3.5	7
26	9	11
27	8	10
28	3.5	9
29	7	9
Mean	7.00	10.52

Source: Armijos (2017-2018)

4.2.10 Student T-test results

The SPSS statistical software allowed the researcher to obtain the following results

Table N° 31.- Student T-test results

	Paired differences					t	gl	Sig. (bilateral)
	Half	STANDARD DEVIATION	STANDARD ERROR AVERAGE	95% CONFIDENCE INTERVAL OF THE DIFFERENCE				
				LOWER	HIGHER			
Par 1 expost - expre	4,275 86	2,71433	,50404	3,2433 8	5,3083 4	8,483	28	,000
Par 2 conpost - conpre	3,517 24	2,20180	,40886	2,6797 2	4,3547 6	8,602	28	,000

Source: Armijos (2017-2018).

4.3 Final decision

There are 25 degrees of freedom, with 0.05 level of significance, since $p=0,035$ the probability value is **lower than the significant level, the null hypothesis is rejected. Therefore, the alternative hypothesis is accepted.** It says “If a Communicative competence strategy is proposed, then English language speaking skill among Kichwa Spanish speaking learners will be enhanced”.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

The objectives which were planned on First Chapter allowed the researcher to formulate conclusions and recommendations.

5.1 Conclusions

- This research proposed a Communicative Competence strategy for enhancing English language speaking skill among Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo, for the first term October 2017 to March 2018. The employment of this strategy bolstered pronunciation, fluency and cohesion, control of language, discourse management, communication strategies, reading's purpose and critical thinking. The statistical results showed that the strategy had an impact on learners' speaking skill advancement, because the strategy is scaffolded on extensive listening and extensive reading, meaningful vocabulary, paraphrasing skills, and many social interactions; all of them together promoted a better reading capacity, critical thinking, self-confidence and learning independency as well.
- The most regular communicative teaching strategies to enhance speaking skill in students are classified as follows. The first category refers to *metacognitive strategies* which help learners to learn something. These type of strategies plan, monitor, and evaluate learning tasks. On the other hand, *cognitive strategies* allow learners to interact and manipulate the studied object. Eventually, *social and affective strategies* enable learners to interact with other people to construct learning understanding under affective control. Therefore, learners participate in conversations, self-talk

usage, cooperative work, sharing information, providing and receiving feedback.

- It can be concluded that the strategies to become fluent and accurate English speakers among Kichwa and Spanish speaking students at Language Department in Universidad Nacional de Chimborazo are not only based on some dimensions such as language content, language in the classroom, the role of the learner, but also they have linguistic, cognitive and academic purposes. Those strategies are, *Scaffolding strategy*, *Instructional strategies*, *Communicative strategies*, *Strategies for assessing students alternatively*. They encourage L2 learners to speak effectively in the target language. However, those strategies become effective when they are carried out by three phases: *Activation*, *Connection* and *Affirmation*. The first phase ignites students' imaginations and background knowledge. For the construction of new meanings and knowledge, *Connection phase* helps students identify the speaking purpose by associating their known knowledge to the newest content. In the *Affirmation phase*, the educator evaluates, affirms and celebrates learners' learning achievements through authentic assessment.
- A Communicative Competence strategy has been designed for enhancing English language speaking skill and lowering affective filter in Kichwa and Spanish speaking students. The mentioned strategy contained six techniques. The first one activated prior and funds knowledge, the second technique selected words smartly, the third technique asked students to paraphrase what they read and listened to, the fourth technique asked learners to talk in small groups, the fifth technique assessed speaking performance, the last but not least technique was the celebration of the new knowledge and language skills. All of the mentioned techniques became powerful since learners accompanied their language proficiency process and common knowledge achievement with extensive listening and extensive readings through daily practices, and permanent vocabulary study. In essence, they enabled English learners to acquire a global

comprehension from extended texts or contexts, and be more selective when examining unknown words. At the end of the research, learners projected a substantial socio-psycho-linguistic transformation after every conversation, since there was a genuine speaking purpose among peers, and they were not just simply talking for the sake of it.

5.2 Recommendations

- EFL educators should be open-minded to put into practice the Communicative competence strategy not only among minority students, but also in mainstream classes at Language Department in Universidad Nacional de Chimborazo for increasing the number of proficient English speakers. Basically, this strategy promotes permanent language exposure through extensive listening and reading, meaningful vocabulary study and paraphrasing skills and permanent conversational practices and feedback. All of them together scaffold better reading capacity, critical thinking, self-confidence and learning independency for holding much more significant social speaking interactions.
- EFL educators should be aware of the importance of delivering academic content through well-identified and planned strategies. The metacognitive, cognitive, and social and affective strategies become effective, if all of them are closely depended on each other during teaching and learning experiences. Those strategies put information in long-term memory system which will encourage Kichwa and Spanish students to feel ready for speaking interactions in real life contexts or in new and many speaking situations. As a result, the learners become more productive while participating in class as well. At the end of the day, they will have become more independent thinkers and much more creative problem solvers.
- Other relevant strategies in the EFL field are Scaffolding, Instructional Communicative, and Alternative assessment strategies. Nonetheless, any strategy is not effective at all, if they are not carried out by activation, connection and affirmation phases. EFL educators should be always kept them in mind for calling students' attention and participation from the beginning to the end of the teaching moment. Those phases support and celebrate cultural and linguistic diversity in mainstream classrooms. Kichwa and Spanish speaking learners will socially construct meaningful and interactive conversations related to their real life situations, including

solve problem (Vygotsky's Zone of Proximal Development), if their life experiences are connected to the new information.

- EFL educators are for sure invited to make some adaptations to any of the six techniques or all of them, as long as they can boost the designed strategy for the students' and educators' benefits and needs; if not, there will be always minority students who struggle and feel frustrated on their oral performance, even in their own native language. For instance, reluctant readers struggle to paraphrase what they usually read since they have not been exposed to reading tasks, as it was taught on the strategy. Then, those learners may write down from 2 to 3 sentences in order to summarize what they understood from the reading and listening practices. Little by little, they will become more analytical, fluent and accurate when interacting with their peers and whole class.
- What is more, EFL educators and Kichwa-Spanish speaking learners should be aware of that intensive teaching and learning courses do not have the same linguistic and cognitive impact as extensive listenings and readings do. Proficient speakers are certainly the result of how much *language input* they have previously received. For that reason, extensive language exposure should be considered for promoting a better and more serious academic accountability from both sides (educators and learners). Consequently, Kichwa and Spanish speaking learners should be suggested that achieving a fluent and accurate speaking skill is not an overnight process. The results would depend on how much language exposure they accomplish day by day. (It is suggested to practice from 1 to 2 hours each day).

CHAPTER VI

PROPOSAL

**TOPIC: COMMUNICATIVE COMPETENCE STRATEGY
PROPOSAL FOR ENHANCING ENGLISH LANGUAGE SPEAKING
SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS**

6.1 INFORMATIVE DATA

Institution: Language Department in National University of Chimborazo
(Centro de idiomas, Universidad Nacional de Chimborazo)

Beneficiaries: Students and English language educators

Location:

- **Province:** Chimborazo
- **Canton:** Riobamba
- **Parish:** Maldonado

Tutor: Lic. Lorena Melendez, Mg.

Estimated time

Beginning: October 2017.

Ending: March, 2018.

Responsible support team

Researcher: Lic, Jacqueline Guadalupe Armijos Monar. Mg.

Estimated cost: \$ 250.

6.2 BACKGROUND OF THE PROPOSAL

Based on some scientific information, bilingualism or multilingualism brings some metalinguistic awareness benefits, including social, economic and academic success to their speakers. In fact, they develop many multi-competences (Saville, 2006). Researchers point out that high L2 achievers are usually those whose L2 exposure began at their primary childhood (Lightbown & Spada, 2006). They distinguish bilingual people into two groups: Simultaneous bilinguals (Children learning more than one language in the early childhood) and Sequential bilinguals (People who learn other language (s) after their childhood). Lightbown Patsy (2012) states that most of the children around the planet are exposed to several languages, some children more than others.

However, bilingual or multilingual people may have some socio-linguistic limitations related to their social interaction environment. For instance, “if one language is heard much more often than the other or is more highly valued in the community, that language may eventually be used well than, or in preference to, the other”, as Ellen Bialystok in (Lightbown & Spada 2006, pgs. 26-27) stated it. Moreover, high proficient language achievers are those who make two clear distinctions between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Lightbown Patsy, 2012).

It is in this context of discussion, García (2009) explains that there are two kinds of bilinguals, those who only have *receptive bilingual skills*, and those who own *productive bilingual skills*. (Receptive and passive bilinguals). The first group of bilinguals are able to understand, read or attend to, or interpret information and sings in more than one language. Nonetheless, they can neither speak nor write nor produce sings on a second language. Alternatively, other bilinguals (productive ones) can speak, write and produce information in a second language. According to some teaching and social interaction experiences, it is suggested that there are some bilinguals who are able to listen to and speak (*a third classification*), but they are not able to read and write. That is, a common picture in some indigenous populations.

The use of a linguistic code has much to do with the social interaction opportunities. Cenoz and Genese (1998) in (García, 2009) state that “language proficiency changes as a result of adjustments to interacting linguistic subsystems that reflect the user’s communicative needs”. That is to say, a bilingual performance or functioning is the result of a social and political pressure.

For having a better social and linguistic understanding of the following proposal, it is necessary to mention the language status of Kichwa, Spanish and English currently.

Kichwa is a language variety of the Quechua II Huampuy varieties (Hornberger & Coronel- Molina, 2006). Some Ecuadorian indigenous, who live in the Andes Mountains Range and in some Amazon basin territories, communicate among themselves by using Kichwa. It is mostly used as an oral language; its orthography came from after incorporating the Roman alphabet during Spanish colonization (Cerron, 1987). It has not received a standardization treatment at all; consequently, there are many loanwords from Spanish (Danver, 2015). The written and intellectual publication is very limited in Kichwa language.

A study carried out by (Instituto Nacional de Estadísticas y Censos, 2012) states that there are around 730.104 Ecuadorian indigenous who speak Kichwa. It accounts for a very narrow number of speakers related to the whole number of Ecuadorian population. Indeed, Kichwa is part of those languages, which are endangered and threaten to die. In effect, two Quechua varieties have already died like Andoa y Zápara (Castillo, 2017). Regrettably, Kichwa is spoken by a minority group of indigenous who have been dominated by other socio-cultural groups like mestizo ones, for such a long time. It is considered as a “low social prestige language” (Palomino, 2015).

On the other hand, Spanish was born from Proto-Indo-European family, under Roman languages branch. It has a strong vocabulary influence from Greek, Arabic, Basque, Gothic, French, Italian, Occitan, Sardinian, Quechua and Germanic languages and many others (Armijos, Fuertes , Delgado, & Villa ,

2018). Spanish was imposed by Spanish conquerors in America's territories. Spanish is one of the most spoken languages on the globe (Spanish Language Domains, 2014). Even though, there are many linguistic and geographic Spanish varieties, Spanish has received special attention in order to promote a standardized variation, especially from Lengua Española (ASALE) and Real Academia Española (RAE) (Pountain, 2016) . The vast majority of the Ecuadorian population are Spanish speakers. Instituto Nacional de Estadísticas y Censos (2012) pointed out that there were 14.024.376 speakers of the mentioned language. Monolingualism seems to be the norm in Ecuador.

Lastly, English, as a sociolinguistic code, has been spreading through the World and connecting all continents since it was born around XV century A.D. English has gained territory globally because of geographical, historical, socio-cultural, economic, and political power of the British colonization (Cristal, 2003). Today, the story remains; the prominent, economic, and political power of The United States of America has allowed English to penetrate at the most remote latitudes on Earth's surface (Ibid).

Communicating through English has allowed many nations over the World to enter to commerce, information, research advancement, politics, education, international connections, cultural awareness, international travel and safety, technology, and economics and many others, promoting a better World understanding among countries (Lingua Franca). Actually, some minority language information is found online by typing only in English. It is in that sense of discussion that all people are encouraged to communicate and live under a "globalized village" criteria with one language only, especially, if their mother tongue is not sufficient to promote an international understating (idem).

Linguistically speaking, Cristal (2003) states that "English does not have a lot of endings on its words, nor do we have to remember the difference between masculine, feminine, and neuter gender, so it must be easier to learn" (p.7). Consequently, the number of English speakers as a second or foreign language has been dramatically growing over the world. There are around four non-native

speakers of English for one native speaker, as it was stated by Kachru (1996) in (Alseweed, 2012). For Clarke (2012) who is cited by Wang, (2017) points out that the number of English language students will reach around two billion learners by 2020. As, it can be seen, “having an English proficiency is a political, business and academic demand over the world” nowadays (Armijos, Fuertes, Delgado, & Villa 2018, p.135).

6.3 JUSTIFICATION

This present research aims to propose a Communicative competence strategy in order to enhance English-speaking skill among minority students like Kichwa and Spanish speaking learners at Language Department in Universidad Nacional de Chimborazo. The strategy will allow learners achieving a more active and meaningful learning and learning independence as well. The mentioned students are taking part of the Fourth English class at Language Department. Their language proficiency is A2+ based on the Common European Framework.

Unfortunately, most Ecuadorian students are not exposed to English language, as it should be. Consequently, it is not a very easy task to make students to elaborate and express their ideas in English language proficiently. Most of them are used to employ inadequate ways to listen to, read and to speak on their L2. That is why; indigenous students should get useful techniques so that they can feel motivated to keep on working on their own learning towards English language proficiency under Communicative competence. As a result, the Kichwa and Spanish-speaking learners will have become the major beneficiaries of this project.

This current research proposes an original, suitable, and momentous strategy which involves the target students and English language educators. The strategy will be possible by putting together some cognitive, linguistic and communicative techniques such as the use of vocabulary flashcards, paraphrasing on sticky notes, and retelling stories. All of them will be used while listening and reading some audio books or audio articles. Accordingly, those students will have progressed

significantly in their enabling skills like grammar, oral fluency, pronunciation, spelling, vocabulary, including written discourse. Lastly, students' cognitive and linguistic advancement will be assessed by using some interactive speaking skill rubric. "Indigenous students may become linguistic and socially competent in English as long as their English language exposure turns more meaningful in time and quantity. It is not enough to have many indigenous students who only know some survival English" (Armijos et al. 2018, p. 143). In fact, not achieving an English proficiency in today's world is considered as self-discrimination and self-denial in order to be included in a globalized society. Translation and interpretation are less and less used (Armijos et al., 2018).

