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MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"COMMUNICATIVE STRATEGIES ON THE ENGLISH SPEAKING SKILL DEVELOPMENT"**

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

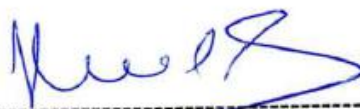**Autor:** Licenciada Sylvia Mariela Rivera Simba

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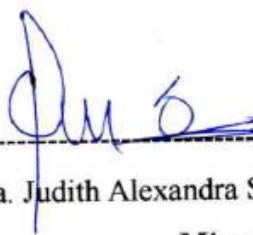
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A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO

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Hoy que veo culminado uno de mis grandes anhelos, me enfrento a la gran responsabilidad de impartir todo lo aprendido a la comunidad. Quiero dedicar este trabajo a las personas más importantes que han sido en mi vida los puntales que han alimentado el esfuerzo, el ánimo, la dedicación y la perseverancia par a así poder llegar a este momento tan esperado en el que se cumplen mis sueños.

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Sylvia Mariela Rivera Simba

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA:

"ESTRATEGIAS COMUNICATIVAS EN EL DESARROLLO DE LA HABILDAD ORAL DEL INGLES"

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DIRECTOR: Licenciada Lorena Monserrath Meléndez Escobar Magister.

FECHA: Marzo 2019

RESUMEN EJECUTIVO

El objeto de este trabajo de investigación es analizar la variedad de estrategias comunicativas que los estudiantes que aprenden Inglés como lenguaje extranjero, pueden utilizar para mejorar la destreza oral. Para determinar la correlación entre estas dos variables se realiza una investigación profunda a través de libros y recursos en línea como artículos y publicaciones científicos. Este trabajo estuvo dirigido a estudiantes universitarios del nivel Avanzado 1 C1- de la Universidad Técnica de Ambato. Para la evaluación de la destreza oral se utilizó una rúbrica basada en el desempeño oral de los estudiantes tomando en cuenta las estrategias comunicativas que los estudiantes usaron para transmitir sus ideas con efectividad y propiedad. Se dio un especial enfoque a la variable independiente (estrategias comunicativas) en relación a la variable dependiente (destreza oral). Para el análisis e interpretación de los datos obtenidos de la investigación se aplicó una pre-prueba y pos prueba a 36 estudiantes. Una vez aplicada la pre prueba se determinó las estrategias comunicativas a desarrollar en los estudiantes a través de diez actividades que beneficiarían a los estudiantes a utilizar las estrategias comunicativas. Posteriormente se aplicó una pos prueba y se analizó para determinar si las actividades practicadas contribuyeron al mejoramiento de la destreza oral. El análisis e interpretación de la información determinó que los estudiantes mejoraron significativamente la destreza oral al utilizar las estrategias comunicativas. Los resultados de la investigación contribuyeron a la elaboración

de conclusiones y recomendaciones lo que a su vez permite sugerir diez actividades que ayudaran a mejorar la destreza oral a los estudiantes del nivel Avanzado 1 C1-.

Descriptores: método comunicativo para la enseñanza (CLT) estrategias comunicativas, estrategias comunicativas de negociación, inventario de estrategias de Nakatany, destreza oral, prueba oral de Cambridge, comunicación.

THEME:

"COMMUNICATIVE STRATEGIES ON THE SPEAKING SKILL DEVELOPMENT"

AUTHOR: Licenciada Sylvia Mariela Rivera Simba.

DIRECTED BY: Licenciada Lorena Monserrath Meléndez Escobar Magister.

DATE: March, 2019

EXECUTIVE SUMMARY

The aim of this research project is to examine the various communicative strategies that students learning a foreign language can use in order to improve their speaking skill. To determine the consistency of these two variables a deep research was carried out through investigation in books and online sources such as scientific articles and journals. This research was directed to university students from level Avanzado 1 C1- (Levels). To evaluate students' speaking skill a rubric was conducted based on students' oral performance taking into account the communicative strategies that they use in order to convey their ideas effectively and appropriately. Special focus was given to the independent variable (communicative strategies) in relation to the dependent variable (English Speaking Skill). To analyze the results obtained from the research a pre and posttest was applied to 36 students. Once the pretest was applied, a series of activities were put into practice with students to enable them use communicative strategies, then a posttest was applied and it was analyzed whether the activities contributed to improve students' speaking skill development. The analysis of results indeed proved that by making students use their communicative strategies, their speaking skill could improve significantly. The results were the basis to state conclusions and recommendations which in turn can contribute to the improvement of the speaking skill in students learning English as a foreign language. Finally, ten activities are proposed to use with students at level Avanzado 1 C1- (level 6) in order to enhance the English speaking skill.

INTRODUCTION

Nowadays learning the lingua franca (English) has become a big challenge for countries where English is not their native language. Some educational institutions focus their teaching in old methodologies where grammar and reading are the most important skills to be taught, the truth is that we are in a globalized world were the need to communicate in English is vital.

Over many years of experience of teaching English as a foreign language in Ecuador, it has been observed that the *Speaking skill* is one of the most difficult to attained. This may be due to the fact that in some educational curricula developing grammar, listening or reading skills is more important for students to acquire leaving the speaking skill somewhat into the background. Now, we know that if someone wants to become successful, not only in his/her country but also internationally, the need to speak English fluently, accurately and appropriately has increased enormously.

Consequently, it is paramount to reinforce the speaking skill through the use of communicative strategies which will enable students to search for ways to communicate their ideas in an effective and appropriate way to become active and productive member of a globalized world. Hence, the aim of this piece of work is to provide teachers and students with activities to enhance the speaking skill through the use of communicative strategies. The chapters to be developed are:

CHAPTER I.- This chapter presents the problem of the study in a particular context which is represented in a problem tree analysis diagram. The prognosis is as well stated and it provides a future view of what could happen if the intended activities proposed do not work as desired.

CHAPTER II.- Here the theoretical framework of the two variables of this research study is presented; this serves as the background information to gather

methodologies and strategies to improve the speaking skill through the use of communicative strategies. The focus in this chapter is also directed to similar studies which can contribute to the development of activities to enhance the speaking skill. Moreover, the philosophical foundation and legal basis of the study were also exposed to highlight the importance of the execution of this research. Finally, the hypothesis of the research and the conceptualization of each variable were stated.

CHAPTER III.- This chapter explains the methodology through which the research study was carried out, more specifically, it provides a clear description of the research approach, the methodology of the research, the type of research, the group to which the study was directed, the data collection processes with the correspondent analysis. And finally, the operationalization of the two variables were also exposed.

CHAPTER IV.- The application of a pretest contributed to the development and application of ten activities which will in turn serve as the basis to perform a comparative analysis among the pre and post test to determine whether the study had a significant relevance to the enhance the speaking skill. Lastly, the hypothesis verification is also stated with its explanation accepting or rejecting the hypothesis.

CHAPTER V.- Some conclusions and recommendations of this research study are stated in this chapter.

CHAPTER VI. - This chapter presents ten activities that teachers from level Avanzado 1 C1- can use. General and specific objectives are stated, as well as procedures for the activities which will enhance students' speaking skills through the use of communicative strategies are explained.

CHAPTER I

THE PROBLEM

1.1 Research Topic

"Communicative Strategies on the Speaking Skill Development."

1.2 Problem Statement

1.2.1 Contextualization

English has become the language of the world (the lingua franca) and therefore the language that everyone wants to master. Nevertheless, teaching the English speaking skill is not an easy task, and it is probably one of the last and most difficult abilities acquired by students. Some students may feel confident when producing the language while others may remain in a silent period for a long time. Fluency and accuracy are, for instance, the most important difficulties encountered in English learners. Some of them may show a high level of domain in other skills (reading, listening and writing), some may be good with the structure of the language (grammar and vocabulary); however, when facing a situation where they have to produce the language they struggle a lot because they do not have enough oral skills.

In many countries, learning another language is part of the curriculum, it is just something compulsory to pass grades or to get degrees; this may be one of the most demotivating reasons to learn a foreign language. Finally, how the language is taught can influence directly on students' desire to learn or not to learn a language. The teacher's job is to give the students the necessary and adequate tools to learn English focusing mainly in their interests and necessities.

In Ecuador, many students do not see the necessity of learning English since most of them say they would not have the chance to travel to an English speaking country and, thus they question themselves, why learning English? Students rarely have opportunities to practice the language because of the Spanish context, consequently their motivation decreases and a student with no motivation becomes a barrier to teach the language appropriately.

But, why is it difficult for students to speak the language? Some of the reasons, and probably the most important ones, are that the language is not a necessity for them since Spanish is the official language, so why learning a language that they will not use in their daily life? Another reason for this can be associated with students' motivation. To achieve anything in our lives we need a motto, something that motivates us, a desire that comes from our deepest insides, in other words, we need intrinsic motivation to learn the language, but how can we motivate students intrinsically? This is a topic that one can find in many investigations which conclude that coming into an agreement on a how to achieve this type of motivation is one of the hardest tasks for teachers to accomplish.

Communication is the basis for a society to develop no matter which channel we choose (oral, written, or nonverbal) to convey ideas. When learning a second or foreign language the challenge of producing the language is enormous. Teaching English involves applying methodologies and strategies to make students be proficient in the language. Nevertheless, there are skills (listening, speaking, reading and writing) which are mastered better than others. Throughout this study speaking communicative strategies will be presented in order to overcome oral production problems which are present in students who get to intermediate and upper levels (B1, B1+, B2) with poor oral skills affecting interpretation of information.

Universidad Técnica Ambato is a public institution where students come from different economic status and from different parts of the country to study a major.

Throughout many years of experience, it has been seen that students get to upper levels with poor speaking skills that can affect communication. Being English part of students' curriculum, it is compulsory for them to get a B2 level (according to the Common European Framework Reference) in order to have their degree. Students who want to get a master degree it a C1 level is required. Nevertheless, students get to this level with an inefficient level of speaking skills. Some of them are good at listening, writing, or reading but when it comes to use the language orally, it can be noticed that their level is not the one that it should be.

There have been cases in which students have repeated the levels two or three times and still cannot manage the language accurately. Some of them have even dropped out of their majors because they cannot pass the level required by their faculties to graduate. It is disappointing and frustrating for teachers to face these situations because their lack of motivation, time to practice the language, and seeing English as only a requirement for their graduation are factors which are probably not on the teachers' hands. Therefore, teachers hope that students do not see English as an obstacle to achieve their dreams, instead the teachers' objective should be that of a facilitator and to make students realize that English can be a tool for a better future in this globalized world.