It is important to highlight that the strategy proposal will be validated or rejected through learners' participations during the academic intervention. They will have tested the strategy proposal efficacy at the moment of listening to, comprehending some readings and expressing orally their understandings in English language. Basically, the strategy has been designed for enhancing English language speaking skill and lowering affective filter in Kichwa and Spanish speaking students. Therefore, the mentioned strategy contains six techniques. The first one activates the prior and funds knowledge, the second technique asks students to select words smartly, the third technique requests students to paraphrase what they read and listen to, the fourth technique asks learners to talk in small groups, the fifth technique assesses students' speaking performance; the last but not least technique celebrates students' new knowledge and language skills achievement. All of the mentioned techniques are strongly underpinned on permanent extensive listening and extensive readings practices, including the study of vocabulary through flash cards. In essence, the six techniques enable English learners to acquire a global comprehension from extended texts or contexts, and be more selective when examining unknown words. At the end, learners will have projected a substantial socio-psycho-linguistic transformation after every conversation, since there is a genuine speaking drive among peers.

Finally, this is a feasible investigation since there is a plenty support from administrators, headmasters and educators at the Language Department in the Universidad Nacional de Chimborazo. Moreover, all of them are well aware of encouraging indigenous students to be fluent and accurate in English language.

6.4 OBJECTIVES

6.4.1 General objective

- To develop a Communicative competence strategy for enhancing English language speaking skill by Kichwa and Spanish speaking learners.

6.4.2 Specific objectives

- To apply some techniques in order to scaffold a Communicative competence strategy for enhancing English language speaking skill by Kichwa and Spanish speaking learners.
- To device a Communicative competence strategy handbook for enhancing English language speaking skill by Kichwa and Spanish speaking students.
- To make awareness about a Communicative competence strategy handbook for enhancing English language speaking skill by Kichwa and Spanish speaking students.

6.5 Feasibility analysis

This Communicative competence strategy proposal is feasible because of the following reasons.

6.5.1 Administrative feasibility

Kichwa and Spanish speaking students, Language Department educators and Universidad Nacional de Chimborazo headmasters are interested in enhancing English-speaking skill.

6.5.2 Economic feasibility

The Communicative competence strategy proposal does not demand a high amount of economic resources since there are already a building, some equipment and some audio-books in UNACH's library.

6.5.3 Social feasibility

This proposal is designed for Kichwa and Spanish-speaking students' benefits in order to enhance their interactive speaking skill.

6.6 Theoretical foundation

Communicative competence definition, Yule (2010) states that it is the "general ability to use a language accurately, appropriately, and flexibly" (p.194). The Common European Framework has divided the Communicative competence into three competences: **Language competence** (knowledge and ability to produce well structured messages by employing: lexical, grammatical, semantic, phonological, orthographic, and orthoepic sub competences), **Sociolinguistic competence** (knowledge and skills into a social context such as: behaviour rules, expressions, registers, dialects and stress), and **Pragmatic competence** (it involves two sub competences: Discourse and Functional competences for controlling the absence of a particular area of a language knowledge) . All of them together enhance the meta-cognitive awareness in a language user (Bagarić & Mihaljević Djigunović, Defining communicative competence, 2007).

Extensive reading

Jang, Kang , & Young (2015) conducted a research on which they determined that extensive reading have a positive impact on students' reading stimulus and language proficiency. As a matter of fact, learners reached higher intrinsic motivation levels for further reading, and reading proficiency as well (Krishnan, Rahim , Marimuthu, Bin , & Jusoff, 2009). Having proficient students, teachers feel more enthusiastic at the moment of teaching. Additionally, they feel more confident and committed with their social responsibility. Seeing that, teachers are called to be the first ones to be good readers, if they expect to increase students' reading habits. Teachers become successful in their teaching performance, if they accomplish students to become highly interested in reading for pleasure. On the subject of reading, Krishnan, et al., (2009) strongly believe that university graduates are not very competent in English since their formal instruction (classroom instruction) is mainly based on workbook exercises (Filling the blanks, completeing grammar exercises). As a result, they lack real life language exposure. Extensive reading is part of "real life communication" since it provides extensive input and incidental language input. Readers learn to focus on meaning mostly (words in context), because they choose what to read and progress at their own pace. The main reason is because, every learner knows what their English level and reading interests are intrinsically. In other words, learners learn what they want to learn.

In the framework of grammar structures, extensive reading fortifies and internalizes correct structures (syntax) and meanings. "The pattern of the English language appears to become ingrained in the minds of the readers. Thereby they continue producing syntax which conforms to these patterns...to produce their own creative original language which is in conformity to established patterns" (Krishnan et al., 2009, p. 108).

Strategies for reading comprehension

- Identify the purpose in reading
- Use graphemic rules and patterns and patterns to aid in bottom-up decoding
- Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- Skim the text for main ideas (top down-general idea). No details
- Scan (specific details- or the language itself, intensive reading,)
- Use sematic mapping or clustering (use content to predict meaning) (graphic organizers at the end of the reading)
- Guess when you are not certain is very similar to analyze vocabulary
- Capitalize on discourse markers to process relationships (page 311. Those are connecting words).

A learning strategy training

(Larsen, 2008) provides an example of what a *Learning strategy training* or *Advance organization* is. She models a reading strategy on which learners enhance their reading comprehension and speed. Firstly, students preview and skim a passage in order to get its reading core (main idea). For doing so, students are required to read the title, subheadings, pictures and figure out what the reading passage may be. Then, students have to ask themselves what they already know about the topic and what questions come to their minds. After that, they continue reading the first paragraph. It is not necessary to read and comprehend every single word, if there are a couple of unknown words by the reader, he needs to skip over them and continue with his reading. Eyes are encouraged to skim the passage very quickly. The reader must focus on picking out main ideas from the paragraph. It is suggested looking at content words (nouns, adjectives and verbs or meaning-bearing words). Furthermore, the readers should focus on identifying the key words while skimming the whole paragraph (It is not necessary to know too

much about the topic). Warning! Students are not allowed using their dictionaries during the skimming process. What is more, they should not spend more than 2 minutes per paragraph, that is, they will be given only one and a half minutes to achieve reading comprehension understanding per paragraph This reading process continues until all the paragraphs are gone. At the end of the reading process, students have to write about their experiences in a learning journal.

- For a better reading comprehension achievement, students should read whatever they prefer like newspapers, magazines, articles.
- The described strategy from above will be analyzed under teaching and learning principles. Then, educators should always give value to students' prior knowledge and their lived experiences in order to build up a sequential cognitive process. Certainly, a reading comprehension and speed strategy contributes to academic attainment since educators will have taught how to learn by a hands-on experience. Those meaningful hands-on activities will enable learners to become more independent, self-regulated, self-assessed and a more autonomous learner (Larsen, 2008).

Paraphrasing

Paraphrasing or paraphrase means “a statement that expresses something that someone has said or written in a shorter, clear or different way” (Pearson Education Limited, 2007 p. 1149). It is in the context of paraphrasing that Literacy Devices, (2018) points out paraphrasing as recounting a story in our own words by keeping the original meaning version of the message. Since paraphrasing is a technique, it is not the same as writing a summary. Their objectives are dissimilar. Paraphrase means to reword or restate an original message in different words by maintaining almost the same length; meanwhile, a summary condenses the original information into a short form. Thanks to paraphrasing, people avoid plagiarism consequences.

In the endeavor to help reluctant and poor readers to understand what they have been reading, they should get used to paraphrasing. (Choy & Mun, (2012)

considered that an effective paraphrasing skill depends on vocabulary skills and Critical thinking skills mainly. (Blooms taxonomy refers to an analysis, synthesis and evaluation of the reading). For (Carrell, 1984) in Choy & Mun, (2012), paraphrasing skills demands from students to make sense and make interrelationships between the written content and their real world at the same time. To become more expressive and critical, students should be motivated to practice paraphrasing, as it was mentioned by (Windschitl, 2002) in (Choy & Mun 2012).

Regrettably, paraphrasing is not an overnight process; actually poor readers will find it difficult to put paraphrasing into a context. They fell into plagiarism and lack of reading motivation consequently. Choy & Mun, (2012) refer to Perin et al (2003) who studied many SLA learners. They usually copied some text; repeated some words from passages, because they were not able to draw out the main ideas of the passage (s). It can be concluded that limited vocabulary influences a poor paraphrasing practice and analysis.

Listening skill

When we talk about listening skill, it is important to notice that it is essential because it makes the difference from one code to another one. There are many sounds that are unique, intonation, pauses, rhythm and stress which convey a meaning to the person who hears them. For this purpose, the meaning is then understood and converted into a response. This process of the mind takes a lot of work to decipher the sound waves that come from the person who is talking to the hearer; under other circumstances, the transmission of a message fails. When people lack listening competences, speaking becomes almost impossible.

In order to achieve an adequate knowledge, second or foreign language learners must be exposed to two types of input such as: *intensive* and *extensive listening* by using different resources (MP3 players, Cds, podcasts, audiobooks, tapes, websites, and many other more) and processes (Learners' mental planning).

Extensive listening

“Listening is the one of the four language skills that is most used in communication” by (Zhu, 2011) in (Yasin, Mustafa , & Rizki Permatasari, 2018). Listening skills enhancement has a tremendous impact on speaking, reading and writing skills (Yasin, Mustafa , & Rizki Permatasari, 2018). There is not doubt of the importance on becoming good listeners before speakers. “Prior experiences as a listener helps speakers enhance their performance as a speaker” (Nunan, Second language teaching and learning, 1999, p. 237).

Listening skills proficiency in another language is a complex process to achieve since it demands listeners to make their own meanings from spoken input by taking into account their second language background knowledge (Yeganeh, 2012). Extensive listening is defined as the large and great amount of target language exposure, which produces pleasure to the learner (Borges, 2010). Extensive listening can be assessed by applying general questions on context. Then, speaker’s answers will be based on his attitudes mainly (Yasin, Mustafa , & Rizki Permatasari, 2018).

A Malaysian school student may generally be deaf to English as his only audio input of English may be the few words that he listens to in the classroom. If additionally, he does not read in English then he becomes not only deaf but blind to the language (Krishnan et al., 2009, p. 112).

Borges (2010) claims that there are numerous listening skill benefits, if a person is exposed to a great variety of materials by 13 hours per week outside classroom. For instance, they enhance pronunciation unconsciously and naturally, together with a variety of accents. Learners do better guess of unknown words, which are not higher than their current level. Interestingly, students do not only get tuned with language contractions easily, but also there is a notorious enhancement in vocabulary, listening comprehension, a reduced anxiety, and general knowlege. Nonetheless, there should always be given a special attention to students’ present language level since a higher listening level material decreases students’

comprehension and willingness to learn English. Then, Borges (2010) recommends some sources and materials such as graded readers, ELLLO- English Language Listening Lab Online (www.Ello.Org), Spotlight Radio (www.spotlightradio.net). Voice of America- Special English (www.voanews.com/specialenglish/index.cfm).

Listening strategies awareness

For increasing a memory capacity and language proficiency on the target language, bilingual listeners utilize some listening strategies such as **meta-cognitive, cognitive** and **socio-affective strategies**, as they have been categorized by O'Malley and Chamot's (1990) in (Yeganeh, 2012).

Bilingual speakers utilize **Meta-cognitive strategies** for a better comprehension, language retention, planning, monitoring, evaluating and problem-solving (Yeganeh, 2012). For underpinning metacognitive listening, L2 listeners need other strategies as well such as Person knowledge, Directed attention, and Mental translation (ibid). The Mental translation strategy means to avoid doing translation internally.

Bilingual learners tackle target language by applying **Cognitive strategies**. They help learners to make inferences, repetition, deduction, imagery, elaboration, note taking, and translation.

L2 learners cope with their classmates by employing **Socio-affective strategies**, which enable them to question for clarification and reduce anxiety.

All the mentioned strategies from above are stronger distinctive among bilingual learners. That is, those strategies allow them to be themselves more prepared for a better listening input performance. Having a high metacognitive awareness increments vocabulary, and even reading skills, as it was proven in some bilingual university students from Iran (Yeganeh, 2012).

Audiobooks

Based on (Merriam Webster, 2012, p.1) defines an audiobook as “a recording of a book or magazine being read aloud”. In this respect, a recorded book is normally presented on CD, cassette or a digital format (MP3). It combines storytellings and narratives. They are accessible through different means mobile devices (smart phones, tablets and iPods). Audiobook can be found online in order to be downloaded for offline listening. There are some websites examples: Librivox (librivox.org), Loyal Books (www.loyalbooks.com) and Storynory (www.storynory.com) (James, 2015). <http://www.loyalbooks.com>.

Audiobook benefits for reluctant readers

Language educators usually find some learners who are not interested in developing extensive reading for their own benefit in L2. James (2015) identified some benefits that audiobooks produce on their readers. Audiobooks have been designed for developing extensive readings or reading for pleasure especially on reluctant readers. It is quite apparent that readers explore a different world through their imaginations, their listening and reading comprehension skills (reading between lines, making associations and connections between ideas, speed and flow, and inner motivation) increase dramatically, their assessment results since they provide a great amount of input as well as. Moreover, students feel motivated to keep on reading more and more books independently (They identify themselves as reading lovers later). Chen (2004) who is cited by (James, 2015) states that “audiobooks bridge the gap between listening vocabulary and reading vocabulary” (p. 83). That is, reluctant readers start making visual and auditory associations between the physical representations of words and their given sounds, under the arbitrariness conceptualization. The same researcher considers that audiobook readers become more independent and fluent since they ask for teacher’s help in a less percentage. Readers get a high language exposure in terms of accurate pronunciation and fluency. Those readers easily emulate emotions and expressions consequently.

In the same framework Coville, Ditlow, Myrick, & Lesesne (2007) consider that reluctant readers become proficient readers when they encounter multisensory experiences; then audiobooks provide those kinds of experiences. Burkey, (2009) claims that readers become skillful when they get the ability to stick with a story until the end of it. She names it as reading stamina since readers increase their patience and curiosity in order to reach the end of the story; it does no matter if their chosen books are such long stories. Therefore, it turns crucial to guide a reluctant reader to find a right book in order to encourage him to become a good and independent reader during a pleasurable pastime.

Multi-tasking activities by using audios

Audiobooks have shown to allow readers to do other activities while listening to the reading content. Many people listen to audiobooks when traveling from one place to another in order to do something more intellectually productive. They encourage the readers to image that they listen to and pay attention to a variety of voices and accents.

Pham (2016) proposes 7 reasons why people should listen to audiobooks. There are many students, whose reading interest is not strong enough to develop extensive reading. Hence, audio books become a great reading motivation. Other audiobook benefit is a better retention. The combination of listening and reading at the same time solidify input in the reader's mind.

What about podcasts?

It is an audio-book variation. A podcast file can be found on the internet under a mp3 format. It is characterized by expanding learning outside the classroom innovatively and creatively. The usage of podcasts allows EFL learners to show an efficient enhancement in terms of lexical item performance Instructional podcasts can be downloaded in any device, anytime and anywhere, especially if students are absent in class (Kargozari & Zarinkamar, 2014). Seemingly, podcasts are valuable resources for expanding reading, listening, speaking, and

pronunciation and grammar skills; however, more studies are needed for confirming that statement.

What about videos over audios?

Definitely, extensive listening input scaffolds a target language. A study carried out by Yasin, Mustafa , & Rizki Permatasari (2018) concluded that watching videos has a more effective learning effect on L2 learners. It accounted for 2.5 times higher than audio counterparts. Participants felt more motivated, responded better, they showed a better teamwork and participation performance. According to Yasin, Mustafa , & Rizki Permatasari (2018) watching and listening to videos promote cross-cultural awareness. Nonetheless, there are some constraints over watching videos such as their expensive cost. A projector, a computer and a sound system are needed in order to project a movie.

Vocabulary skills

EFL learners need to achieve a great amount of vocabulary in their target language. “Lexical items play a significant role in language acquisition. Nobody can deny the importance of those in both receptive productive skills” (Kargozari & Zarinkamar 2014, p. 839); that is to say, to devote time for studying vocabulary incidentally or deliberately. Proficient learners achieve around 10.000 words in their L2. Having an adequate vocabulary, L2 learners express themselves clearly in spoken a written form, including language comprehension from 95% to 98%. Not to mention **extensive reading** permits L2 learners to study *incidental vocabulary*. For acquiring a vocabulary, dictionaries, notebooks or word cards are required (Wikinson, 2017).

Vocabulary cards technique

They are used for increasing vocabulary study efficacy (Wikinson, 2017). “Word cards are useful since they offer an expanded spaced rehearsal, active recall of the L2 word form and its meaning separately, and eliminating list effects or serial learning” (Wikinson 2017, p. 14). Vocabulary cards become useful for

remembering incidental vocabulary. Regrettably, incidental vocabulary needs frequent review, until they have internalized it. For Nation and Webb (2011) cited in (Wikinson, 2017) recommend that a word card can be designed as follows. Firstly, the target word must be written on one side of the card, in contrast, the native language version of the word will be written on the other side. Other information can be included below the target word such as part of speech, collocations and some example sentences. Word cards are appropriate since they are easy to carry around and review in various places (in bed, in the library, in class, on the train) anywhere (Wikinson, 2017). In other words, the word study is up to students' time and desire.

Another vocabulary technique for enhancing speaking skill

To become proficient English speakers, it demands an effective technique employment through teaching instructions, Husnu (2018) put into practice Demonstration technique (Showing real objects, pictures, movements, facial expressions, body language) into a research project on which he concluded that vocabulary and grammar skills are enhanced by showing materials in a simple way for learners' understanding. Subsequently, learners were immersed into a more enthusiastic and conducive learning environment. Students felt highly motivated to continue learning and to speak English. Concerning the cited study (Husnu, 2018) believes that vocabulary and grammar enable learners to speak the target language when they are contextualized, and many occurrences of the new words. Additionally, mastering those skills, learners do not refuse to carry out real speaking practices.

Speaking skill

Harmer (2011) tells us that to speak a second language (L2) means to demonstrate the capacity to function on it. L2 speakers must perform in many communicational scenarios, as well as in different genres and situations. All of them within the employment of several chatty strategies. The ability to put into practice an interactive discourse is what really cares in the Community Language Teaching (CLT). Brown H, in Teaching by principles: an interactive approach to

language pedagogy, (2001), has cited Nunan (1999) who discusses the idea that developing speaking skill in education settings, especially in class, demands to take into account some considerations such as *the nature of speaking, the reluctant speaker, task difficulty, course design issues, and pedagogical tasks*.

A. The nature of speaking. A proficient L2 speaker shows a mastery in socio-linguistic features and conversational skills. In fact, he is aware of how, why, when, and what to express to someone; in other words, those abilities are part of the Communicative competence. The mentioned statement from above is confirmed by Savignon in Nunan (1999), he states that a Communicative competent person has “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p. 226).

A proficient speaker knows how to deal with **discourse** versus **dialogue** in a L2; since it involves **negotiation meaning** and **meta discourse** among speakers. Harmer (2011) makes a distinction between two speaking situations: ***Interactive situation*** which is a spontaneous and an unplanned conversation. E.g. Holding a conversation with someone walking down street). In the same framework, Nunan (1999) adds that interactive speaking can be named as ***Interactional language*** too, because it is carried out for conducting social interaction purposes. E.g.: narrating, explaining, managing a conversation. On the other hand, the second situation is known as a ***non-interactive*** or ***non-transactional conversation***, which is planned for no having a direct social interaction, just getting or providing some information. E.g. leaving a phone message, lectures, speeches, booking a restaurant, buying, etc.

In another part of Harmer’s studies (2011), he classifies four types of speaking skill categories.

1. **Conversational strategy.** It is a face to face conversation which includes knowledge, turn-taking and several discourse markers

like: (mmm, ...) (Well...you know...), starting a turn (well... I'd just like to say...), signaling the start and end of an utterance (right.... now...anyway...).

2. Conversational rules and structures: Those are phrases for starting a conversation like: How are you? Or Hi?), sorry to interrupt you, or excuse me..., Oh, by the way...or closings utterances like: It's been nice talking to you....

3. Survival and repair strategies: Speakers show their ability to ask for information clarification, they usually employ formulaic expressions, paraphrasing or the usage of some words when not remembering or knowing the particular word.

4. Real talk: It is performed through a face to face interaction on which speakers have to be knowledgeable of how to deal with paralinguistic features in order to be engaged in a negotiation meaning process. Speakers develop a collaborative negotiation meaning thanks to *ellipsis*, *questioning reformulation* (Repeating or paraphrasing what someone had just said), *multifunctional questions forms* (Did you consider the possibility of an alliance with other organizations?), *piling up of questions one after another* (How much is technology? Who does it? Is it the suppliers?). Therefore, real talk occurs and goes on when speakers decode paralinguistic features, "they are collaborative as participants engage in a process of negotiation of meaning" (Brown 2001, p. 269).

B. Reluctant speakers and their attempt to speak or not. Usually, speakers attempt or start speaking when they encounter some positive factors such as being part of a friendly class environment, interacting with students who are at their same language level or share a seemingly level

among them, finding catching-speaking topics to talk, accomplishing organized and clear instructions.

In contrast to the mentioned above, there are some factors by which students reject to speak such as cultural and political experiences, psychological factors (anxiety, shyness), affective factors (confidence, low motivation), and linguistic factors (limited language understanding). Some students frequently do not find odds to interact with others, or feel afraid to disobey class rules (staying in silence), some students consider themselves no being able to interact with higher level L2 speakers. Additionally, L1 interference is always bothering to them. Cultural shock blocks them as well. Added to this, “a problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part in a conversation” (Harmer 2011, p. 345).

What can be done for helping reluctant speakers?

Harmer (2011) suggests that students are fur more likely to speak, if there is a true purpose to interact with others (meaningful language involvement), and it will not be a meaningless talking, just for the sake of talking. To redress this, he proposes the following stages:

1. **Preparation:** students should receive a reasonable time to prepare what and how to say something. Preparation expands language fluency a successful speaking.
2. **The value of repetition:** speaking confidence and fluency are achieved if students practice speaking by employing the following speaking process: **plan** → **perform** → **analyze** ← → **repeat**.
3. **Big groups or small groups:** Students should never speak in public or in big groups if they have never practiced speaking in small groups first. It is known that speaking in small groups,

students empower their speech, since they are being listened and received some feedback from their closer listeners.

4. **Mandatory participation:** students do a better speaking performance when they participate in groups of four. So, each one of the participants has to talk about the assigned speaking task, after having received a planned period.
5. The **teacher's role** counts. There are some moments when, students cannot continue with a conversation. Then, teachers have to provide some discrete suggestions, so students can keep on talking and do not lose the expected fluency. In other words, that particular role of the teacher is known as: **prompter**.
6. **Participant:** The teachers' roles are to create comfortable talking environments, and ensure all of the students participate in the conversation. Students' role is to speak more time than the teacher does.
7. **Feedback provider:** Academic feedback from the teacher should never be missed out. It could be about the content subject or the linguistic area. Feedback and correction should be always characterized by being discreet and gentle. Feedback can be shaped by reformulating, echoing, and the usage of some expressions for example: You should not say, you should say, I/you would not say, I/you would say. Harmer (2011) proposes a model chart, so that the teacher can record some inappropriate (grammar, pronunciation, words and phrases, etc) and change them into the correct form(s). Later on, the categorization chart is given back to the student.

Table 35: Categorization chart as a language provider

Grammar	Words and phrases	Pronunciation	Appropriacy

Source: (Harmer 2011, p. 348)

- After recording students' mistakes, teacher may present a general feedback to all of the students in the class, or to each student individually. The general feedback can be display on class board.
- Other possibility to provide feedback to the students is to write incorrect words/phrases intentionally so that students can correct them.
- Finally, teachers suggest some accessible websites or academic sources (dictionaries, books,etc) for promoting autonomous learning.

Teachers and students should keep in mind that a native-like pronunciation is achieved after such a long periods of language exposure. However, a comprehensible pronunciation is needed in all L2 speakers.

C. The course design must be clear in its general and specific goals.

Brown (2001) recommends some teaching techniques for enhancing speaking skill in L2 students.

1. "Use technique that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency, (Brown 2001, p, 279).
2. Deliver intrinsically inspiring procedures
3. The usage of authentic language must be used into a meaningful context.

4. Deliver applicable feedback and correction
5. Take advantage of on the natural link between speaking and listening skills
6. Provide many speaking opportunities
7. Promote the use of speaking strategies like clarification, repetition, fillers, cues, paraphrases, nonverbal expressions, etc. Brown (2001).

There are some considerations to be taken into account at the moment of asking student to fulfil tasks; that is, the level of difficulty has to be increased gradually Nunan (1999).

- “The degree to which the level event is embedded in a context that facilitates comprehension;
- The degree to which the language event makes cognitive demands on the learner;
- The degree to which background knowledge can be used;
- The amount of assistance provided to the learner;
- The complexity of the language that the learner is required to produce;
- The degree of emotional stress involved in completing the task;
- The interest and motivation of the learner” (p. 236).

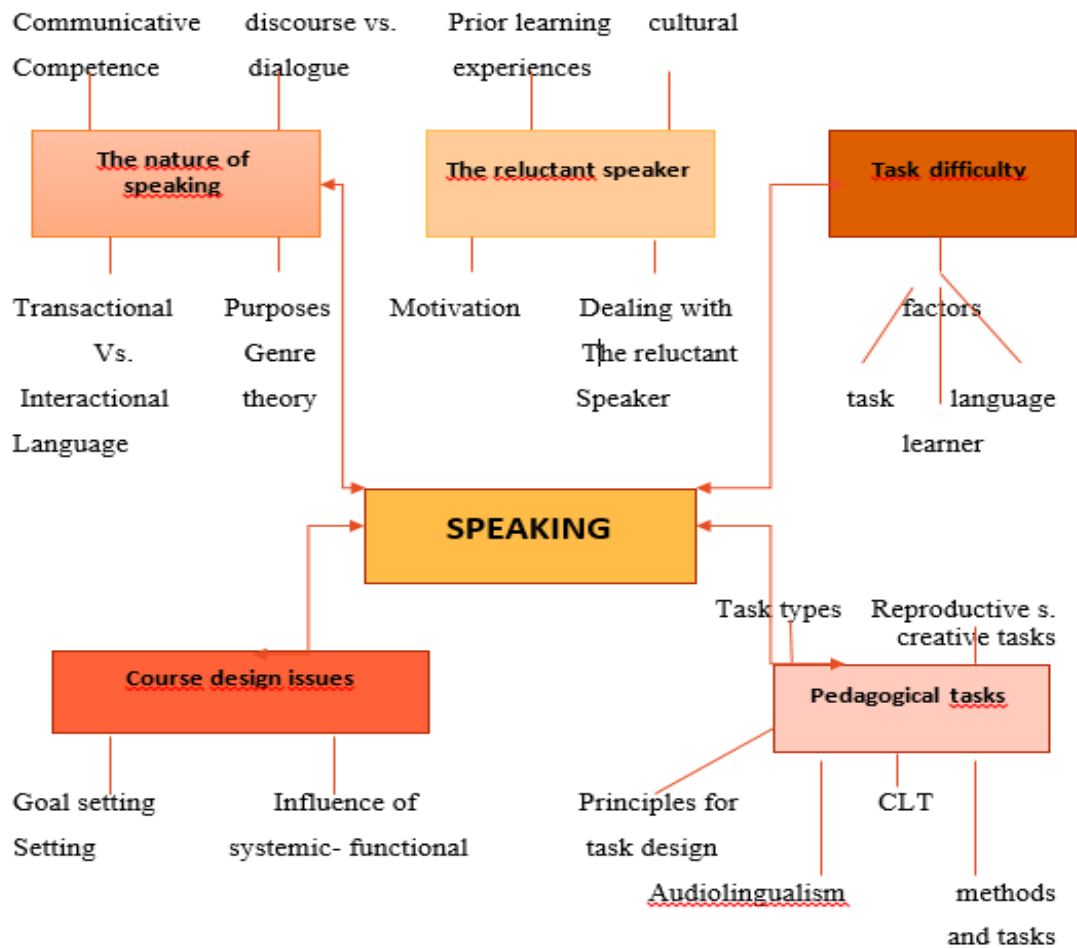
L2 students need to be exposed to a great variety of listening and speaking input. Consequently, speaking activities can be employed later on “opportunities to recombine familiar language elements in new and unfamiliar ways” (Nunan 1999, p. 241). All of them together will allow to go further in terms of audiolingualism cycle (3p= Presentation, Practice, and Production).