1.2.2 Critical Analysis

1.2.2.1 Problem Tree Analysis
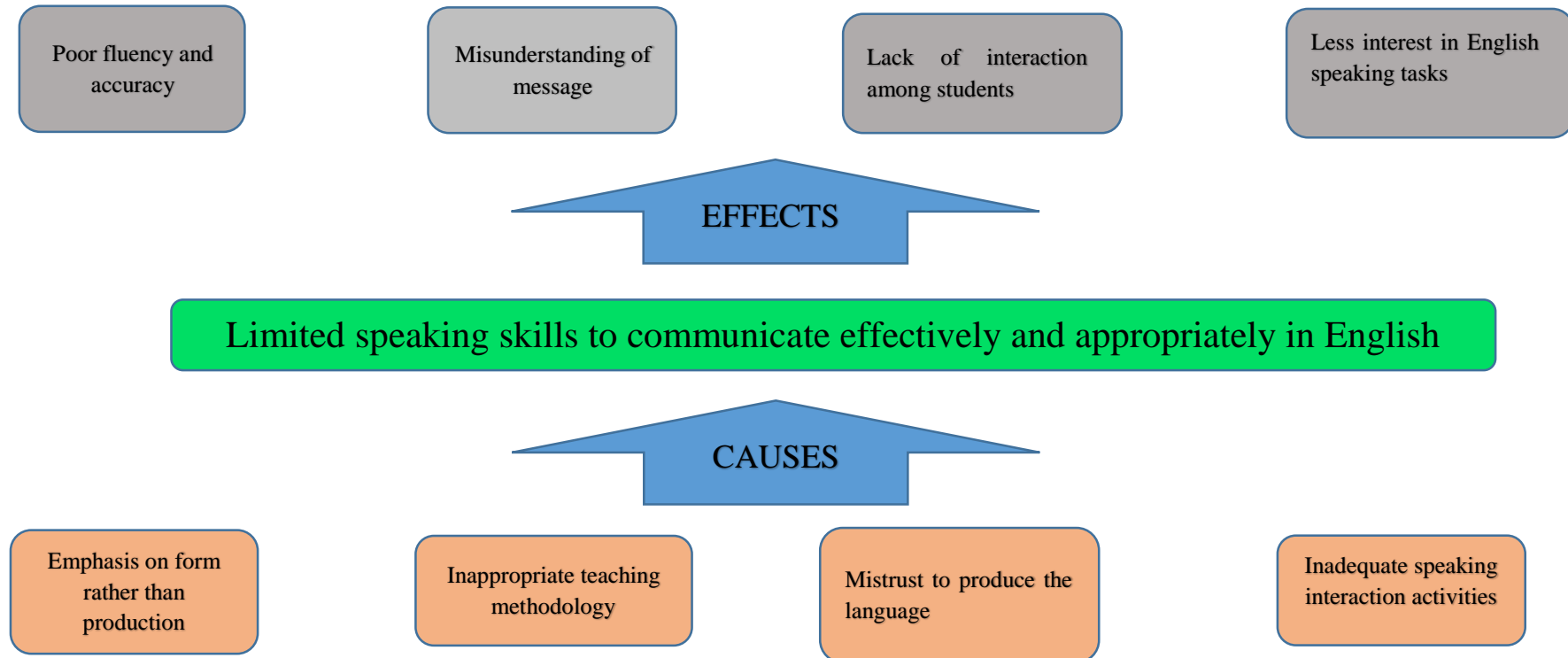
Figure Nº 1: Problem Tree Analysis**.**

Source: Problem tree.
Made by: Rivera (2018)

It has been observed that a great number of students learning English as a foreign language present poor fluency and accuracy on the speaking skill, this is due to the fact that teachers put a lot of emphasis on teaching form rather than paying attention to the productive skills. According to Richards (2018) there are many factors which can affect the production of the language, they include: Inadequate classroom conditions (too many students in a class), lack of motivation, poor quality teaching, poor quality materials Little opportunity provided to practice speaking, and personality factors (anxiety, shyness etc.)

When students do not find a way in which they can convey their message accurately and appropriately there is the tendency to exist misunderstandings of the message when dealing with real situations where they have to use the target language. This can be due to the fact that there are poor teaching methodologies used by teachers either at primary and secondary schools. Even though we are in the 21st century and many studies have been carried out to make teaching a more meaningful practice, there are still some educators who use traditional methodology and believe that teaching form is better than teaching students how to use the language. According to the British Council (2006) teaching practices focus more on language *systems* which means that grammar, lexis, discourse and phonology are more emphasized. The aim of teaching a language is for students to use it as a tool of communication, teaching the systems of language is also important but at first fluency should be the subskill that students should master, accuracy will come with the use of the language.

When entering to a classroom, every teacher's expectation is to have her/his students participating and producing what they are being taught in the classroom. Nevertheless, the absence of confidence the students have in using the language can lead to language production rejection, and as a results of this, lack of interaction among students can occur and this in turn can become an obstacle when teaching a foreign language.

Lastly, it is the teacher's accountability to be and to give the students good models of the language. When having teachers who are not native speakers of the target language it is common to see that some of them do not attain a high level of English, for instance. This causes students to learned the language in an inaccurate way. But, nowadays with the introduction of the internet, it is easier to access to information we are nor sure about. They can google information, they can use Youtube to see how the language works, and they can even listen to how the words and phrases are pronounced.

1.2.3 Prognosis

If the poor speaking skills on students at Universidad Técnica de Ambato at C1-level (sixth level) are not overcome with communicative strategies, then students will face many problems. First of all, they will become demotivated since not passing the level will mean that they would not have the opportunity to study a master degree. As a consequence of this, they will have to do the same level again and will cause a delay in their plans to start a job professionally and therefore students' dreams will not be achieved. Moreover, if students do not acquire communicative skills to interact adequately with the language, misunderstandings of messages can lead students to feel embarrassed and insecure. As a consequence, this can become an enormous obstacle for teachers since students will have built a barrier which will probably evade students from producing the language.

On the other hand, if the problem mentioned above is overcome with the use of communicative strategies, learners will be able to communicate their ideas more effectively being at higher levels. Communicative strategies will aid students to have a better understanding on how to use them in an appropriate way and at the appropriate moment, this in turn will help them to interact with people in real-life situations. With good communicative skills, students will get better grades and this can contribute to the continuation of their studies to get the Sufficiency Certificate that will allow them to study a Master Program inside the country.

1.2.4 Research Problem Formulation

How can communicative strategies enhance the English speaking skill development?

1.2.5 Questions

- What communicative strategies can help students be more fluent when producing the language orally?

- How can communicative strategies improve the speaking development of students at level Avanzado 1 C1- level (sixth level)?

- What communicative strategies can English teachers use at Avanzado 1 C1- level to engage their students in developing their speaking skills?

1.2.6 Delimitation of the Research Problem

- Field: English Teaching

- Area: Speaking – Productive Skill

- Aspect: Communicative strategies

1.2.7 Temporal Delimitation

Semester September 2018 – February 2019.

1.2.8 Spatial Delimitation

This research will be held at Universidad Técnica with level Avanzado 1 C1- (sixth level) of the English Open Program.

1.3 Justification

It is of great **importance** to provide English teachers with a variety of communicative strategies to improve students' speaking skills. Language is communication, therefore the objective of every language teacher is to make students use the language as a tool to convey their ideas to the people around them in many different situations and in many different ways.

For every English student it is **relevant** to be able to communicate thoughts in an appropriate and accurate way using many different techniques in order to avoid misunderstandings. Hence, providing students with the necessary instruments will allow them to become fluent in the language and, consequently good communicators. In our country, people who can speak another language, especially English, have more opportunities to get better jobs and to earn more money than the ones who do not. In addition to this, they can also travel abroad which can again facilitate people lives.

Providing students with a diversity of strategies which involve real life situations will help them become come autonomous and more **confident** to produce the language. According to Dobsob, J (1985) conversation practice is probably the most reliable way of introducing students to new vocabulary and real language. An **important and relevant** point which needs to be taken into account is that producing the language does not mean only vocabulary and grammar, but it goes further than that, suprasegmental features (stress, intonation, rhythm, pitch and juncture) also play an important role in understanding the language and also being understood. (Beare, Kenneth, 2014).

To sum up, the activities provided in this piece of work are **feasible** since the teachers' job is to be aware that their class plan needs to be according to the necessities of students and teachers, as tutors and facilitators, should improve learners' speaking skills and communicative strategies, so that they can transmit their ideas in an effective way.

1.4   Objectives

1.4.1   General Objective

To enhance the English speaking skill development through the use of communicative strategies

1.4.2   Specific Objectives

- To identify communicative strategies that students at Avanzado 1 C1- level use to produce the language orally.

- To evaluate the development of the speaking skill through the application of communicative strategies at Avanzado 1 C1- level

- To suggest activities which can promote the use of communicative strategies to help students develop their speaking skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

In this study it is also relevant to mention other researches which can contribute to the development of this study. First, some thesis will be described to acknowledge that there have been similar or related studies to the one being done. Flores (2016) in his research entitled "Communicative Language Teaching y la Destreza del Speaking en los Estudiantes del Tercer Año de Bachillerato Técnico del Colegio Nacional Mariano Benítez del Cantón Pelileo Provincia del Tungurahua", mentions that the objective of his research is to determine whether the Communicative Language teaching helps students to improve their speaking skill. He suggested some activities to be applied in a controlled and experimental during three months and at the end questionnaires and surveys were applied to students and teachers at the beginning and end of the study to determine their progress, if any. He concludes saying that according to the results of the survey and questionnaires students' performance was very noticeable and therefore suggests using his manual to enhance students' speaking skill by using CLT.

In another study entitled "Communicative Language Teaching Techniques For Enriching the Speaking Skill In High School Students" by Silva (2018), from Universidad Técnica de Ambato, it is mention that the goal of his research is to analyze how communicative language teaching techniques influence the enrichment of the speaking skill in high school students. He began his research by applying a survey and a T –test to students and after a deep analysis of data collection he concludes saying that communicative techniques do help students enrich their speaking skills.

Students also agree that having interactive activities motive their interest in learning the language but unluckily teachers do not use these activities as frequent as it should be so that students get involve with the language. Silva ends up recommending a handbook with twenty communicative techniques that will aid teachers from high schools to make their students interact more in classes so that they can enrich their communicative skills.