Brown (2001) and Harmer (2011) consider the following speaking activities to be carry on in CLT.

- **Acting from a script** (students act out and put into practice stress, intonation and speed. Acting out builds confidence, cooperative work, contextualize language, and learning experience) (Harmer, 2011).
- **Communication games** (Solving a puzzle, drawing pictures, describing pictures, ordering things, identifying similarities and differences, fishbowl, call my bluff, twenty questions, just a minute.
- **Discussions** (Buzz groups, instant comment, formal debate, unplanned discussion, reaching a consensus, prepared talks, questionnaires, role-plays, experts about different topics) (Harmer, 2011).
- **Making recordings.** (Students do a cooperative speaking work by filming themselves)

A speaking skill encouragement Concept mapping, Nunan (1999).

Figure N° 15.- A speaking skill encouragement concept mapping



Source: Nunan (1999)

Adapted by: Armijos (2017-2018)

L1 influences on L2 learning and acquisition process.

Learning and acquiring a target language may be influenced by many socio-linguistic factors; one of them is L1 literacy level, the higher, the better understanding of the new language. A limited literacy causes some phonological interferences on the L2 learners. On the other hand, a learner frequently internalizes the new language by linking his previous linguistic, affective and cognitive background, which allow him to reach a metalinguistic awareness (Lightbown & Spada, 2006). The linguistic phenomenon is known as interlanguage. (Trawinski, 2005, p.86) simplifies it as “a language system which the learner constructs in the process of SLA, referring to both L1 and L2”; in other words, L2 learners construct their L2 comprehension by relying extensively on their mother tongue in many aspects such as meanings, vocabulary grammar structures, discourse, culture, phonology, as it was stated (Gass & Selinker , 2008). Interlanguage be may positive or negative. When there is a cognitive association, it is known as transference. Conversely, unrelated phonological, meanings, grammatical structures and many others cause interference since they do not match satisfactorily in the target language (Saville, 2006). Interference conducts to mistakes production, if there is not an adequate mistake correction through the teaching and learning process, learners tend to fossilize mistakes (Trawinski, 2005). Those internalized mistakes limit a proficiency achievement (ibid). Dominated languages as Kichwa has a little written production (Civallero, 2011). Kichwa is mostly an oral language.

6.7 Methodology

The operation model of the Communicative competence strategy consists of six techniques and tasks in order to enhance speaking skill among Kichwa and Spanish speaking students. For this reason, the linguistic and academic achievement of the strategy has been framed under three phases of teaching and learning.

- **Activation phase.** Thanks to this phase, the Kichwa and Spanish speaking learners activate their funds, prior and academic knowledge, and identify associations to their audiobook content topics, concepts, or vocabulary. Bilingual learners may use any language of their preference (Kichwa, Spanish or English, even drawings as well) to communicate what they already know. With this in mind, the educator will observe many students' perspectives connected to students' backgrounds, coming from different sociocultural and community realities. For this phase achievement, *Activating prior and funds Knowledge technique* is proposed. On top of that, choosing smartly an audiobook for extensive and listening practices is the first task. The second task consists of examining the selected book (cover-image, title, author' name, year of publication, prologue, publishers). The third task wakes up students' curiosity by answering some questions in a written form (Who might be the characters? Where is the possible scenario? What might be the plot (storyline)? What might be the main message of the author? among others).
- **Connection phase.** On this stage, the educator models to learners how to avoid doing a mediocre audiobook comprehension. Learners focus on the study of new vocabulary, and the analysis and interpretation of paragraph messages. Apart from that, educator provides conversation opportunities on which learners talk and reflect about their audiobook contents, and the importance receiving permanent classmates' feedback to construct speaking confidence. In fact, the usage of vocabulary flash cards and paraphrased statements on sticky notes are employed during many

conversations as reminders of what they have already read. Bearing this in mind, some techniques are proposed such as *Selecting words smartly, paraphrasing, and talking in small groups*. All of them support fluency, accuracy and long-term memory for a better students' speech performance.

- **Affirmation phase.** On this final stage, learners affirm what they understood, comprehended, internalized and interpreted from their audiobooks by holding many face to face conversations with their educator in different sessions. He evaluates students' speaking skill through an authentic assessment (a natural conversation, plus a rubric). As a consequence, the educator and the students themselves are not only more knowledgeable about linguistic, cognitive and social achievements, but also they determine what should be revisited later. The affirmation stage ends by asking learners to write a summary and a reflection individually about their audiobook stories. Two techniques have been thought for celebrating the new linguistic and academic achievements. *Assessing speaking performance, and Celebrating new knowledge and language skills*.

6.8 Management model

Phase	Goals	Activities	Resources	Time	Responsible for
Awareness	Make awareness among Kichwa and Spanish speakers and teachers about a Communicative competence strategy for enhancing speaking skill at Language Department in UNACH	- A meeting for discussing the importance of implementing a Communicative competence strategy for enhancing speaking skill.	- Technological resources. - Papers and markets	2 hours	Researcher
Planning	To plan the proposal structure for authorities', teachers' and Kichwa and Spanish speaking students' acceptance. Students at fourth English level.	Constructing the Communicative competence strategy for enhancing speaking skill through scientific literature review	- A lap top - Books - Wifi - Sheets of paper - Printer	2 months	Researcher
Training	To train all English language teachers about the Communicative competence strategy for enhancing speaking skill among Kichwa and Spanish speaking students at Language Department in UNACH.	- A Communicative competence strategy for enhancing speaking skill presentation among authorities, teachers	- A projector - A lap top - Some copies - Some audio-books - Some sticky notes - Some vocabulary flash cards	3 hours	Researcher
Implementation	To employ the Communicative competence strategy for enhancing speaking skill among Kichwa and Spanish speaking students at Language Department in UNACH.	- A Communicative competence strategy for enhancing speaking skill employment and monitoring among Kichwa and Spanish speakers at Language Department in UNACH	- A lap top - Some copies - Some audio-books (copies or printed ones) - Some sticky notes - Some vocabulary flash cards	5 month duration	Researcher

Evaluation	To verify the Communicative competence strategy employment for enhancing speaking skill among Kichwa and Spanish speaking students at Language Department in UNACH.	<ul style="list-style-type: none"> - Having an interview with Kichwa and Spanish speaking students once a week in order to assess their English speaking performance - Reviewing students' notes, audio-books, flash cards, summaries. 	A speaking skill rubric	5 month duration	Researcher
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Source: Armijos (2018).

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KICHWA AND SPANISH SPEAKING LEARNERS THROUGH A COMMUNICATIVE
COMPETENCE STRATEGY (2017 - 2018)



**A HANDBOOK FOR ENHANCING ENGLISH
LANGUAGE SPEAKING SKILL AMONG
KICHWA AND SPANISH SPEAKING LEARNERS
THROUGH A COMMUNICATIVE COMPETENCE
STRATEGY**

To my dear English language educators.

*“The capacity to learn is a gift; the ability to learn is a skill; the
willingness to learn is a choice”*

Brian Herbert

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CELEBRATING NEW KNOWLEDGE AND LANGUAGE SKILLS

INTRODUCTION

Hi, my dear English language educators.

The following handbook turns out after a scientific research, daily teaching practices, personal and permanent improvement in EFL field. Thus, a dialogic teaching proposal has been designed in order to mentor a clear student-centered teaching. Its main objective is to enhance speaking skill in English among Kichwa and Spanish speaking learners through a Communicative competence strategy.

This teaching academic handbook avoids linguistic gaps since it makes some networks among Kichwa as a mother tongue, Spanish as a dominant language, and English as a target language. Indeed, the strategy makes some vocabulary activations and connections, so the bilingual learners can transfer some words or phrases from one language into another, as learners want.

What is more, for accomplishing an efficient speech performance, this handbook offers to educators some techniques and tasks to engage minority learners to comprehend, analyze, reproduce language sounds, memorize, perform and communicate ideas through a natural conversation and intentional meaning negotiations. That is why, the handbook includes some scientific reasons, objectives and recommendations for a correct and successful employment of the strategy.

In that sense, learners have to be immersed into a meaningful amount of vocabulary and critical thinking practices throughout extensive listening and reading language exposure as much as they can.; thus, they will become fluent and accurate English speakers,

Eventually, educators and minority learners will celebrate their bilingualism awareness, while being part of mainstream classes.

Remember! This handbook has been constructed just for innovative and enthusiastic educators like you!

The researcher.

A communicative competence strategy for enhancing English language speaking skill among Kichwa and Spanish speaking learners



Source: Armijos (2017-2018)

TECHNIQUE N°1

ACTIVATING PRIOR AND FUNDS KNOWLEDGE



Source: Armijos (2017-2018)

Source: Armijos (2017-<https://www.thepathway2>)

Objective



Source: http://study.com/cimages/videopreview/capture_112851.jpg

To activate prior, academic and funds knowledge before reading and listening to an audiobook or audio reading in order to have a better language and content comprehension.

Materials

- Audiobooks
- Sticky notes
- Pens or pencils

Scientific argument

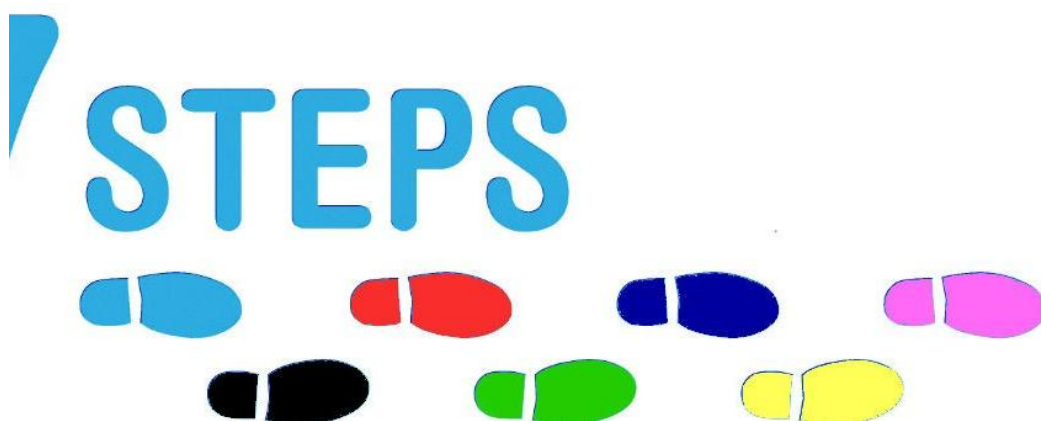


Source:

<https://fsmedia.imgix.net/9d/2b/d6/7d/b86c/4f6a/b704/caa968a64661/image-by-a-hrefhttpwwwflickrcomphotoscblue98wwwflickrcomphotoscblue98a.jpeg?rect=0%2C71%2C800%2C400&auto=format%2Ccompress&w=650>

After having chosen an audiobook (a physical book with its Cd) according to the reader's motivation and current language level or slightly high above their level, it is essential to activate their prior, academic and fund knowledge, which will scaffold and integrate many socio-linguistic and cognitive connections such as vocabulary, grammar, pronunciation towards metacognitive and cognitive awareness (Bloom's taxonomy development), including speaking skill enhancement. Therefore, to become high language achievers in a target language, SLA and EFL learners need to active their previous understandings towards the newest information, which will be connected to a great amount of language exposure such as extensive reading and listening from audiobooks.

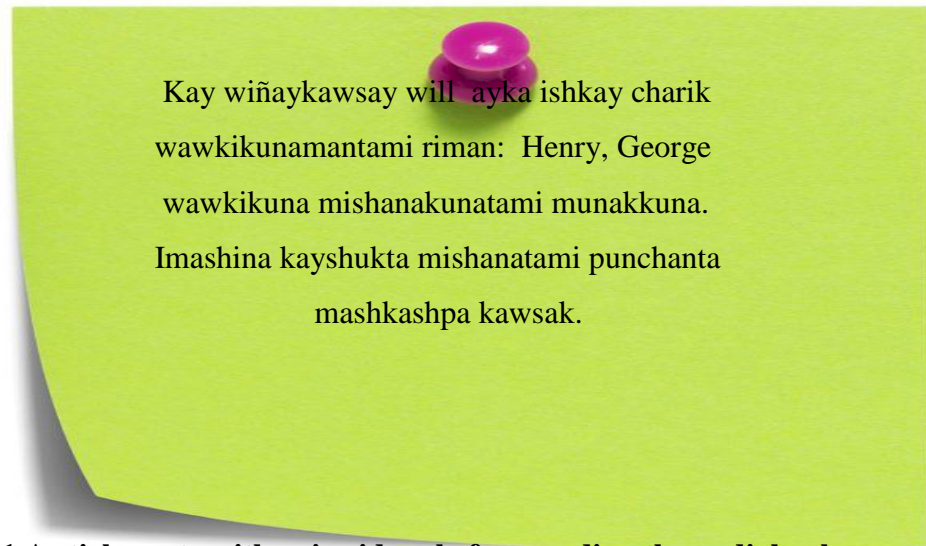
Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- Provide students some physical audiobook choices or links ELLLO- English Language Listening Lab Online ([www. Elllo. Org](http://www.Elllo.Org)), Spotlight Radio (www.spotlightradio.net). Voice of America- Special English (www.voanews.com/specialenglish/index.cfm) in order to ask them to choose what calls their attention for long future reading and listening times out of the class.
- Future readers have to examine *its cover-image, title, author's name, year of publication* (No more than five years ago, it is recommended), *read its prologue, publishers (book references)*. Students are allowed to do some skimming on the book too.
- By using some sticky notes, students have to guess their answers to the following questions: *Who might be the characters? Where is the possible scenario? What might be the plot (storyline)? What might be the main message of the author? When was it possibly written? Why should you read and listen to this book? When may you read and listen to it?* Those questions are employed for igniting or waking up

students' curiosity before reading and listening to their chosen book entirely. Coming up with their previous ideas, cognitive and experiential backgrounds (foundation for constructing new skills and knowledge), students will write their answers either in Kichwa or in Spanish, even writing on the target language is acceptable (English). Their answers will be stuck on first book-cover and keep them until reaching the end of the audiobook. (Those assumptions will be rejected or confirmed after finishing reading and listening to the whole audiobook).



Graphic: 1 A sticky note with prior ideas before reading the audiobook

Source: Armijos (2017-2018)

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

It is suggested that the students should not look at new words in their dictionaries in order to write their assumptions. In the light of triggering their curiosity about audiobook content, they are required to be very imaginative on new word meanings instead. It is quite apparent that there are not right or wrong answers. Assumptions are mostly written for activating prior, cognitive and fund knowledge.

TECHNIQUE N°2

SELECTING WORDS SMARTLY



Source: Armijos (2017- 2018)

Objective

Vocabulary flash card	
New word	Burglary
Pronunciation symbols	/ˈbɜːgləri/
Word order	Noun
Meaning/ or Translation: (Spanish) or (kichwa)	The crime of entering a building to commit a felony, usually theft. Robo (Español) Shuwani (Kichwa)
Example	He was accused of <i>burglary</i> in 1999

Source: Armijos (2017-2018)

To design a vocabulary flash card in order to expand vocabulary skill awareness among Kichwa-Spanish speaking students

Materials

- Audiobooks
- Pens or pencils
- Some cardboard pieces (10 cm length by 7 cm width approximately).
- A ruler

Scientific argument



Source: Armijos (2017-2018)

It will never be enough to check unknown words for satisfying a short-term lexical curiosity, while doing some reading. Reading comprehension and critical thinking will depend upon an abundant quantity of vocabulary. For those reasons, lexical and pronunciation awareness have to be promoted among EFL learners. An outranking technique consists on designing vocabulary flash cards. After having studied unknown words, they must be frequently reviewed in other reading texts and time, so that students can internalize their meanings through recycling vocabulary. Having internalized those meanings meaningfully, students will be able to scaffold accuracy and fluency towards speaking skill, which is part of Communicative competence development.

Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- Read the first paragraph, while reading and listening at the same time to your audiobook, your eyes and fingers must follow the reading by pointing out and touching words with your index finger. (Left or right hand, it is up to your sensor-motor skills).
- Choose from one to two unknown words from the paragraph. They must be the hardest one from the entire paragraph. (Remember no more than two words); students should get used to make some word inferences through written context. However, if there are more than two unknown words per paragraph, it means that the language level of the text is higher than reader's current language level.
- After having identified the unknown word(s), readers will need a cardboard piece 10 cm length by 7 cm width approximately.
- Divide it into 2 columns and 6 rows (Look at the illustration below).

Table N° 32.- Vocabulary flash cards division

Vocabulary flash card	

Source: Armijos (2017-2018)

- Next, write down the following items in each left grid in a top-down location respectively: **Vocabulary flash card (title), new word, word order, meaning/translation** and an **example**.

Look at each item on the given illustration, and what those items account for.

Table N° 33.- Vocabulary flash card components.

Vocabulary flash card	
New word	Write the unknown word).
Pronunciation symbols	Insert phonetic symbols of the unknown word.
Word order	Identify, if the unknown word is a noun, an adjective, an adverb and so on. In other words, what part of speech it comes from under the written or expressed context.
Meaning/translation	Check and transcribe the new unknown word definition from an English-English dictionary. If not, write its translation either in Spanish or in Kichwa or both of them. (As long as you feel comfortable).
Example	Create a new statement by using the studied word or transcribe a statement from the text on which the unknown word is employed.

Source: Armijos (2017-2018)

A **vocabulary flash card** example has been given in order to provide a clear understanding of the technique.

Table N° 34. - An example of vocabulary flash card

Vocabulary flash card	
New word	Burglary
Pronunciation symbols	/ˈbɜːgləri/
Word order	Noun
Meaning/ or Translation: (Spanish) or (kichwa)	The crime of entering a building to commit a felony, usually theft. Robo (Español) Shuwani (Kichwa)
Example	He was accused of <i>burglary</i> in 1999

Source: Armijos (2017-2018)

- Do a vocabulary flash card after reading a paragraph.
- Do the same paragraph by paragraph.
- Store vocabulary flash cards in a safe box
- Review and study your designed vocabulary flash cards on your free or leisure time such as traveling on a bus, making a queue in a bank and many other places where you feel capable for doing so. Meeting the studied vocabulary cards frequently will increase learner's reading and listening comprehension
- Repeat your audiobook as many times as you want.

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

- I highly recommend using some well-qualified dictionaries such as Pearson Education Limited (2007) Longman Advanced American Dictionary (Second, ed.). Edinburgh: Pearson Education Limited, because it provides phonemic transcription symbols to reach pronunciation awareness. Additionally, it makes available meanings, collocations, examples among others.
- If there are more than two unknown words that are difficult to infer their meanings, that situation suggests to the reader that his or her chosen book is *not* that the right one for her or him to continue reading. S/he should immediately, discontinue reading the book by looking for another one.
- If the reader does not find any new or hard word to comprehend the paragraph, so a vocabulary flash card is not needed to work on.

TECHNIQUE N°3

PARAPHRASING



Source: Armijos (2017- 2018)

Objective



Source: Armijos (2017- 2018)

To increase students' analytical, synthesizing skills, including long-term memory through paraphrasing skills.

Materials

- Audiobooks
- Sticky notes
- Pens or pencils

Scientific argument



Source:

<https://fsmedia.imgix.net/9d/2b/d6/7d/b86c/4f6a/b704/caa968a64661/image-by-a-hrefhttpwwwflickrcomphotoscblue98wwwflickrcomphotoscblue98a.jpeg?rect=0%2C71%2C800%2C400&auto=format%2Ccompress&w=650>

Analyzing, synthesizing and evaluating readings involve paraphrasing skills. Students have to get used to paraphrase what they read. It will provide to the readers a better reading sense and interrelationships about what they have been reading to connect to their real lives. Paraphrasing will increase readers' long term memory and attention based on their mental effort for expressing the same thing in a different way. Frequent paraphrasing practices enable readers to become fluent and accurate when expressing their thoughts in a written or oral form.

Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- After having read the first paragraph entirely and designed some vocabulary flash cards, students will have a better picture related to the paragraph message, so s/he is capable to paraphrase it. Those ideas have to be written on a sticky note. It will be stuck on the read paragraph or next to it. (To paraphrase what you have read, does not mean to copy some text, nor to repeat some words from passages).
- Continue doing the same activities. Read the paragraph first, select unknown words, and paraphrase the read passage.
- Keep on studying the new learned vocabulary as much as you can.
- Do daily reading and listening to audiobooks, construct vocabulary flash cards, and paragraphing notes no less than one hour, at least.

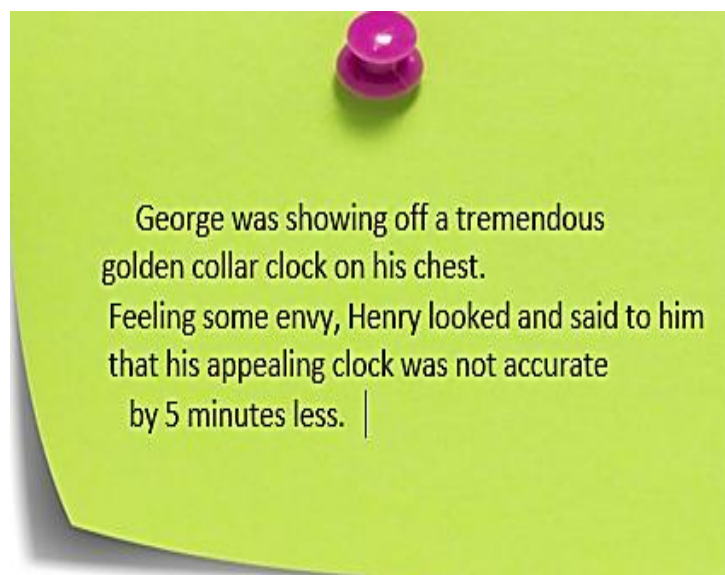
An example has been provided for a better explanation.

The best brothers

The next day George comes to meet his brother again. He is walking a bit hunched over with a long overcoat covering his body, but you could see him smirking from miles away. He opens his coat and reveals huge clock necklace made out of solid gold. The clock is big enough to cover his whole chest and it looks to be much heavier that he can comfortably carry. Still, he keeps smirking and asks: "Can you see the time from there?" Now Henry is filled with envy and knows that he is beaten this time, but still keeps his cool and says "Pretty nice clock, but it seems to be 5 minutes late".

Source: Armijos (2017-2018)

Graphic: 2. Paraphrased content on a sticky note



Source: Armijos (2017-2018)

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

- Reluctant readers usually find it difficult to paraphrase what they read; they could write a short summary instead. Even though, the poor readers would not be able to catch the main message from the passage, they should be encouraged to start writing what really comes to their minds by asking to themselves, what they simply understood. Maybe, writing down one or two sentences in their own words would be acceptable, especially at the beginning process, (Little by little, they will reach the comprehension goal).
- Extensive reading and listening must be done during an hour at least daily.
- Daily reading and listening practices will enable L2 learners to manage interactive and meaningful speaking moments later.
- The analysis of vocabulary through flash cards may be carried out after reading and listening two, three or four paragraphs; similarly, paraphrased paragraphs could be done after three to four paragraphs, on the ongoing process. It is not compulsory to do paraphrasing and vocabulary flashcards for every single paragraph, if the information does not merit to do those activities. Nonetheless, the main point is to increase vocabulary awareness and paraphrasing skills. Both of them will not only scaffold speaking skill, but also long term memory and better reading content comprehension.
- The sticky note color should be orange since it provides a visual stimuli (energy), and the written information on it will be longer remembered by



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the reader-writer, including a critical thinking stimuli (Association for talent development, 2018).

TECHNIQUE N°4

TALKING IN SMALL GROUPS



talking

SMALL GROUPS

Source: Armijos Jacqueline (2017-2018)

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Objective



Source: <http://www.hablaidiomas.com/academia/wp-content/uploads/2017/03/chicos-para-carpeta-1024x713.jpg>

To enhance speaking skill, confidence, creativity, and spontaneity through social interactions within small groups.

Materials

- Audiobooks
- Sticky notes
- Pens or pencils
- Vocabulary flash cards

Scientific argument

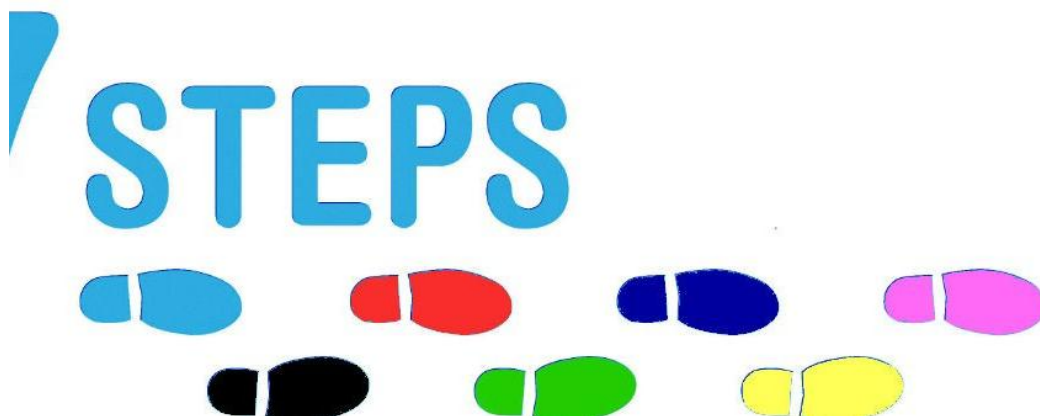


Source:

<https://fsmedia.imgix.net/9d/2b/d6/7d/b86c/4f6a/b704/caa968a64661/image-by-a-hrefhttpwwwflickrcomphotoscblue98wwwflickrcomphotoscblue98a.jpeg?rect=0%2C71%2C800%2C400&auto=format%2Ccompress&w=650>

Speaking skill development is built through significant real time and real-life purposes under a social cooperation between two speakers at least. Meaningful speaking practices will allow L2 learners to achieve a strategic, avoidance, and discourse strategies. Also, L2 speakers have to be immersed in a variety of Knowledge types, sociocultural awareness, speech production, speech acts, register, discourse, grammar, vocabulary, phonology under cognitive, affective and performance speech conditions. All of them together will enhance their speaking confidence, creativity, spontaneity, performance, and reduced level of anxiety towards Communicative competence.

Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- Class will be divided into small groups, from three to four students at maximum.
- Students should get some silent period, from 1 to 3 minutes or more as much as, they need in order to plan and rehearsal their speech mentally (Individual process); for doing so, they may review their sticky notes, and vocabulary flash cards.
- Afterwards, each of the students must tell their reading understandings about their stories. Thus, everybody must participate in the speaking interaction by asking questions for clarification and soliciting repetition.
- They start a rewarding and face-to-face conversation among themselves (no cellphone usage is allowed during interactions). Students will share with their peers as much as they remember from their readings.
- They must follow sociocultural rules for practicing speaking (adequate interruptions, eye contact, be good listeners, pauses, no sneers, avoid making noise, etc.). In other words, a non-judgmental classroom is needed. Participants do not have to force to anybody to speak, ask them questions instead.
- Facilitator will monitor students' practices around the classroom and interact with their students too since s/he is a valuable resource for them.

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- After each student has constructed and told his or her story, his or her peers will provide some immediate feedback and correction through positive comments and suggestions in order to enhance his or her speaking performance.
- Talking in small groups, could be carried out from 30 to 40 minutes about.