Acosta & Manobanda (2015) in his research entitled '"Uso de Estrategias Cognitivas y su Incidencia en la Expresión Oral del Inglés en los Estudiantes de Noveno Año de Educación Básica Paralelo A del Instituto Tecnológico Superior "Los Andes" Parroquia Ciudad Nueva del Cantón Píllaro Provincia de Tungurahua" states that the aim of his project is to give teachers a strategy guide for the development of English speaking skill that could support teaching and learning processes. He began conducting surveys to teachers, students and student`s parents in order to detect which factors limit the use of the language. He concludes saying that, cognitive strategies influence on the learning English process and therefore the production of speaking becomes easier for students.

There have also been scientific researches which can also contribute to this study. Hairuzila (2017) mentions in his study "Can Oral Communication Strategies Help Improve oral presentation Skills?" that the purpose of it is to identify the communicative strategies used by Second Language learners in oral presentations in an oral communicative skills course. To validate his study, he applied the Oral Communicative Strategies Inventory (OCSI) to deal with communication problems while delivering students' oral presentations. He concludes saying that according to the data analysis "the high competency presenters employed more communicative strategies than the average presenters." He claims that the high level competency students used social-affective, frequency Oriented and non-verbal strategies to deal with speaking problems. Whereas the average students use the social affective and non-verbal strategies but less frequent. He ends up saying that communicative strategies do help students improve their oral skills.

In a recent study "Positive versus Negative Communication Strategies in Task-Based Learning" Rohani Siti says that his study was aimed to describe how the implementation of Task-Based Learning can shape students' use of oral communicative strategies. She applied a mixed methodology (quantitative and qualitative) as well as questionnaires, interviews, focus group discussion, learning journals and classroom observation. The results show that there were linguistic and non-linguistic problems when implementation TBL. She mentions that at the end of the semester students' performance increased importantly because of the use of positive strategies.

As the last research to be mentioned in this part the study Lindblad (2011) will also be of great influence to this research. Lindblad carried out the study to show how students challenge themselves to do oral tests and the strategies they use to overcome linguistic difficulties. She used recordings of students' oral performance during the test and she also use questionnaires about the experience. In her conclusions she mentions that the most frequent strategies used are pauses, unfilled and filled. The also demonstrates that group dynamics are important when doing the test. She continues to say that students perform worse when they talk to people they usually speak to and that gender also affects their oral production when they are in mixed groups.

2.2   Philosophical Foundation

Various methodologies and approaches have been applied in language teaching with the aim of making the process easier for students. Starting with *Behaviorism*, where language was taught with its focus mainly on grammar and reading. Afterwards, the *Cognitivism* gain popularity with some notable contributors as Piaget, Bloom, Bruner and Ausubel who claimed that language learning was focused on the internal process of the learner who was seen as an active individual using strategies to process and construct their own learning (Rhalmi, 2012).

Nowadays, *Constructivism* is the new tendency to language teaching. Lev Vigotsky and Jerome Bruner are salient investigators of this theory who stated that the student is responsible for its learning becoming a constructor of his/her own understanding and learning through experiencing things and reflecting on them. (Wijayanti, 2013) That is to say that students built their learning when experiencing real situations. Here, the teacher becomes only a guide and facilitator providing the students with appropriate tools so that the learner can become independent and autonomous by using his/her prior knowledge.

This study focuses on this last theory of learning (constructivism) where language is seen as a tool of communication and therefore the student is the center of attention in the process. Moreover, the main reference to the development of this study is the use of communicative strategies in second language acquisition firstly proposed by Kasper, Tarone and Faérch. Later on Zoltan Dörnyei came up with the idea that whenever people cannot deal with the language effectively, either in their native or foreign language, they tend to recourse to strategies which can help them convey their ideas accurately and appropriately to solve any misunderstandings that there may exist when using the language. Dörnyei classified the communicative strategies into different branches: avoidance and compensation. The former refers to the fact that learners cannot use some linguistic units and therefore they avoid them; and compensation strategies, on the other hand, involve compensation for missing knowledge. He continuous to mentions that using a variety of communicative strategies will aid the student to become more confident to use the language and consequently they will become fluent speakers acquiring appropriate vocabulary and grammar, and as a consequence of this, accuracy will come naturally in them. Thus, it is of great importance to take into consideration this theory to overcome students difficulties when communicating ideas to become more fluent and accurate in their English oral production.

2.3   Legal Foundation

In our country there are laws which determine that a foreign language should be learnt as a requirement for their university degree.

- In the LOEI (Ley Orgánica de Educación Intercultural, 2015)

Article 7. Establishes the students' rights. Students should receive academic tutoring according to their needs. (Silva, 2018) Teachers should provide students with adequate tools so that they can develop their linguistic, sociolinguist, discourse and strategic competences in an appropriate way.

Article 11. States the teachers' obligations. "Provide support and pedagogical follow-up to students to overcome the lag and difficulties in learning and in the development of skills, abilities, skills and abilities" (Vasquez, 2018)

Article 25. - Express that English is currently one of the most utilized language worldwide, which is why the teaching and learning cycle needs to be developed in the National Education System. It is a fundamental tool for the formation and development of skills, capacities and competences to study, create and work for individual and social benefit (Vasquez, 2018).

- **National** Curriculum **Guidelines (2014) by the Ministry of Education.** Introduction – It is stated: "That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching." (Vasquez, 2018) As it can be seen, the Ministry of Education supports the inclusion of the communicative approach since it fosters English learning and therefore it is advised to be used in the Ecuadorian education.

- In the LOES (Ley Orgánica de Educación Superior del Ecuador)

Article 31. Establishes that a student will be evaluated in the foreign language at the end of his/her career at a B1.1 and B1.2 (as set in the Common European Framework of Reference) according to what their faculty has determined as the proficiency level to be mastered.

At Universidad Técnica de Ambato, in its Language Center there are, as well, regulations which determine that students will choose a foreign language (Italian, French, Chinese, Japanese or English) so that they can graduate from their carriers. In Mastery Programs it is compulsory for students to have an English Sufficiency Certificate in order to take any specialization as a post-grade.

- In **Chapter four, Articles 21, 22, 23 and 24,** there are descriptions of all the requirements students need in order to complete their studies and finally get their degrees. Each faculty has its own regulations and the level needed to graduate. Students who started their majors before Abril 2018 were required to take English as the foreign language to be learnt with a level B1+ (CEFR); other faculties allow students to choose any language offered by the Language Center with a B1+ level. Lately, there has been a change in the regulations in the March-August 2018 semester which establishes that the level required to graduate from all faculties is B2 (fifth level).

On account of all these laws and regulations it has been seen that teaching a foreign language is an important requirement for students to get their degrees a universities and to take a Master Program.

2.4   Key Categories
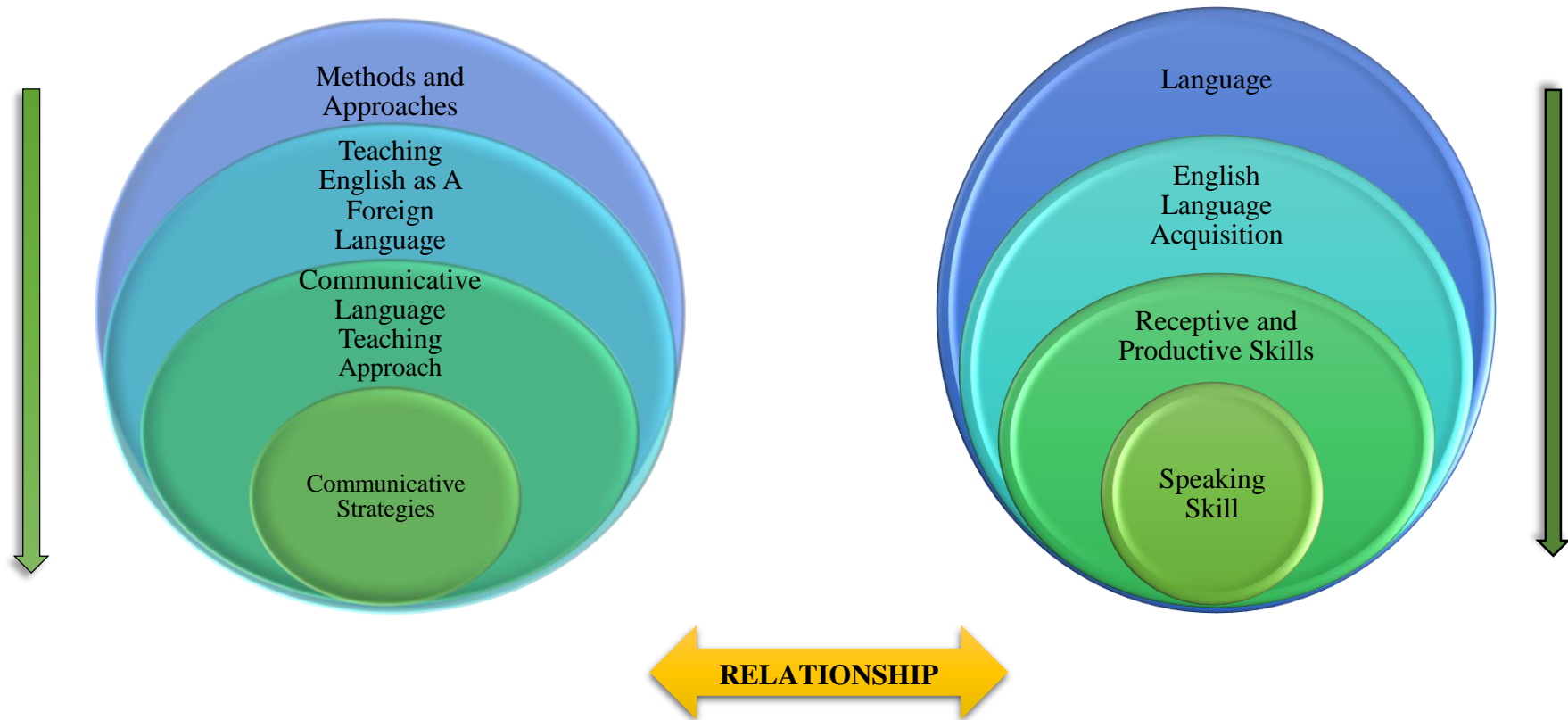
Figure Nº 2: Correlation among variables.

Source: Key Category
Made by: Rivera (2019)