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

- There will be some reluctant speakers since they struggle with silent periods. In another way, there are students who monopolize conversations unconsciously; especially, those who have been exposed to reading and listening practices much more time than the others, and because they like English. Those situations must be kept in mind by the English facilitator in order to balance students' participations.
- For telling stories, students should get used to the following common prompts like: *This is story is about...., My story starts like this...., My book tells a story about..., The name of my story is.....it talks about....*, while listening to one of the classmates telling his or her story, his or her classmates may ask questions for clarification or soliciting repetition of a particular detail of the story. There are some common phrases to use during the speaking interaction: *Excuse me, what did you say? Could you say it again please? I do not understand that part, could you explain it better? I don't get what you are saying, explain it again. Could you tell me more about your story?*

Other phrases to stimulate conversation flow is to say: ***What a such a nice story! Definitely, I liked your story! Your story sounds interesting! What an amazing story! It is a terrific story! I really like what you told us about your story! I like it a lot! I love it! I like it! I really like it! It sounds great!***

There are some cases on which, students do not like their classmates' told stories, so they may express their points of view by saying: ***It sounds a good story, but I do not really like it too much. I do not like it very much. I do not like it. It is O.k. Uhh, it is not a Hollywood story.*** SOMETIMES, silence is better, so that, nobody turns hurt by any negative comment.

A HANDBOOK FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS THROUGH A COMMUNICATIVE COMPETENCE STRATEGY (2017 - 2018)

TECHNIQUE N°5

ASSESSING SPEAKING PERFORMANCE



Source: Armijos Jacqueline (2017-2018)

Objective



Source: Armijos (2017-2018)

To observe and check speaking progress while holding a conversation between the facilitator and one student about his/her read and listened audiobooks.

Materials

- Audiobooks
- Sticky notes
- Pens or pencils
- Vocabulary flash cards
- Rubric for assessing interactive speaking skill

Scientific argument

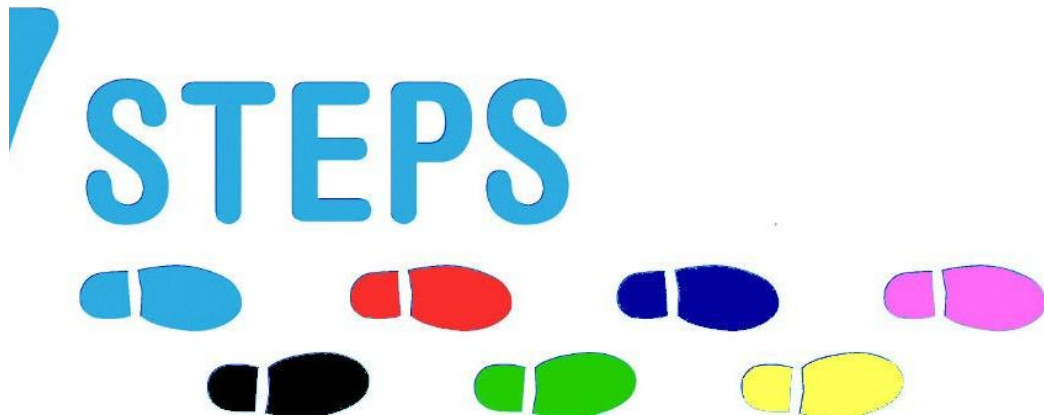


Source:

<https://fsmedia.imgix.net/9d/2b/d6/7d/b86c/4f6a/b704/caa968a64661/image-by-a-hrefhttpwwwflickrcomphotoscblue98wwwflickrcomphotoscblue98a.jpeg?rect=0%2C71%2C800%2C400&auto=format%2Ccompress&w=650>

Speaking skill cannot be assessed without receptive skills. That is how a cognitive, social and linguistic bridge is built towards verbal interaction. As a matter of fact, a certain amount of input will enable EFL learners to communicate among native and non-native English speakers. Besides significant spoken interaction usually begins with a simple question or a series of questions (open-ended questions, giving instructions and revoicing information through oral paraphrasing). For that reason, knowledge, attitudes, worked products and speaking performance must be assessed in order to provide feedback and elevate future Communicative Competence achievement in L2 learners.

Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- After having performed into small groups, facilitator will ask to the whole class to volunteer a speaking performance in front of the class individually.
- If there is not a volunteer, the educator will choice anyone, based on his or her selection criteria, the chosen one will share his or her reading comprehension and opinions in front of the class. For doing so, the L2 learner will sit down next to the facilitator, so that s/he might feel relaxed for starting an interview with the facilitator.
- The interview will be carried out under some open-ended questions, giving instructions, revoicing information through oral paraphrasing between the facilitator and the student; that is, the learner will perform a face-to-face speaking interaction with the facilitator. His or her answers may be combined into short or intensive responses during the interview.
- The interview will be framed under the content of the story that the learner was required to do. Indeed, the interview has a communication orientation (story telling).
- The facilitator will listen to the speaker thoughtfully; and takes notes on a rubric when it is needed. (Look at it at the end of the recommendation sections).

- For providing speaking confidence and fluency, the student is absolutely allowed to look at his or her vocabulary flash cards and sticky notes, in case s/he does not remember couple of details or something relevant while retelling his or her story to the whole class. By no means, neither to start a long reading moment in front of the class, nor by repeating his read story by heart.
- The learner won't be interrupted during his or her speaking performance since reaching fluency is the main goal. Essentially, making corrections have to be done in a soft and indirect way such as revoicing. That is to say, the educator will correct the L2 learner's mistake(s) by repeating the mispronounced word properly instead (If the word is extremely necessary to keep the communication going). Another way, for correcting student's mistake(s) is by asking for clarification such as: Do you mind **three /Øriy/ or tree /triy/?** The number or the large plant (bush)? Then, let him or her talk.
- The learner may ask questions to the facilitator too, as long as, s/he deserves to do it.
- While the interview is going on, the listeners (students) will take notes about the story telling. (Taking notes will keep students busy and focused on the listening input from their peer). Further to this, it is because we, as English facilitators, need to encourage them to be good listeners and do not get distracted or interrupt the class.
- Before ending the interview, the listeners (students) may ask questions for clarifying something, suggesting or adding something to the interview.
- Afterwards, the facilitator will grade speaker's sticky notes, and vocabulary flash cards, including his or her speaking performance based on rubric parameters.
- Finally, the facilitator will provide a general feedback for promoting both fluency and accuracy to the whole class. S/he will never say students' names because of avoiding hurting their sensitivity.

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

- Since speaking skill is being assessed, the facilitator should mainly focus on content rather than on language accuracy. This assessing activity can be done once in a week, for example on Fridays. Keep in mind that students need plenty of time to do extensive reading and listening activities outside the classroom. The described assessing technique must be employed during the whole intensive course duration.
- Open-ended question complexity will be employed according to students' language level, which could be detected during the speaking interaction (interview).
- It is suggested to stamp students' flash cards and sticky notes at their backs, and the last reviewed audiobook page, and register the date of revision, and students' name in each the shown materials as much as possible. Unfortunately, there are couple of students who usually cheat in the process by presenting the same designed materials more than twice when their speaking turn arrives.
- It is not compulsory to finish reading an audiobook in a week, the accomplishment of it will depend on the reader's speed, comprehension and time. (S/he is the only one who determines how much reading to do per day, until to the next interview). Nonetheless, facilitator should encourage the reader to read more than seven audiobooks per semester at least.

Rubric for assessing interactive speaking skill

Participant's name: _____ Obtained score: _____ / (points)

Task descriptor: Assessing interactive speaking skill

	CRITERIA	Scale 1 (Low) 7.5 /26	Scale 2 (Average) 15 /26	Scale 3 (High) 26/26	Total
Materials	Prepared with vocabulary flash cards and sticky notes (2 points)	Student <i>does not bring</i> all necessary evidences (materials) (0.5 points) .	Student <i>brings most</i> of the necessary evidences (materials) (1 point) .	Student <i>brings all</i> of the necessary evidences (materials) (2 points) .	
	Book (2 points)	Student <i>selects book(s) carelessly</i> below at appropriate reading level or in incorrect genre (0.5 points) .	Student <i>requires some assistance</i> selecting book(s) at an appropriate reading level and in correct genre (1 point) .	Student <i>selects independently at appropriate</i> reading level and in correct genre (2 points) .	
Speaking skill	Pronunciation (2 points)	Student <i>struggles to</i> produce clear language sounds, stress, intonation, and rhythm and voice quality to convey meaning (0.5 points) .	Student <i>mostly</i> produces clear language sounds, stress, intonation, and rhythm and voice quality to convey meaning (1 point) .	Student <i>clearly and completely</i> produces clear language sounds, stress, intonation, and rhythm and voice quality to convey meaning (2 points) .	
	Fluency and cohesion (2 points)	Student <i>poorly</i> uses a smooth and fluid speech, showing hesitations, inaccurate words and an inadequate voice volume to talk to others (0.5 points) .	Student <i>mostly</i> uses a smooth and fluid speech, without hesitations, accurate words and an adequate voice volume to talk to others (1 point) .	Student <i>clearly and completely</i> uses a smooth and fluid speech, without hesitations, accurate words and an adequate voice volume to talk to others (2 points) .	
	Control of language (2 points)	Student <i>does</i> use appropriate words, expressions, verb tenses, forms and grammatical structures correctly (0.5 points)	Student <i>attempts to</i> use appropriate words, expressions, verb tenses, forms and grammatical structures correctly (1 point) .	Student <i>clearly and completely</i> uses appropriate words, expressions, verb tenses, forms and grammatical structures correctly (2 points) .	
	Discourse management (2 points)	Student <i>has great difficulty to</i> produce an extended and relevant language, including cohesive devices to keep a conversation going (0.5 points) .	Student <i>requires prompting</i> to produce an extended and relevant language, including cohesive devices to keep a conversation going (1 point) .	Student <i>is fully able</i> to produce an extended and relevant language, including cohesive devices to keep a conversation going (2 points) .	

A HANDBOOK FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS THROUGH A COMMUNICATIVE COMPETENCE STRATEGY (2017 - 2018)

	Communication strategies (2 points)	Student has a <i>limited</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (0.5 points) .	Student has a <i>clear and somewhat complete</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (1 point) .	Student has a <i>high and sophisticated</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (2 points) .	
Reading skill	Purpose (3points).	Student <i>cannot</i> identify the main idea with its supporting details (1 point) .	Student <i>suitably</i> identifies the main idea with its supporting details (2 points) .	Student <i>exceptionally</i> identifies the main idea with its supporting details (3 points) .	
	Structure and content (3points).	Student <i>cannot</i> understand neither the structure of the text (headings, paragraphing or titles), nor content (basic components), nor guessing meanings or unknown expressions by context (1 point) .	Student <i>suitably</i> understands the structure of the text (headings, paragraphing or titles), content (basic components), guessing meanings or unknown expressions by context. (2 points) .	Student <i>exceptionally</i> understands the structure of the text (headings, paragraphing or titles), content (basic components), guessing meanings or unknown expressions by context (3 points) .	
	Writer's point of view (3points).	Student <i>cannot</i> identify words and expressions referring the writer's point of view, feelings or attitudes (1 point) .	Student <i>suitably</i> identifies words and expressions referring the writer's point of view, feelings or attitudes (2 points) .	Student <i>exceptionally</i> identifies words and expressions referring the writer's point of view, feelings or attitudes (3 points) .	
	Critical thinking (3points).	Student <i>cannot</i> state judgments/predictions/inferences/models based on details from the text (1 point) .	Student <i>suitably</i> states judgments/predictions/inferences/models based on details from the text (2 points) .	Student <i>exceptionally</i> states judgments/ predictions/inferences /models based on details from the text (3points) .	
Feedback		<hr/> <hr/> <hr/> <hr/>			

Source: Armijos (2017-2018).

TECHNIQUE N°6

CELEBRATING NEW KNOWLEDGE AND LANGUAGE SKILLS



Source: Armijos (2017-2018)



Source: Armijos (2017-2018)

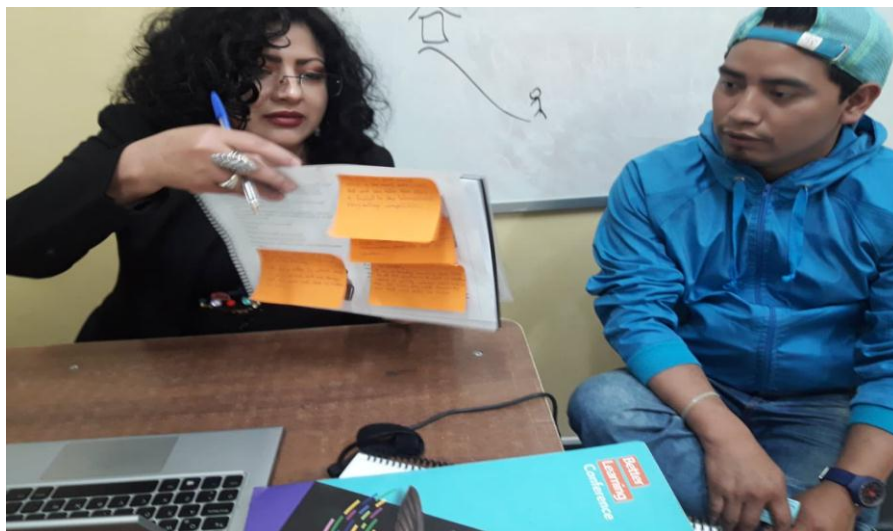


Source: Armijos (2017-2018)



Source: Armijos (2017-2018)

Objective



Source: Armijos (2017- 2018)

To reflect on the amount of self-speaking improvement by reviewing early assumptions, answering some questions, and writing a summary, and some personal reflection.

Materials

- Audiobooks
- Sticky notes
- Pens or pencils
- Vocabulary flash cards
- A sheet of paper

Scientific argument



Source:

<https://fsmedia.imgix.net/9d/2b/d6/7d/b86c/4f6a/b704/caa968a64661/image-by-a-hrefhttpwwwflickrcomphotoscblue98wwwflickrcomphotoscblue98a.jpeg?rect=0%2C71%2C800%2C400&auto=format%2Ccompress&w=650>

This is a final stage on which each student celebrates his or her target language achievement, after finishing reading his or her whole audiobook. Therefore, the educator keeps employing alternative assessment (self-assessment) by asking the student to reflect on how much did s/he improved through extensive language exposure, and what must be revised and celebrated by himself or herself. In the endeavor to do so, the learner confirms or disconfirms early assumptions through Critical thinking; it is supported by analyzing the meaning of the content and learned vocabulary.