2.4.1 Independent variable Communicative Strategies
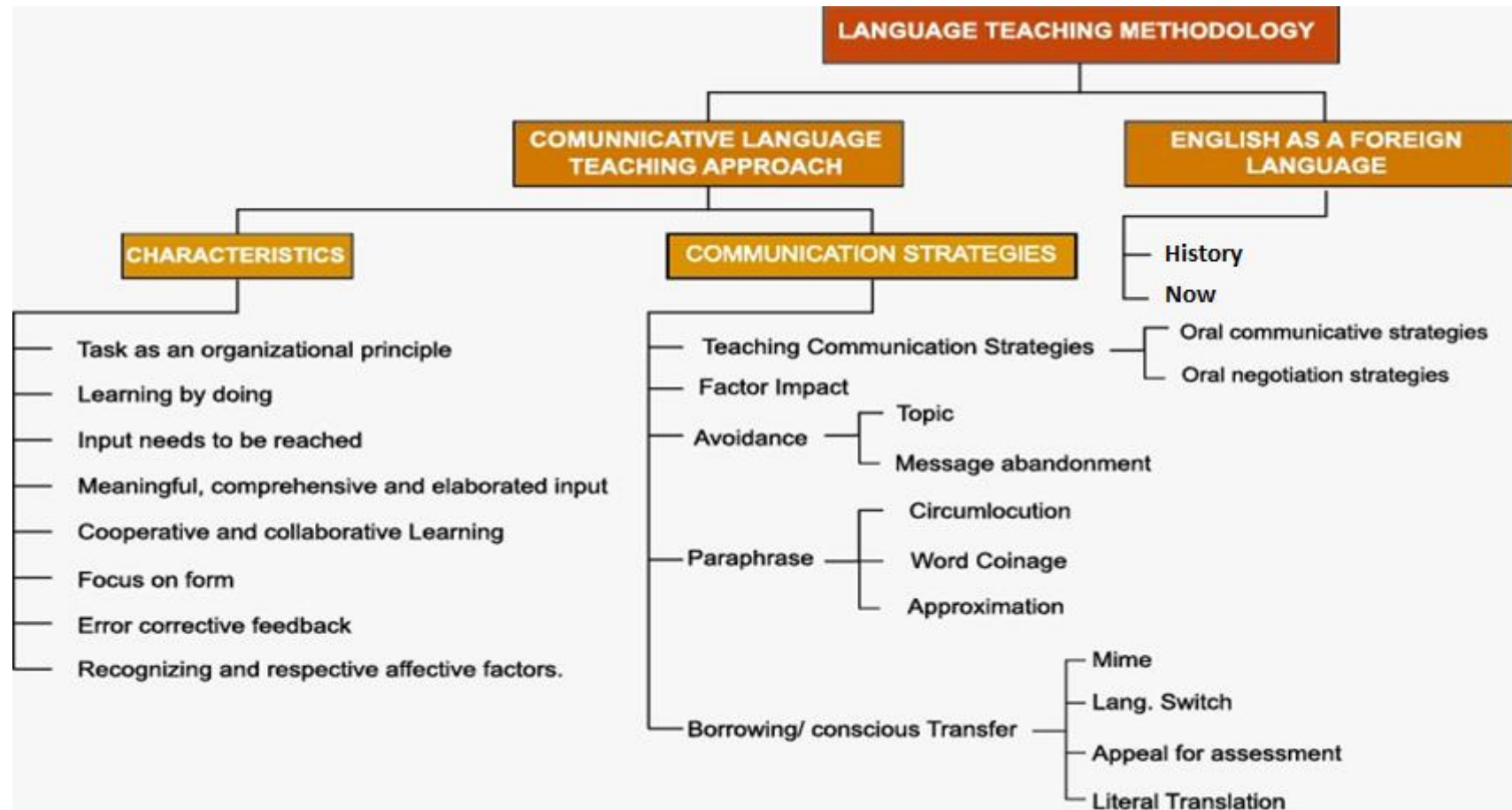
Figure Nº 3: Ideas Constellation Independent variable.

Source: Communicative Strategies
Made by: (Rivera, 2018).

2.4.2 Dependent variable English Speaking Skill
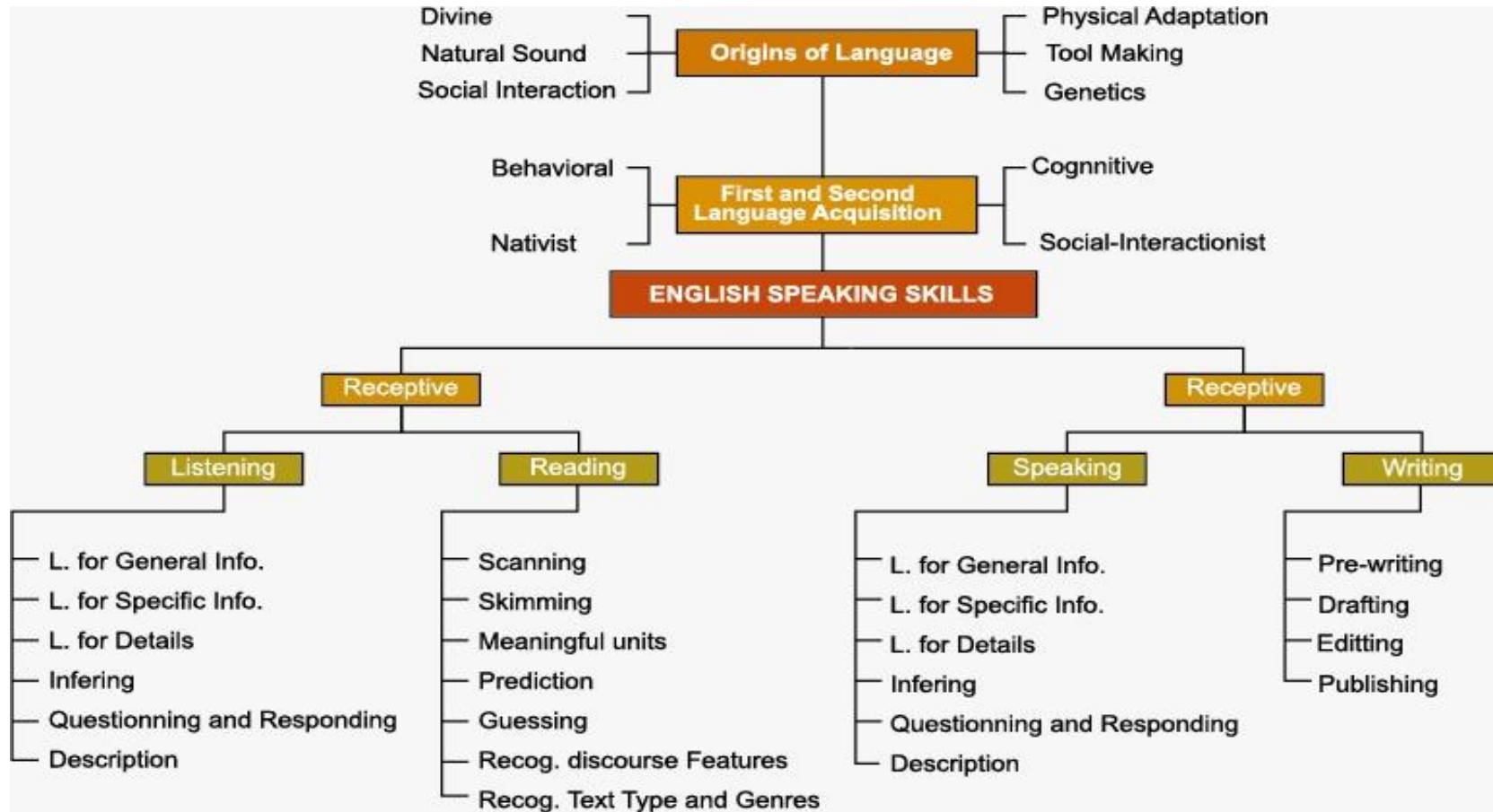
Figure Nº 4: Ideas Constellation Dependent Variable.

Source: English Speaking Skill
Made by: (Rivera, 2018).

2.5   Dialectical View of Conceptualizing Variables

2.5.1 Independent Variable Framework

2.5.1.1 Language Teaching Methodologies and Approaches

Throughout many studies experts have not agreed on the fact that there is a best methodology or approach to language teaching. But what is the meaning of methodology and approach in language teaching? In order to have an idea of what these terms mean we are going to take into account how Richards and Rodgers (2011) recast Edward Anthony's definition. For Anthony an ***approach*** is "… a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught". Conversely, a method is "...an overall plan for the orderly presentation of language material, no part of which contradicts, and all is based upon, the selected approach. a method is procedural." (Richards & Rodgers, 2001).

The following investigation will give a quick review on how the speaking skill was focus in the different methods and approaches. The importance of teaching speaking has changed throughout time; that is why for some language teaching methods, speaking has been irrelevant, and for others, it has been emphasized to develop and improve oral skill.

In the Grammar Translation and reading based approaches, for example, speaking was considered to be an irrelevant skill since oral communication was not the objective. In the Direct method (1800's and early 1900's), speaking was taught through imitation and repetition of sounds.

In the 1890's, the Reform movement appeared. It was strongly influenced by phoneticians (Henry Sweet, Wilhelm Vietor, Paul Passy) who created the International Phonetic Association (1886) and then the International Phonemic Alphabet (IPA), which represented the sounds of any language. From this

contribution, phonetics is seen as a science which describes and analyses the sound system of a language.

In the Audio-lingual Method (1940V1950's), speaking is considered to be an important issue. The teacher uses information from phonetics in order to demonstrate the articulation of sounds for listening practice and oral production.

Pronunciation in the Cognitive approach (1960) is de-emphasized, since the transformational generative grammar influenced this approach, and Chomsky holds that native-like pronunciation is unrealistic, and that grammar structures and vocabulary are more relevant.

Gatíegno (1972 - 1976) in his method, the Silent Way, emphasizes speaking, since it focuses on the sound system of the target language, although it does not take into consideration the phonetic alphabet or linguistic information. The production of sounds is not taught in isolation, but rather the combination of words, stress and intonation within a phrase.

Teaching speaking with Community Language Learning (Charles A. Curran, 1976), is similar to the direct method (intuitive - imitative). The difference is that the learner controls the learning process and not the teacher or textbook. When students pronounce an unknown word, the teacher stands behind the learner and repeats the word until the student feels satisfied with his/her oral production.

In the TPR (Asher 1977) and Naturalistic approach (Krashen and Terrell 1983), learners listen and internalize the target sound system, and then they are allowed to speak. Since language is used for communication, linguists agree that language instruction should be based on communication; that is why they proposed the Communicative Language Approach (1980) in order to teach a second or foreign language. In contrast to other methods, in the communicative approach, speaking is an important skill to be exploited in the learner. Teaching pronunciation to students

does not aim at achieving a native-like accent, but the goal is to enable learners to communicate in an intelligible way.

2.5.1.2 Teaching English as a foreign language

- History of TEFL from European perspectives

Going back to the origins of foreign language teaching requires a deep research of various theories and authors. It is important to highlight that when talking about foreign language teaching we are referring to English language.

Howatt A. (2014) states that much of the research of TEFL is based in countries like Japan, China and India after World War II. This overview has two-stage structures: the first one is connected to the 'Modern Language Teaching in Europe (1750-1920) which in turn is subdivided into the Classical Period (1750-1880, emphasis was put into emulating the teaching of classical languages by using the Grammar Translation method and the Classical Method). and the Reform Period (1880-1920, Which focused its attention to teaching the spoken language using the Natural method, the Berlitz Method and the Direct Method).

The second stage is ' English Language Teaching' beyond and within Europe (1920-2000+) which is subdivided into The Scientific Period (1920-70, where the main concern is the Scientific basis for teaching using the Oral Method, the Multiple Line of Approach, the Situational Approach, and the Audiolingual Method) and the Communicative Period (1970-2000+) its attention is centered in using the language for 'real-life communication through the Communicative Language Approach and the Task-Based Language Teaching Approach)

In summary, it can be said that each period had its relevance in the contribution to what we have now as TEFL. One methodology or approach was replaced by another one with the intention of coming up with better and new ways to teach the target language in order to meet students' needs and objectives. It is necessary to mention

that methods and approaches do not die, instead they become less important; for instance, the Grammar Translation, which was one of the first methodologies to appear, is still being used by teachers whose students need a deep knowledge of how languages work.

- TEFL Research Nowadays

Teaching English to non-native speakers is an enormous challenge for educators. By not having the necessity to use the language outside the classroom, the learning process does not come as easy as it is in an English speaking country where the need to communicate and be in contact with the language obliges the learner to be intrinsically motivated and willing to acquire the language.

Teachers need to provide students with activities that will take them close to real contexts where English is used as a mother tongue. Setting these scenes can be sometimes of great difficulty. Canale and Swain (1981) (as cited in Samia, 2015) suggest that for students to be able to communicate in a foreign language, they need be competente in three dimenssions. First, students need to have communicative competence, in other words they need to acqquire knowledge of grammar rules and vocabulary. Secondly, students are also required to have a sociolinguistic competence which enables them on how to interact with the language which was taught in an appropriate way. And finally, learnes need also an strategic competence which means using strategies to be able to communicate ideas whenever the encounter themselves in situatiions where they can not express their ideas in the target language.

To have students' achieve such competences, the teacher has to plan carefully a set of methodologies, techniques, strategies, activities and material which will help the learner get their educational or personal goals according to their needs.

When teachers become aware of those dimensions, they can easily cope with the problems they face in their teaching career, and can find ways to help their learners

cope with their learning problems in order to achieve their educational goals and tasks. Teachers of English as a foreign language are the knowledge providers for learners, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning; when they understand the factors affecting learners' performance they can easily make a change. Teachers are the feedback givers for their learners; when giving them feedback of satisfaction vis-à-vis their performance, learners feel that they are praised. This may encourage them to work and participate in a variety of educational activities.

Good English teachers are those who engage their learners in different classroom contexts and different authentic experiences which are related to real life situations. They are those who make their learners feel that they are decision makers instead of being just knowledge receivers. Listing the roles of teachers will never finish, that is why there are many researchers of the field who every day present case studies and provide new techniques and ways to improve teaching, because teaching is a profession which is flexible and teachers are supposed to vary in the methods used, the tool, etc.

2.5.1.3 Communicative Language Teaching Approach (CLT)

Nowadays that English has become the language of the world the tendency and the need to be taught in every country. Millions of people want to be able to use the language appropriately for the reason that it gives them more opportunities in the business world. Hence, in order to ensure a good command of the language teachers have agreed that English should be taught through communicative methodologies or approaches.

According to Richards (2006) communicative language teahing involves a set of principles concerning the language goals, the way students learn the language, the types of activities that can ease the learning process and the roles of teachers and learners in the classroom.

1. *The Goals of language teaching:* When talking about language learning or acquisition it is necessary to mention that to master a language, students should attain a level of grammatical competence and communicative competence. The former is related to the knowledge that people have to build and link sentences. Nevertheless, when transmitting our ideas, it is not a matter of only putting words together, but also to take meaning out them in other to communicate what we intend. Therefore, it is necessary for the learner to have a communicative competence which, on the other hand, means to know how to use the language in different circumstances according to the setting we are in, the audience we are involved with (register: formal or informal), the skill in which we want to convey our ideas (written, spoken), and to know how to keep a conversation going despite the language limitations we may have using different types of communicative strategies.

2. How learners learn the language: At the beginning of language teaching in the last 30s, the mastery of grammatical competence was the key element for students to learn a language. However, recent studies have determined that interaction plays an important role when communicating our ideas, and this communication is a result of: the interaction between the student and the person who is knowledgeable of the language, meaningful and purposeful interaction, negotiation of meaning between the speakers, the interlocutors' feedback, the input and output of the speakers, and the way the learner uses different strategies to convey and understand meaning.

3. *The kinds of classroom activities:* The traditional lessons consisted of memorization, drilling, and repetition, but with the introduction of CLT the types of activities changed into more student centered, pair and group work, role plays, personalization, and projects. In this way, students are using the language as a means of communication, putting in practice what they learn in the classroom in real world situations.

4. *The roles of teachers and learners in the classroom:* As the types of classroom activities changed, the roles of the teacher and learners also changed. Students' participation is paramount in any type of activity, they should be open to interact with their peers rather than with the teacher, the become more responsible and aware of their own learning. On the other hand, the teacher becomes a monitor and facilitator providing students with the appropriate tools to promote interaction and communication among them.

2.5.1.4 Characteristics and principles of CLT

Doughty and Long (as cited in Dilnoza, 2016) states that principles are design features which help as a guide to implement the CLT approach. They list 8 principles as follows:

Principle 1: Use task as an organizational Principle.

The basis for language lessons plans are tasks, Norris et al (1998)(as cited in Dilnoza, 2016) suggests that "the best way to learn and teach a language is through social interaction … tasks allow students to work toward a clear goal, share information and opinions, negaciate meaning, get the instructor's help in comprehending input, and receive feedback on their language production." Putting it another way, tasks show students' performance.

Principle 2: Promote Learning by Doing.

This principle is considered to be one of the underlying strategies when using a communicative language teaching approach which enhances hand-on activities engaging learner's cognition.

Principle 3: Input needs to be rich.

A rich exposure to the target language, similar to our mother tongue in which we were developed, needs to be achieved. This will allow students to store the language in their brains and to use it when ever they encounter a real and authetic situation in which they can apply and use the target language.

Principle 4: Input needs to be meaningful, comprehensible and elaborate.

One of the most relevant principle for CTL is to make leaning meaningful, which means that the information needs to be related to the existent knowledge the learners have of their native language so that it can be stored in their cognition. This information needs also to be comprehensible or understandable to use the language in an appropriate way. And finally, the input needs to be elaborated, meaning that the learners need to look for ways or strategies to be understood when communicating their ideas in the target language.

Principle 5: Promote Cooperative and Collaborative Learning.

This principle of learning a foreign language encourages group and pair work to complete any task given by the teacher. Cooperative learning means that students will interact with each other sharing, discovering and experiencing the target language. Collaborative Leaning, on the other hand means that students will collaborate to achieve a common goal. Interaction involves input and production, the stdents are not only to receive the language but also to become active conversational participants. This will allow the learner to find himself in a situation where his opinion is also valiable to achieve the goal.

Principle 6: Focus on Form.

Debates have aroused when dealing with the fact of teaching form (grammar) in the CLT approach, however, it is not 5 matter of having students attend to a whole class

of grammar teaching the structures in isolation, but having students interact with the language in real context and letting them discover the grammar which was implicit in the task assigned by the teacher. This will allow the students to be more involved in the language add to use it in a real-life situation.

Principle 7: Provide Error Corrective Feedback.

There are two types of feedback: **positive,** where the teacher confirms that the student's reply was correct; and **negative** or error correction, where the teacher corrects any linguistic feature that the student is doing incorrectly. This aids students to notice and be aware of the error and to be more careful next time he/she uses the same feature again so that the language production can be more precise and coherent. The teacher needs to be tactful and should know when correction is necessary, doing it at the right moment, and using the correct methodology to enhance the learner's self-correction rather than to make the learner reject and be frighten to make mistakes.

Principle 8: Recognize and Respect Affective Factors of Leaning.

Something which cannot be denied in language learning is the fact that anxiety has become a trait of the learning process; therefore, Krashen's affective filter theory explains that the learning process should take place in an environment where the pupil feels with no tension and consequently the acquisition of the target language will come easily.

2.5.1.5 Communicative Strategies

It is said that a foreign language teacher's desire is to have his/her students use the language appropriately achieving developing in them the communicative competence. After many researches, investigators have agreed that some students after years of studying the language they have achieve a high level of language competence but when facing situation where they have to interact with people, they

are still not ready to use the language. (Abulfazl & Mesgarshahr, 2014) But, why does this happen? It is believed that there might be an inner variable that students which enables the students to combine their language competence with its practice so that they can be able to interact with the language fluently and accurately. This variable goes beyond just knowing the rules of language that is to say, it is how well the student is prepared to use the language in different circumstances. MaclnTyre (as cited in Mesgarshahr & Addollahzadeh, 2014) call this variable Willingness to Communicate (WTC).

Factors that Might Impact Individual's WTC

These factors can be due to many aspects. One of them is the individual's second language proficiency. In other words, if students are learning the language and are in lower levels this will mean that they will struggle more when trying to communicate with the target language and thus, their motivation will diminish and will become less confident to use the language. Consequently, if the student shows a higher level of competency the chances to make mistakes with the language will be less and, therefore, their WTC will be higher. Dörnyei and Thurrell (as cited in Mesgarshahr & Addollahzadeh, 2014) hold that this ability is called the Strategic Competence or Communication Strategies.