Steps to follow



Source: <https://www.removemycar.co.uk/scrap-car-prices.html>

- Once, student(s) have finished readings and listening to their entire audiobooks, they will be able to confirm or reject their earlier assumptions (Awakening curiosity). Those sticky notes that they were stuck on their audiobook covers earlier. Their answers will be based on their reading and listening content and vocabulary comprehension and interpretations through the audio-reading process. The following questions have a strong relationship with the previous questions (Technique N°1) such as: **Who were the characters? Where was the scenario? What was the plot (story line)? What is the main message from the author? When was it written? Why did you read and listen to this book? When did you usually read and listen to it? Did you like reading and listening to it? Would you recommend it to others?** Students may include relevant information from their previous **sticky notes** and **vocabulary flash cards** as well.
- The given answers to each question can be used to write **a summary** of the whole audiobook. Furthermore, each student is invited to incorporate more information or what s/he believes is relevant on his or her summary.
- Later on, each one of learners needs to shares orally to the class, what they had learned after finishing to read their audiobook learning journeys.

- Next, ask each student to write down some comments about his or her own learning accountability through the learning process, and his or her current target language speech performance.
- Finally, ask students to give to themselves a final score for his or her own language achievement and learning accountability (self-evaluation).

Take into account!



Source: <https://uldissprogis.files.wordpress.com/2014/09/download.jpg>

- The number of the paragraphs for the summary would depend on the writer's point of view. (It is recommended to write from one to three paragraphs). The summary must include the learned vocabulary and paraphrased content from the audio-book. It is in this sense; students will have realized how much they have learned through the process.
- It is suggested to invite students to continue learning by using audio-books for the rest of their lives since acquiring and learning a language does not end there; the employed Communicative Competence Strategy for speaking skill inspires a cyclical learning. It means that, if a student ends reading his or her audiobook before other students, s/he should look for another one in order to continue with the same taught techniques. In essence, it is a cyclical strategy.
- The Communicative competence strategy has been designed for enhancing speaking skill; for that reason, it does not focus on assessing students' summaries. They can be assessed by employing a different rubric. www.rubristar.com should be visited for selecting a good rubric option.
- The employment of this technique should be put into practice thought two hours in a class. Once a week (Fridays). Accomplishing the whole reading of the audiobook would depend on students' free time and extensive reading motivation. Consequently, at the end of the semester the achievement level of target language will be heterogeneous, according to each learner's language exposure and individual progress.

- The facilitator has to register the score that student gave to him/herself on the facilitator's grading book. A study conducted by Rezaei & Derakhshan (2011) concludes that self-assessment and peer-assessment help L2 learners become effective critical thinkers.



Source: Armijos (2017-2018).

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ANNEXES

Annex: 1 Survey to students



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

SURVEY TO STUDENTS

Research topic: Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners

Objective:

To ask Kichwa and Spanish students to participate voluntarily in the research project, at (IV English level, "A2+") of the Language Department.

Instructions:

Read the following items carefully. Answer them according to your reality by using a (✓). It means that you are and identify yourself with the mentioned items.

Instructions:

Read the following items carefully. Answer them according to your reality by using a (✓).

It means that you are and identify yourself with the mentioned items.

Nº	Full names (2 names and 2 last names)	(Cédula) I.D (#)	Kichwa	Spanish	Acceptance to participate in the experimental group (signature)
1	HUYULEMA UZCA MARIA FERNANDA	060543214-5	✓	✓	
2	ONCE QUISHPE MARIA JOSÉ	060498519-2	✓	✓	
3	Bharaca Pitco Juan Carlos	060466392-2	✓	✓	
4	Quishpe Ejielena Wilmer Patricio	060543153-0	✓	✓	
5	Quinguanco Pillajo lady Karina	2200282878	✓	✓	
6	Puculpala Guambo Juan Wilfredo	060361293-8	✓	✓	
7	Guambo Cela Martha Alexandra	1805836540	✓	✓	

8	Cabadiana Naranjo Alvaro Bolivar	0650470834	✓	✓	Quispe
9	Pilco Aimara Jennifer Karina	1550245896	✓	✓	Alfonso
10	Horcocho Arquillo Bryan Andri	0604889980	✓	✓	Quispe
11	Tene Cajilema Juan Daniel	0605397736	✓	✓	Juan
12	Marco David Yacan Caco	0605008127	✓	✓	Pa.
13	Gusqui Vilema Alex Armando	0603795592	✓	✓	Pa.
14	Toapanta Tene Ronald Servando	060562325-5	✓	✓	Pa.
15	Luis Marcelo Pillojo Chauluisa	210021073-7	✓	✓	Pa.
16	Quispe Rojas Michelle Marisol	1004423156	✓	✓	Pa.
17	PARAGUAY FIGUEROA JOSSELYN V.	1718577362	✓	✓	Pa.
18	Guapi Bayless Paul Fabion	060566927-4	✓	✓	Pa.
19	Quinaguano Pillojo Lady Karina	2200989878	✓	✓	Pa.
20	Terempaguay Geoconda	060519189-9	✓	✓	Pa.
21	Puli Espinoza Jessica	0350076758	✓	✓	Pa.
22	Quispe Cajilema Wilmer Patricia	0605481530	✓	✓	Pa.
23	Maygualema Cando Bryan Alexander	060587498-1	✓	✓	Pa.
24	Inca Balseca Evelyn Geovanna	060470985-7	✓	✓	Pa.
25	Jhon Sebastian Malca Saenz	060553496-6	✓	✓	Pa.
26	Moriano Suarez Jessica Paola	050361934-8	✓	✓	Pa.
27	Pilataxi Tixe Yajaira Micael	060478334-5	✓	✓	Pa.
28	LEMA ILLICACHI José	0606155423	✓	✓	Pa.
29	Monayo Tzamarenda Lilitiana	1600843740	✓	✓	Pa.

Thanks for your contribution

Annex 2. Expert's judgment criteria



UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners

ASSESSING INTERACTIVE SPEAKING SKILL RUBRIC			
COMPONENTS	APPROPRIATENESS		OBSERVATIONS
	DIFFICULTY	TOPIC	
1. Scenery			
2. Task			
3. Product			

Grade the aspects with numbers from 1 to 5. 1 means Not Acceptable and 5 is Acceptable	Difficulty refers to the students' level and whether they could understand the task according to their level. Topic means whether the students could be familiarized with the assessed task.
--	---

ASSESSING INTERACTIVE SPEAKING SKILL RUBRIC				
COMPONENTS	FACE VALIDITY			OBSERVATIONS
	CONSTRUCTION	TIME	DIFFICULTY	
1. Scenery				
2. Task				
3. Product				

Grade the aspects with numbers from 1 to 5. 1 means Not Acceptable and 5 is Acceptable	Construction refers whether the tasks have a clear, logic and easy comprehension structure. Time means whether the students could accomplish the task in that determined time.
--	---

Date

Signature

VALIDA TOR	Name	ID Number	Phone Number
	Degree/Specialization		
	Work Institution	Job Position	

Source: (Villavicencio & Morales Fiallos , 2017)

Adapted and translated by: Armijos (2017)

Annex 3. Expert's judgment criteria



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners

ASSESSING SPEAKING SKILL TEST			
COMPONENTS	APPROPRIATENESS		OBSERVATIONS
	DIFFICULTY	TOPIC	
1. Scenery			
2. Task			
3. Product			

Grade the aspects with numbers from 1 to 5. 1 means Not Acceptable and 5 is Acceptable	Difficulty refers to the students' level and whether they could understand the task according to their level. Topic means whether the students could be familiarized with the assessed task.
--	---

ASSESSING SPEAKING SKILL TEST				
COMPONENTS	FACE VALIDITY			OBSERVATIONS
	CONSTRUCTION	TIME	DIFFICULTY	
1. Scenery				
2. Task				
3. Product				

Grade the aspects with numbers from 1 to 5. 1 means Not Acceptable and 5 is Acceptable	Construction refers whether the tasks have a clear, logic and easy comprehension structure. Time means whether the students could accomplish the task in that determined time.
--	---

Date

Signature

VALIDATOR	Name	ID Number	Phone Number
	Degree/Specialization		
	Work Institution	Job Position	

Source: (Villavicencio & Morales Fiallos , 2017)

Adapted and translated by: Armijos Jacqueline (2017)

Annex 4. Adapted and validated test



UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Pre - test and Post-test template

Speaking skill

Name: _____

Age: _____

Gender: male _____ female _____

Part 1 (4') An interview

Task 1: Introducing yourself, including some personal information and interests.

Test giver's prompts to two test takers.

1. What are your names and surnames?
2. How do you spell your names? (One by one)
3. Where do you come from?
4. Where do you live now?
5. Do you work or do you study?
6. What are you studying in university? (What are your majors?)
7. What subjects do you study?
8. What is your favorite subject?
9. What do you like to do in your free time?
10. What did you do yesterday?
11. Do you like studying English? Why? or why not?
12. Do you think that you will speak English in the future?

Part 2 (5') A discussion

Tasks: Talking about news stories. Expressing opinions in order to participate actively in a significant conversation.

Examiner: Say to both students

There are three news stories. Now, I'd like you to choose one story each one of you. Then read it in silence. Later on, both of you will tell a summary about your chosen story in your own words (Paraphrasing information). After listening to each other summaries or story understandings, talk together about those stories in order to find out in what way do you think the stories are similar and different?

(Students will have enough time to complete the task with intervention. Prompt has been provided for avoiding communication gaps).

Back-up prompts:

1. Talk about headlines of the news stories
2. Discuss each person's motives for his or her actions
3. Kim Bogue gave the homeless man a reward
4. Wesley Autrey risked his life to save a stranger
5. Dalbir singh returned the money to the passenger
6. News message in terms of ethics and values

Homeless Man Returns Wallet with \$900

Posted on: Monday, 17 April

SANTA ANA, Calif. - A homeless man searching through trash bins for recyclable cans found a missing wallet and returned it to its owner. Kim Bogue, who works in the city, realized that her wallet was missing last week and doubted she'd ever get back the \$900 and credit cards inside. "I prayed that night and asked God to help me," said Bogue, who was saving the money for a trip to her native Thailand.

Days later, a homeless man found the wallet wrapped in a plastic bag in the trash, where Bogue had accidentally thrown it away with her lunch. He gave it to Sherry Wesley, who works in a nearby building. "He came to me with the wad of money and said, 'This probably belongs to someone that you work with. Can you return it?'" Wesley said.

"He has a very good heart," said Bogue, who gave the man a \$100 reward. "If someone else had found it, the money would have been gone."

An act of honesty by airport screener

NEW DELHI: In a display of honesty, a security agent at the Indira Gandhi International Airport handed over a small plastic bag with US \$3,000 in cash to a passenger who had completely forgotten the bag after it passed through the airport screening machine.

Noticing that the bag had been left behind, Dalbir Singh made an announcement asking passengers to

come forward to claim it. However, when no one claimed it, Singh inspected the baggage tag and guessed it probably belonged to a passenger en route to Mumbai. An announcement was made on the next flight to Mumbai, and the owner of the bag came forward to collect it.

Singh was given a cash reward for his honesty.

Man Risks Life to Save Another

Many people who ride a busy urban subway wonder, "What would happen if I fell off the platform and onto the tracks? What would I do?" Others wonder, "What would I do if someone else fell?"

That question was answered in a split-second decision made by "subway hero" Wesley Autrey, a fifty-year-old New York City construction worker on his way to work. Autrey jumped onto the tracks to save a fellow passenger from an oncoming New York City subway train.

The passenger, Cameron Hollopeter, 20, a film student at the New York Film Academy, had fallen between the tracks after suffering a seizure. Autrey rolled Hollopeter into a gap between the rails and covered him with his own body just as the train entered the station. Both men survived.

"I don't feel like I did something spectacular; I just saw someone who needed help," Mr. Autrey said. "I did what I felt was right."



Source: (Saslow & Ascher, 2015)

Part 3 (6') A general conversation

Tasks: Relating to personal experience. Think of a story when you helped a stranger in need. Talk about it in order to participate actively in a significant conversation. That is, interact with your partner by asking some questions about the given news articles.

Examiner: Say to both students

I would like you to talk about a story when you helped a stranger. What happened? When did it happen? What did you do? How did you manage the situation? Do you feel proud of it? Would you do it again? Would not you?

(Students will have enough time to complete the task with intervention. Prompt has been provided for avoiding communication gaps).

Back-up prompts:

1. Talk about the event, date, involved people.
2. Talk about feelings, emotions at that particular time
3. Talk about something positive or negative about the situation

Thanks for your participation.

Annex 5. Two English language assessor during English speaking performance of the Experimental group



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Pre - test and Post-test in speaking skill



Source: Armijos (2017-2018)



Source: Armijos (2017-2018)

Annex 6. Rubric for assessing interactive speaking skill (Pre and post-test)

Participant's name: _____ **Obtained score:** _____ / 16 (points)

Task descriptor: Assessing interactive speaking skill

Criteria	Scale 1 (Low) 4.5 / 16	Scale 2 (Average) 9 / 16	Scale 3 (High) 16 / 16	Total
Pronunciation (2 points)	Student <i>struggles to</i> produce clear language sounds, stress, intonation, rhythm and voice quality to convey meaning (0.5 points).	Student <i>mostly</i> produces clear language sounds, stress, intonation, rhythm and voice quality to convey meaning (1 point).	Student <i>clearly and completely</i> produces clear language sounds, stress, intonation, rhythm and voice quality to convey meaning (2 points).	
Fluency and cohesion (2 points)	Student <i>poorly</i> uses a smooth and fluid speech, showing hesitations, inaccurate words and an inadequate voice volume to talk to others (0.5 points).	Student <i>mostly</i> uses a smooth and fluid speech, without hesitations, accurate words and an adequate voice volume to talk to others (1 point).	Student <i>clearly and completely</i> uses a smooth and fluid speech, without hesitations, accurate words and an adequate voice volume to talk to others (2 points).	
Control of language (2 points)	Student <i>does</i> use appropriate words, expressions, verb tenses, forms and grammatical structures correctly (0.5 points).	Student <i>attempts to</i> use appropriate words, expressions, verb tenses, forms and grammatical structures correctly (1 point).	Student <i>clearly and completely</i> uses appropriate words, expressions, verb tenses, forms and grammatical structures correctly (2 points).	
Discourse management (2 points)	Student <i>has great difficulty</i> to produce an extended and relevant language, including cohesive devices to keep a conversation going (0.5 points).	Student <i>requires prompting</i> to produce an extended and relevant language, including cohesive devices to keep a conversation going (1 point).	Student <i>is fully able</i> to produce an extended and relevant language, including cohesive devices to keep a conversation going (2 points).	

Communication strategies (2 points)	Student has a <i>limited</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (0.5 points) .	Student has a <i>clear and somewhat complete</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (1 point) .	Student has a <i>high and sophisticated</i> manage of informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views (2 points) .	
<ul style="list-style-type: none"> • Purpose (3points) 	Student <i>cannot</i> identify the main idea with its supporting details (1 point) .	Student <i>suitably</i> identifies the main idea with its supporting details (2 points) .	Student <i>exceptionally</i> identifies the main idea with its supporting details (3 points) .	
<ul style="list-style-type: none"> • Critical thinking (3 points) 	Student <i>cannot</i> state judgments/predictions/inferences/models based on details from the text (1 point) .	Student <i>suitably</i> states judgments/predictions/inferences/models based on details from the text (2 points) .	Student <i>exceptionally</i> states judgments/predictions/inferences /models based on details from the text (3points) .	
Feedback:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			

Source: Armijos (2017-2018)

Annex 7. Survey.



UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO

**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO
LENGUA EXTRANJERA**

SURVEY TO KICHWA AND SPANISH SPEAKING LEARNERS

Research topic:

**COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR
ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG
KICHWA AND SPANISH SPEAKING LEARNERS**

Objective:

To Propose a Communicative Competence strategy for enhancing English language speaking skill among Kichwa and Spanish speaking learners at Language Department in the National University of Chimborazo.

Name: _____

Age: _____

Gender: male _____ female _____

Instructions to be followed:

Read the survey and answer it carefully. Use a (√) to mark your answer.

N°	Questions	Always	Almost always	Sometimes	Seldom	Never
1	How often do you participate in real life conversations?					
2	Do you know any strategy to increase your vocabulary and grammar and production by yourself?					
3	What academic resources do you use to enhance phonology and orthography?					
4	- Do you know what is the difference between: Can I have some water?, Versus Give me some water?					
5	- When you do not know the exact term to name something, do you refer to an object by using other words?					
6	- Does your teacher teach you how to enhance your proficiency level outside the class?					
7	- Do you use appropriate words, expressions, verb tenses and forms and grammatical structures correctly?					
8	- When talking to others, do you speak smoothly, fluidly, without hesitations, accurate words, including an adequate voice volume?					
9	- Do you produce clear language sounds, stress, intonation, rhythm and voice quality to convey meaning accurately?					
10	Are your speed and flow of language production appropriate to keep a conversation going?					
11	Can you produce conversations for social purposes such as: booking a restaurant, buying stamps, dinner party, coffee break?.					
12	Can you describe people, places and things?					
13	Do you understand informal and formal speech, speaking turn expressions and interruptions, politeness, checking and clarifying information to convey understandings, feelings and views?					
14	Do you manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting when speaking to someone?					
15	Do you know how indicate a change in topic or point of view?					
16	Can you interact in a spontaneous conversation?					

Source: Armijos (2017-2018)

Thanks for your participation

Annex 8: Language Department administration approval for conducting the research



Riobamba, 4 de octubre del 2017
Oficio No. 444-CDII-UNACH-2017

Licenciada
Jacqueline Armijos, Mgs.
DOCENTE DEL CENTRO DE IDIOMAS
Presente

De mi consideración

Con un atento y respetuoso saludo, a la vez que en contestación al oficio s/n de fecha 2 de octubre del 2017, mediante el cual me solicita se le autorice realizar el estudio investigativo denominado "COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS", durante el periodo académico octubre 2017 – marzo 2018.

Ante esto le hago conocer que esta Coordinación autoriza realice el mencionado estudio investigativo.

Particular que le informo para los fines consiguientes

Atentamente

A handwritten signature in blue ink, appearing to read "Magdalena Ullauri", is written over a circular stamp.

Dra. Magdalena Ullauri, Ph.D.
**COORDINADORA DEL CENTRO DE IDIOMAS
DE LA UNACH**
Elaborado por: Y. Echeverría



cc. archivo

Annex 9: Acta de Consentimiento de uso de información

ACTA DE CONSENTIMIENTO DE USO DE INFORMACION

TITULO DE LA INVESTIGACIÓN: COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILLS AMONG KICHWA AND SPANISH SPEAKING LEARNERS.

Yo, Jacqueline Guadalupe Armijos Monar, estudiante de la Maestría en Enseñanza del inglés como Lengua Extranjera (TEFL) en la Universidad Técnica de Ambato, invito a usted por ser estudiante del Centro de Idiomas de la Universidad Nacional de Chimborazo, en la modalidad regular; para participar en una investigación en la que se diseñará y validará una propuesta estratégica de la Competencia Comunicativa en pro del mejoramiento de la destreza hablada en el idioma inglés, en estudiantes Kichwa- Español hablantes del Centro de Idiomas, de la Universidad Nacional de Chimborazo, durante el presente período académico Octubre 2017 a Febrero 2018.

La mencionada investigación aplicará un examen inicial (pre-test) que incluye una rúbrica de evaluación, una encuesta, luego la aplicación de la estrategia en la Competencia comunicativa como propuesta durante sus clases de inglés; finalmente el examen de inglés (post-test) y la rúbrica de evaluación. Así se obtendrán las conclusiones y las recomendaciones de la investigación, las mismas que serán conocidas, discutidas y verificadas por los participantes antes de su publicación final.

La aplicación del pre-test y la encuesta se lo realizará en la segunda semana del mes de octubre, luego se procederá con la intervención pedagógica desde la tercera semana de octubre (2017) hasta la segunda semana del mes de marzo (2018), en la tercera semana del mismo mes y año se obtendrán los resultados, las conclusiones y las recomendaciones, para ser socializados y aprobados.

Es necesario dejar en claro que ningún participante tanto del grupo de control, como del grupo experimental, **no recibirán** compensación económica, ni calificación extra por su participación.

Si acepta participar en esta investigación, es necesario escribir sus nombres completos y sus firmas en la siguiente hoja, lo cual indica que se podrá hacer uso de la información cualitativa y cuantitativa, sin incluir sus nombres en las conclusiones y recomendaciones al final de la investigación.

La presente investigación es parte de unos de los requerimientos legales y académicos para la obtención del grado de magíster en el área antes ya mencionada; razón por la cual se utilizará la información obtenida durante el desarrollo de la presente tesis; no obstante su identidad será protegida en grado superior.

Finalmente, al aceptar su participación por medio de su firma, indica que usted leyó la información entregada, y que está de acuerdo con las condiciones de la investigación. No obstante, al firmar no significa que usted renuncia a sus derechos constitucionales.





Firma de la Maestrante- investigadora.

C. I: 020171285-8

Annex 10: Students' participation acceptance to form the **Experimental group** in the Language Department

List of students in the experimental group










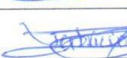













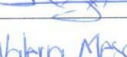
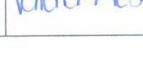

Nº	Full names (2 names and 2 last names)	Signature
1	MUYULEMA UZCA MARIA FERNANDA	
2	ORCE QUISHPE MARIA JOSÉ	
3	Moraco Pico Leo Carlos	
4	Quingvano Pillajo Lady Karina	
5	Piscapala Guamba Juan W. Pardo	
6	Guarato Cota Martha Alexandra	
7	Tenepongroy Mejia Geocanda Bárbara	
8	puli Espinoza Jessica Natalia	
9	Cabadana Noranzo Alvaro Cabadana	
10	Pitca Amara Jennifer Karina	
11	Brayan Harcho Aguilla Brayan Anderli	
12	Tene Cojilema Juan Daniel	
13	Marco David Yauran Gao	
14	Gusqui Vilema Alex Armando	
15	Toapanta Tene Ronald Semando	
16	Cris Harold Pillajo Chudobin	
17	Quispe Rojas Michelle Marisol	
18	PROCAT FIERERCA JOSELYN VIVIANA	
19	Quispe Eylema Wilmer Patricio	
20	Kuapi Bayan Paul Ruben	
21	Maygualema Cando Brian Alexander	
22	Inca Balseca Evelyn Geovanna	
23	Jhan Sebastian Malca Sara	
24	Moriano Suarez Jessica Paola	
25	Pilatari Tixe Yajaira Micaela	
26	LEMA ILICACUI JOSÉ ANTONIO	
27	Moncayo Tramerenda Lidiana Yajayua	





28	Erica Julieta Coronel Tapia	
29	Angel Saul Morocho Santos	

Thanks for your contribution

Annex 11: Students' participation acceptance to form the Control group in the Language Department

List of students in the control group

Nº	Full names (2 names and 2 last names)	Signature
1	Kevin Javier Fiel Frallos	
2	Denays Reinaldo Heredia Campoverde	
3	Sarahí Genesis Salas Chávez	
4	Isbeth Valeria Pierra Bueno	
5	Jennifer Nicole Jara Andino	
6	Frank Antonio Merchán Zambrano	
7	Cinthia Gabriela Andrade Ochoa	
8	Angel Oswaldo Freire Naranjo	
9	Solange del Cisne Mancheno Moracho	
10	Jorge Luis Carrillo Uvidia	
11	Santiago Fabricio Montero Barreira	
12	Graciela Estefanía Ruiz Restrepo	
13	John Fabian Guilla Iqano	
14	Kevin Mauricio Chagnay Gagnay	
15	Jacqueline Alexandra Gamillo Yanza	
16	Cristina Estefanía Zuñiga Peñañiel	
17	Edwin Vinicio Medina Alvarez	
18	Saul Fernando Ramos Teaipanta	
19	KATHERIN GISELL CAICEDO ESPINOZA	
20	Mauricio Javier Calderón León	
21	Magaly Nataly Olivo Salazar	
22	María Gabriela Guerrero Cárdenas	
23	Randy Geovanny Samaniego Naula	
24	Evelyn Paola Cuaces Castillo	
25	Domenika Mistell Villares Godoy	
26	Erika Alexandra Freire Real.	
27	Valero Elizabeth Mesa Navarrete	Valero Mesa.

28	Analia Abigail DeFranc Gómez	
29	Anderson Eduardo Robalino Padilla	
30	Juan Daniel Tene Cajilemo	
31	Tatiana Janeth Bravo Cedeno	

Thanks for your contribution

Annex 12: Make awareness among teachers about a Communicative competence strategy for enhancing speaking skill at Language Department in UNACH



**UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO**

**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA
EXTRANJERA**

**Research topic: COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL
FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILLS AMONG
KICHWA AND SPANISH SPEAKING LEARNERS**

Objective:

To make awareness among teachers about a Communicative competence strategy for enhancing speaking skills at Language Department in UNACH

Full name	Identification Card #	Signature
Patricia Beatriz Salgado Oviedo	0603266214	Patricia Salgado
Nico Nea	CH-1H5UGAT	Nico
Anna Sach	C5T0V7JYH	Anna Sach
Maria Paguay	0603886743	Maria Paguay
Imy Jacqueline Bana Sinaluisa	060273880-9	Imy Jacqueline Bana Sinaluisa
José Carlos S	060172916-3	José Carlos S
Verónica Uña Santillán	0603025750	Verónica Uña Santillán
FABIAN PIRDA R	0602470080	Fabian Pirda R
MAYRA VELOZ A	060320489-2	Mayra Veloz A
Nancy Elizabeth Abana Palallo	060269132-1	Nancy Elizabeth Abana Palallo
César Guandavisc Arteaga	0602307050	César Guandavisc Arteaga
Maria Carolina Vallejo Carrillo	060400878-9	Maria Carolina Vallejo Carrillo

Source: Armijos (2018)

Annex 13: Reporte Urkund

Ambato, 29 de mayo del 2018

Ingeniero
Jorge León
PRESIDENTE
UNIDAD DE TITULACIÓN SUBROGANTE
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.

De mi consideración:

En cumplimiento a la resolución UT-P-0555-2017, del 27 de julio del 2017 y la resolución de rectificación UT-P-0294-2018 del 16 de abril del 2018, mediante la cual me designa Directora del trabajo de investigación con el tema: “A COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS”, presentado por la maestrante Jacqueline Guadalupe Armijos Monar, estudiante de la Maestría en la enseñanza del idioma inglés como lengua extranjera cohorte 2015, sobre el particular me permito informar que el alcance y los objetivos del mismo se han cumplido satisfactoriamente, así como con los parámetros exigidos para su presentación.

Por lo indicado sugiero se continúe el trámite correspondiente.

Particular que comunico para los fines pertinentes.

Atentamente,

Lic. Lorena Monserrath Meléndez Escobar, Mg.
Directora del trabajo de investigación

Adjunto: Reporte Urkund




Ambato, 29 de mayo del 2018

Ingeniero
Jorge León
PRESIDENTE
UNIDAD DE TITULACIÓN SUBROGANTE
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.

De mi consideración:

Por medio de la presente pongo en conocimiento el reporte del URKUND del trabajo de investigación con el tema “A COMMUNICATIVE COMPETENCE STRATEGY PROPOSAL FOR ENHANCING ENGLISH LANGUAGE SPEAKING SKILL AMONG KICHWA AND SPANISH SPEAKING LEARNERS”, elaborado por la señorita Jacqueline Guadalupe Armijos Monar, estudiante de la Maestría en la enseñanza del idioma inglés como lengua extranjera cohorte 2015, el mismo que evidencia un 8% de similitud, como se puede observar en la captura de pantalla siguiente:

Reporte URKUND

 report@analysis.urkund.com   Responder a todos

jue 24/05, 11:39
Melendez Escobar Lorena Monserrath ✕

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Alrededor de 8% de este documento se compone de texto más o menos similar al contenido de 120 fuente(s) considerada(s) como la(s) más pertinente(s).

La más larga sección comportando similitudes, contiene 110 palabras y tiene un índice de similitud de 76% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en ningún momen

Particular que comunico para los fines pertinentes.

Atentamente,

Lic. Lorena Monserrath Meléndez Escobar, Mg.
Directora del trabajo de investigación