Communication Strategies (CSs)

First and foremost, the term communication strategies (CSs) was coined by Selinker in 1972 to refer to the approach the learner uses in order to communicate with native speakers of a target language. Mesgarshahr & Addollahzadeh (2014) states that strategies are referred to techniques that language learners employ when their linguistic competence is going through difficulties and they cannot express what they want. In other words, it is how the leaner manages to choose the way he wants to transmit ideas, what techniques he uses, when to use them and why to use these techniques.

These communication strategies are known to be as a component of the communicative competence. When these strategies are not well carried out, then the WTC will be affected and subsequently, students' ability to interact with the outside world will become harder.

According to Malntyre et al. (as cited in Mesgarshahr & Addollahzadeh, 2014) the "communicative competence is considered as one of the affective and cognitive variables having stable and enduring influence on WTC. These experts believe that is it also important for students to develop their linguistic, discourse and sociolinguistic competence, but if students have developed their strategic competence, this will allow them to manage with the target language.

Dörnyei and Thurrell (as cited in Mesgarshahr & Addollahzadeh, 2014) called these strategies conversational/communicational strategies which improve students' fluency to have an effective communication interaction. When students, especially the ones who have struggled with the target language, are aware of these strategies they will build a sense of security and they will allow themselves to have extra time to think about the language and structures they will have to use in certain circumstances. Additionally, the learner will have time to anticipate any problem during his/her interaction and this sense of security will let him/her lessen the anxiety that can be awaken at the time he/she wants to communicate ideas.

Ashley Johns (2018) holds that according to how the learner wants to convey information in the target language, communicative strategies are divided into three main branches as follows:

- Verbal communication strategies
- Non-verbal communication strategies, and
- Vision communication strategies.

When referring to *verbal communication strategies* two more categories are considered; written strategies that the learner will choose whenever writing an email, a text, a letter, etc.; either formally or informally. On the other hand, oral communication strategies are used by the learner when calling on the phone, video chatting, or face-to-face communication.

Nonverbal communication strategies are the visual cues (body language, facial expressions, proxemics (distance between people having a face-to-face interaction which sometimes depends on the culture), how suprasegmental features are used by the learner (tone, intonation, rhythm, etc.).

Visual communication strategies are the ones which the learner may probably use in the workplace to transmit ideas through signs, webpages, and illustrations.

When conveying information in a different language which has a different culture from the one we grew it is paramount to consider how to transmit the message we intend to transmit, if we do not use the correct strategies our message may be misunderstood or misinterpreted.

There has been lots of research concerning the classification of CSs depending on the principle it focuses and the categorization of different researchers. Up to date, there is no agreement on how to classify or which categories CSs should have. However, in this study Tarone's, Faerch and Kasper taxonomy of communication strategies (1980) (as cited in (Kim, Mohd, & Nayef, 2012) will be considered for the present study. For their taxonomy they suggest three categories:

a) Avoidance which includes: topic avoidance and message abandonment.

b) Paraphrase including: approximation, word coinage and circumlocution.

c) Transfer incorporates: literal translation, language switch, appeal for assistance and mime.

To have a better outlook of this taxonomy the following figure will show how communication strategies are divided.
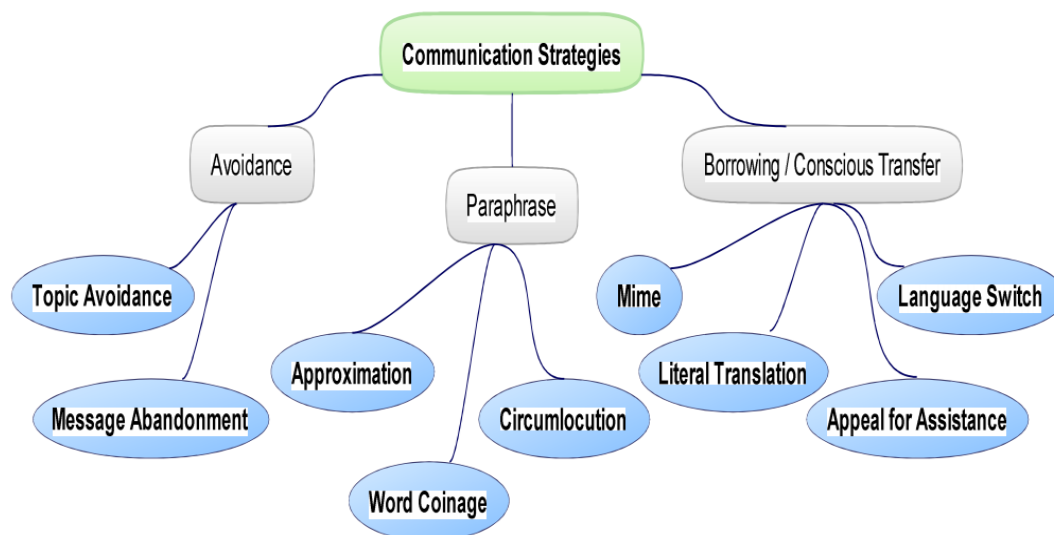
Figure Nº 5: Communication Strategies Taxonomy.
Source: Tarone, Faerch and Kasper
Made by: Rivera (2019).

As it is shown above, all these strategies are the ones that interlocutors learning a second or foreign language may use to be understood by people around him/her. In this research the classification of communication strategies which were adapted from Tarone (1977), Faerch (1984) and Willens (1987) (as cited in Kim, Mohd, & Nayef, 2012) will also be taken into consideration to identify what strategies students use and which ones the teacher will teach in order to improve and develop the speaking skill.

In this adaptation the authors mentioned above classify communication strategies as follows:

Table Nº 1. Communication Strategies Adaptation.

Avoidance or Reduction Strategies		
1	Message Abandonment	Avoidance
2	Topic avoidance	
Achievement and compensatory strategies		
3	Literal translation	Interlingual Strategies (strategies that involve transfer from L1 to L2)
4	Borrowing or code switching	
5	Foreignizing	
6	Approximation and Generalization	Intralingual strategies (strategies that involve only L2)
7	Word coinage	
8	Circumlocution	
9	Use of all purse words	
10	Self-repair or restructuring	
11	Appeals for assistance	
12	Stealing or Time-gaining strategies	

Author: Tarone (1977), Faerch (1984) and Willens (1987)

<u>Avoidance</u>: How the interlocutor avoids using the target language.

- *Message abandomnent*: the speaker starts a conversations but fails to continue talking because he/she has encountered difficultes in trying to transmit ideas and abandons it.

- *Topic Avoidance*: learners evades talking about ceratin topics which he/she might feel uncomfortable with.

<u>Achievement or compensatory strategies</u>:

- *Literal Translation:* As the term suggests the learner translates literally a word, compound word, idiom or phrase from L1 to L2.

- *Borrowing or code switching:* the learner uses an L1 word or phrase with an L2 pronunciation.

- *Foreignizing:* the student uses an L1 word or phrase changing it to an L2 word.

- *Approximation or Generalization:* the interlocutor uses an L2 word semantically in common with the target lexical item.

- *Word coinage:* the learner invents a word in L2 by overgeneralizing rules or the target language.

- *Circumlocution:* the student cannot express ideas with the correct structure or item, instead he/she provided examples or describes it in order to achieve communication goals. To help students develop this strategy students can be asked to have their monolingual dictionaries providing them with ten words where they can work in pairs, one will read the word and the other will give a definition and vice versa.

- *Use of all-purpose words:* the learner uses a general word to fill the vocabulary or structures which he/she has problems with.

- *Self-repair or restructuring:* the student tries to correct or restructure the idea when he/she feels not being understood.

- *Appeals for assistance:* The learner leans on a partner for help. E.g. asks if he/she is being understood, asks for meaning of words or phrases, asks for repetition, etc.

- *Stealing or Time-gaining strategies:* the speaker uses hesitation devises to have more time to organize his/her ideas or to find the correct word or phrase and to let the listener know that he/she is involved in the conversation and will continue speaking.

- After having established the communication strategies that learners can use in order to transmit their ideas, teachers must detect which strategies students are using and which ones are not being used so that the teacher can proceed to teach them if students are not aware of them.

Teaching Communication Strategies

To date many empirical studies have been carried out to demonstrate the effectiveness of teaching CSs. Conveying information from one person to another is the aim of communication in an L1 or in an L2. Whilst some students become successful at this skill some are just unable to it appropriately. Some researchers (Paribakht, 1985; Bongaerts & Poulisse, 1989; Bialystok, 1990; Kellerman, 1991) have questioned the validity and usefulness of the instruction of CSs (as cited in Kongsom, 2016), highlighting that learners of a second or fereign langague have already developed the ability to solve communication problems when learning their L1, therefore there is no necessity to train them in these strategies.

Alternatively, other researchers ((Faerch &, Kasper, 1983, 1986; Willems, 1987; Tarone 8:. Yule, 1989; Domyei & Thurrell, 1991; Domyei, 1995; Manchon, 2000; Lam, 2004; Nakatani, 2005; Le, 2006; Lin, 2007; Maleki, 2007; Kongsom, 2009; Lam, 2010; Maleki, 2010; Mariani, 2010) hold that teaching CSs is an aid that students should be aware of in order to communicate their ideas effectively in an L2. According to Manchon (as cited in Kongson, 2016) strategic competence is part of students' communicative competence and hence developing it will contribute to overcome students' communication problems. Another argument that these researchers state in respect to the teachability of CSs is that despite the fact that there may be similarities in the L1 and L2 communication strategies, students learning an L2 may find various communication problems and therfore the need to develop additional CSs. In this way students can gain a sense of self-confidence and would be able to use L2 accurately and appropriately. Additionally, Mariani (2010) (as cited in Kongson,2016) states that CSs encourages risk-taking and individual initiative which will enable students to decide on which strategies they will use and as a result of this students will become more responsible for what they say and how they say it.

A numberless of investigations have been carried out in the teachability of CSs, most of which conclude saying that doing so can aid students to choose effective

and appropriate strategies to achieve communication. Dornyei (2001) (as cited in Maleki, 2010) proposes the bottom-up approach to teach CSs which consists on developing, maintaining and increasing students' motivation to acquire a foreign or second language. He continues to say that there are many techniques which the teacher can use in order to teach students CSs, specifically paraphrasing, transfer, appeal for assistance, miming, and avoidance.

Teaching oral communicative strategies (OCS)

Developing students' communication strategies should be included in educational curricula in beginner level foreign language classes. Jactat (2017 p.4) states that there are two types of strategies that students can develop to improve their communication performance:

1. **Oral communicative Strategies:**

   a) Time gaining strategies: Ehm, oh!, Really? Uhm!, Let me see!, Well…, Sure.

   b) Maintenance Strategies:

   - <u>Making positive remarks</u>: making comments to keep the conversation going. E.g. I understand, I see, I see what you mean. Sounds good! Very good!

   - <u>Shadow</u>: Partially repeating what has been said. E.g.

     A: I come from India, and I have a small family.

     B: Oh, from India!

   c) Help-seeking Strategies:

   - <u>Ask for help:</u> I don't understand! What? What does XXX mean? How do you say ___ in English?

   - <u>Ask for repetition:</u> Please, repeat! Repeat. Can you say that again!

   - <u>Indicate there is a problem:</u> Louder, please! I can't hear you! Can you speak a bit slower, please!

2. **Oral Negotiation Strategies**

   a) Clarification Requests: One person does not understand well and requests an explanation. E.g. What? What did you say?

   b) Confirmation checks: the listener checks that he understood the message. E.g. Did you mean…? Did you say …?

   c) Comprehension checks: To be sure our partner has understood the idea. Do you understand? Is it clear? Do you agree?

   d) Focusing on form: Recast: partner corrects language. E.g.

      A: Me like soccer.   B: I like soccer.

   e) Explicit correction: Correcting partner explaining the error. E.g.

      A: You go to the be beach tomorrow?

      B: You need to use future: Are you going to the beach tomorrow?

Training students on how to use the oral communicative strategies will help them become better listeners to maintain a coherent conversation going.

To sum up, CSs are suggested to be taught explicitly and /or implicitly because they will help students become more confident to use the target language by using a variety of approaches to overcome communication problems. Teaching CSs will allow students to become more indepent users of the target language although at the beginning they may not feel they are necessary or that they are already aware of them, the more they are in contact with the language, the more CSs they will need to communicate ideas in a proper way.

2.5.2 Independent Variable Framework

2.5.2.1 Origins of language

How language started is a big query for all linguists, and because of the lack of reliable data many hypotheses have been mentioned in order to explain language origins. However, Yule (2017) lists six theories which explain the roots of language.

The Divine Source: In the bible it is explained that God provided Adam with language and that he was the one in charge to name things, thus language emerged in this manner. In the Hindu religion it is mentioned that language came from Sarasvati who is thought to be the creator of the universe. In almost every religion a god is who provides people with a kind of language so that communication can take place among them.

The Natural sound source: This theory suggests that early humans started to imitate sounds from the nature around them. There is the strong connection between sound and object. In other words, whatever sound primates heard from the nature they tried to produce this sound using their vocal cords (this is called onomatopoeia) such as buzz, bang, boom, etc. Moreover, this theory proposes that speech could have also appeared from natural cries in emotional circumstances like for example, Ouch!, Phew!, Yuck, etc.

The Social Interaction Source: This source states that because of the need to interact with others around them words came out, especially when groups joined together to perform tasks such as carrying big and heavy things or animals. Thus, communication emerged in social context to maintain group organizations. However, this theory was not accepted due to the fact that the majority of animals, including apes and other primates which are more closely related to human beings, live in groups and have not developed speech sounds maybe because they do not have the capacity to develop speech.

The Physical Adaptation Source: Here instead of focusing in merely speech sounds, it is believed that these sounds are produced because of the physical features the human being possesses which distinguishes humans from animals. Since the beginning of the human existence many significant physical changes concerning speech organs (teeth, lips, mouth, tongue, larynx, pharynx) posture and brain size have contributed to facilitate the production of speech sounds.

The Tool-making Source: According to this source, language emerged as a consequence of the need to make tools (stone, wooden and composite tools) for surviving. It is thought that gestures were to have been used as the first type communication among primates. It is also believed that primates developed right-handedness and exchanges objects from one hand to the other which determines that the brain was working actively.

The Genetic Source: This source ensures that humans have an innate capacity to acquire language due to many physical changes that the human brain has gone through since their appearance. Innateness of language is what most creature in earth lack, and this is what makes us different from them.

All in all, as previously exposed there is not a clear theory on how language started, some people and even researchers adopt their theory in accordance to their beliefs. No matter where and how language appeared, what is important is that language (in any of its forms – verbal, non-verbal, body language, gestures, sign, etc.) has become the vehicle to human interaction and the tool to transmit what ones feel and think.

2.5.2.2 First and Second Language acquisition

Language can be learnt and acquired according to the circumtances the individuals has been exposed to. There are four approaches to language acquisition according to Trawinski (2005) : behavioral, nativist, cognitive and social inteactionist approach.

Behavioral Approach: B.F. Skinner is the founder of this approach back in the 1960's where the audiolingual methods was taking place for language teaching. He stated that first language is acquired through stimulus, response and reinforcement; which means that a stimulus from the environment provokes a reaction to the learner who would respond to this stimulus and what the learner acquired would have to be reinforced many times to keep the concept in his/her cognition, otherwise this would be forgotten at some point in time.

Nativist Approach: This approach suggests that language is merely a human condition which is innate and therefore language is not learnt. The process in which language is acquired " … is independent from the cognitive development, individual differences, form of language input, etc." (Trawinski, 2005). Input is an essential part of language learning because this will be the root of rule formation. Linguists, such as Noam Chomsky and Lenneberg support this theory. The former considers that humans are born in a mechanism called Language Acquisition Device (LAD) which is responsible for initiating, supervising, and facilitating the language acquisition process. Chomsky affirms that this process can be held only before the brain loses its plasticity (critical period). Lenneberg carried out a research where children and adults who suffered injuries in the left hemisphere (where speech is located) noticed that children did not have speech disorders whereas adults did.

There had been many linguists who do not agree with the nativist approach, for instance, Ellis (1994) (as cited in Trawinski, 2005) states that there is existence of a critical period but a *sensitive period* in which the acquisition of a second language is a lot easier and more efficient. Another opponent to this theory was Michael H. Long (1990) (as cited in Trawinski, 2005) affirms that LAD does not deappear with age, but its access is more limited while aging.

Noam Chomsky introduce in his theory the concept of Universal Grammar, holding that all languages share some common principles and parameters which contribute to the existence of languages. These principles give the learner a framework to

construct the grammar of a target language making it easier to acquire a language more effectively.

Cognitive Approach: This approach claims that language is only one of the many mental processes that we as humans have. It is part of the cognitive development, in other words, the learner needs to understand the concept of a certain word in order to abstract its meaning. Therefore, children need to know first the concept of words in order to attain a good level of conversation. Piaget (1981) (as cited in Trawinski, 2005) sustains that language is an aspect of human cognition and that " cognitive development means *experimenting* with the environment and *constructing* one's personal meaming of it". By experimenting with individual words, combination of words and by establishing differences among them we set one's own language system.

Piaget also states that language development goes through five stages: *sensory-motor stage* (experimenting the world through basic senses –infancy), *pre-conceptual stage* (forming preconceptions from basic instances- 2-4 years), *intuitive stage* (memory and imagination begin to take action and to be internatized- 4-7 years), *concrete-operational stage* (individuals draw conclusions, analyze on concrete levels -7 - adolescence), and *formal-operational stage* (abstract reasoning occurs –adolescence and older). The cognitive theory encourages learning from experience constructing what the learner has around him/her rather than by the accumulation of realities.

Social Interactionist Approach: This approach attributes interaction as the central factor that allows language development. Through this social relationship the learner acquires input and it is modified according to his/her capability. Interactionists believe that the critical period does not exist and thus language is not the result of cognitive processes but of social interaction. Lev Vygotsky (1997) (as cited in Trawinski, 2005) holds that language acquisition in composed of 2 concepts: *zone of proximal development*, which is the knowledge the learner has beyond what he/she can currently handle; and *mediation,* in which the learner

chooses the people he/she is mostly related to who are going to help him/her continue to the next zone of proximal development. This theory presupposes that language development does not happen in isolated contexts, learners need to be in constant contact with their environment and mediators (parents, teacher, peers, etc.) to adjust the input they have received and thus communicate their ideas according to their needs.

These four approaches show how linguists believe language, either first or second language, are acquired. Some of them hold that stimulus –response and reinforcement is the key to language acquisition, Others think innateness to be the main factor which contributes to language acquisition. Cognitivists believe in the fact that language is one of the many cognitive processes the human brain has. And finally, social interactionist hold that language is the result of human relationship with the environment and the world around them.

2.5.2.3 The English Language Skills

As English has become a global language every person feels the necessity to interact with it and to do so they either travel to English speaking countries or take a course to learn it. Most modern institutions have adopted a communicative approach to teach the language developing the four skill –reading, writing, speaking and listening – in the learner. But, why teaching through skills? The Englishmate Blog (2018) notes that in order to become fluent in the target language it is parammont that the learner acquires communicative competence and in order to make this happen the learner needs to be proficient in the four skills and in turn this will give the apprentice the opportunities to construct contexts in which he/she will use the language to exchange real information in real life situation and will allow the learner to express himself/herself in a natural way as he/she will do with her/his first language.

The skills are classified in *receptive skills* (listening and reading) or also called passive skills, beause the learner reveives the target language and then understands

it; and *productive skills* (speaking and writing) or also called active skills since the learner applies what he/she has received to produce the language.

Morehouse (2017) sustains that when learning our first language the skills are learnt in the following order: listening, speaking, reading and writing (these can be learnt simultaniously). He continues to say that these capabilities are also known as LSRW skills.

2.5.2.4 Receptive Skills

As mentioned above receptive skills refer to the way language is perceived when hearing the language and when reading it.

Listening

Wilson (2008) affirms that listening is probably the skill which has been left apart, David Nunan has referred to this skill as the 'Cinderella skill' dominated by the big sister, speaking.

Since the beginning of language teaching, with the Grammar translation, learning a language was thought to be attain through reading and translation. Then, with the Audio-lingual method listening became one of the first skills to be mastered thanks to research done by linguists, such as Stephen Krashen, and sociologists who discovered that without listening one cannot produce the language. Krashen's *input hypothesis* demanded that language is acquired by understanding the message (comprehensible input), although at the beginning children, who are acquiring L1, cannot respond with language they are internalizing structurers (silent period) in their brains, classifying words, analyzing verbs and meaning. Afterwards, the language is produced. Krashen called this, the Natural Approach putting listening as the main skill to be taught.

Wilson (2008) holds that he main purpose of human listening is information-gathering and pleasure, as well as, empathy, assessment and criticism. Manaj (2015)

states that to acquire either our first or second language it is necessary that leaners are exposed to the target language. Listening is not only the act of hearing but a sense of understanding what is heard and responding coherently to the receiver of the message. By being exposed to the language the learner will be able to manipulate the sounds of it to transform them into words and to internalize them as part of their schemata. "The more efficient a listener you are… the more successful and satisfied you will be." (Manaj, 2015) Therefore, the teacher is responsible for providing the learner with good language models so that the learner can acquire a comprehensible (intelligible) pronunciation in the target language.

Teaching listening can be carried out through its sub-skills: Listening got gist (getting the general idea), listening for specific information (getting specific pieces of information), Listening in detail (getting every detail), listening to infer (listening to draw conclusions which are not directly stated) listening to questions and responding (listening to get the answers to questions) and Listening to descriptions (listening to specific descriptions). (Solak, TEACHING LANGUAGE SKILLS, 2016)

Vandergrift (1999) (as cited in Solak, 2016) states that listening to sequences help develop students' metacognition in the first 2 years of language learning and that these sequences are divided as pre-listening, while-listening and post-listening.

Pre-listening: the activities which are done previous the actual listening activates students' schemata or prior knowledge helping them grasp and understand what the listening is going to be about. Examples of these pre-listening activities can be brainstorming, introduction of vocabulary, picture description, predicting, etc. These should be short, precise and clear. The teacher should not provide too much information, and let students be the ones who talk and share ideas.

While-Listening: activities at this stage are directly related to the listening students are going to be exposed to. The teachers' aim is to match these activities to the skill goals, listening purpose and students' proficiency level (Wilson, 2008) This activities aid students to comprehend the message of the target language. Wilson

continues to say that these activities include: making/checking items in pictures, storyline picture sets, true/false, form/chat completion. Completing grids, predicting, inferring, participating actively, note-take, dictation, listening and do, multiple choice completion, etc.

Post-Listening: at this stage, students work in detail applying top-down (using prior knowledge as topic, genre, and culture) and bottom-up (using linguistic knowledge as phonemes, syllables, words, phrases and sentences to understand) strategies to link the classroom activities to their real life situations. These activities demand students to use the language, therefore they need more time since students think, discuss, reflect and write processes. (Wilson, 2008)

Reading

Oppose to the previous skill, reading was the first skill to be thought as the main and first skill to acquire a second or foreign language until the 20th century. Krashen (1985) (as cited in Solak, 2014) holds that reading is the bases to acquire competence in speaking and writing. Reading is considered to be perhaps the most important skill for learners who want to major in academic contexts. This is due to the fact that students use several sub-skills to comprehend written material such as "… recalling background knowledge, having an aptitude od text schema, lexical and grammatical awareness, L1 related knowledge and real world knowledge, including their own personal purposes and goals." (Grade, 1991) (as cited in Solak, 2014).

Lopez (2014) sustains that there are seven sub skills in reading which are important to highlight in this study: reading in meaningful units, scanning, skimming, prediction, guessing, recognizing discourse functions and recognizing different text types or genres.

Reading in meaningful units, the factor that determines the reading speed is the number of words that the learner can grasp at a brief look. Students should be able

to comprehend meaning units intead of isolated words, in other words, they should understand chunks.

Scanning is a very useful when the learner needs to find specific information (dates, a figure, name, etc). Here the focus will be directed only to what learners need, going very fast through the text leaving out the irrevant information and deciding where to stop to find the specific data.

Skimming, on the other hand, is reading to understand the whole text and to have a general idea of what the text is about. In order to skim in an accurate way is to know where the main ideas of paragraphs are and to summarize into a logical and coherent general idea.

Prediction, the learner is considered to have a good reading skill if he/she can make correct predictions with little exposure to the text. This will help the learner to reduce reliance on the text, the reading speed may increase, and will improve comprehension. Students can "… make prediction based on titles, subtitles, their knowledge of the topic, the layout, the linguistic context…" (Lopez, 2014)

Guessing, students can also deduce the meaning of words or phrases by reading the context around the structure, this will allow the learner not to rely on the search of the meaning of every new word they might find in the text.

Recognizing discourse functions, the learner should be able to recognize expression which are connection ideas within the text. For instance, cause and effect expressions, defining, sequencing events, exemplifying, describing, contrasting, etc.

Recognizing different text types or genres, to have a better understanding of the text it is important that students recognize the text format and content. Among the most relevant text types we can mention: reference texts (timetables, maps, dictionaries, encyclopedias, catalogues, brochures, etc.), informative texts (newspapers, magazines, textbooks, reports, reviews, journals, manuals, etc.) creative texts

(novels, poems, plays, diaries, stories, songs, etc.), and interaction texts (letters, notes, messages, faxes, etc.).

2.5.2.5 Productive Skills

Writing and speaking, also called active skills, constitute the skills where the learner produces what he/she has acquired cognitively with the target language. They would not exist with without acquiring first the receptive or passive skills since the learner needs to have internalized language structures by listening and reading.

Writing

Going back to the origins of human kind, it can be said that writing is the most recent skill in foreign and in first language acquisition. Harmer (2004) notes that the most ancient type of writing appeared 5,5000 years ago, it is difficult to grasp the meaning of the symbols but it can be said that since then writing has evolved in different languages. In foreign and first language this skill is learnt at school and it helps the learner to consolidate and improve language structures, vocabulary.

The British Council, (2015) on its document Teaching Reading and Writing, notes that writing goes trhough a process which involves four stages (pre-writng, drafting, editing and puclishing) and each stage is carried out with a variety of sud skills as described bellow:

Pre-writing: where the students brainstorm ideas, do mind-maps, plan and form their opinions.

Drafting: in this stage students select or reject ideas, structure, plan out paragraphs, and convert their ideas into sentences.
Editing: this is where the learners revise, check, re-order, re-structure their thoughts focusing on grammar and vocabulary.

<u>Publishing:</u> in this final step students present their writings so that people can read and evaluate.

Nowadays writing is used for a variety of purposes according to the content, context, and audience. Writing is not an easy skill to learnt because it requires of a lot of effort, practice, patience.

2.5.2.6 Speaking

When referring to second or foreign language learning speaking is probably the most important skill to be achieved. From the onset of language teaching is was believed that the capacity of producing the language orally was the result of teaching grammar, vocabulary and a bit of pronunciation, but recent research has shown that speaking goes beyond these factors. Thornbury (2005) states that speaking is *linear* which means that it starts with the productions of words, then phrases and then utterances. In order to have a person with the dominance of the language it is necessary for the learner to achieve some speaking sub skills such as fluency, pronunciation, grammar, vocabulary, and appropriateness.

<u>Fluency:</u> it is defined as the abillity to use features of the targer language in a secuential way so that the speaker can convey his/her ideas appropriately with no previous planning or practice. The conversation among the speakers should flow naturaly. Ashour (2014) holds that a (Ashour, 2014)person is consdered to be fluent if he/she includes pauses, fits timing, corrects him/herself when a mistake was made, has meaningful transition points and words among pauses. Nakano et al 2001 (as cited in Ashour, 2014) states that there are some factors to cultivate students' fluency: 1)the total number of words spoken in a fix time, 2) the number of silent pauses for thinking, 3) the number of repetion of words, phrases or clauses, (4) the number of repair or reformulation for correction; and (5) mean length of utterance. In short, if these factors are achieved by the learner it can be said that fluency has been mastered.

<u>Pronunciation:</u> Thornbury (2005) claims that pronunciation is the ability that students have to produce the language in a way that can be comprehensible for the listener articulating meaningful sounds in context. A bad pronunciation can hinder students' confidence to use the language, therefore its importance. Misunderstandings and frustration can occur when the students have not achieved an intelligible (comprehensible) pronunciation. Kenworthy (1987) (as cited in Ashour, 2014) assures that students need to be aware of how the target language works (articulation of sounds) concerning segmental (phonemes as consonants and vowel production as well as its allophones) and supra-segmental features (pitch, rhythm, intonation, stress). However, understanding which sounds and how to produce them is not enough to know the language, it is the way to convey the message which is of great importance.

<u>Grammar:</u> Each language arranges its own structures in a particular way and;thus, its difficulty to achieve appropriate communication. Martering the target language rules will facilitate the mapping among form and meaning of words and then of sentences. (Tomita, 1996) (as cited in Ashour, 2014).

Crystal (1994) (as cited in Ashour, 2014) lists six reasons to study grammar:

1. Knowing grammar will allow students to become confident with the laguage as it is one of the most difficult skills to be accomplished.

2. It will help the learner to feel part of the society since the lack of using appropriate grammar structure can hinder the students' willingness to learn the target language.

3. A language can have a finite number of rules but we can create an infinite number of utterances which allows the learner to become a creative person. Not knowing how to process information with a correct grammar can affect the other skills (reading, writing and listening) and can avoid language acquisition or learning.

4. Being able to recognize when we are making mistakes with the language can solve a variety of misinterpretations and misunderstandings, therefore the importance of knowing the language grammar.

5. Once mastered a language, the learner will be able to learn other languages since the English grammar can became the basis for the acuisition of other languages. An finally,

6. Grammar increases students' awareness on how to use the language appropriately. They will know when the language is being used in a correct way and therefore they will practice it more often.

Vocabulary: Acquiring this sub-skill is probably the most important one, with no words there are no sentences, with no sentences there are no ideas, and with no ideas there is no communicaction. When acquiring our mother tongue we start by learning the language through words and we become users of it by practicing every time with new vocabulary. Students go to a process when learning new vocabulary, first students recognize (phonetic analysis, analogies, analysis of syllables, and analysis of morphemes) a word by making it familiar and then using it with a correct meaning. (Feinstein, 2006) (as cited in Ashour, 2014)

Appropriateness: Achieving fluency and knowing vocabulary, grammar, and pronunciation are not the only features that a learner should be aware of, but also if the language he/she is going to use is appropriate to the person he/she is addressing to, the conditions in which the conversation is taking place, the occation in which the learner is and the place where the communication process is happening (Ashour, 2014). In other words, it is how suitable our throughts are being conveyed to become socially accepted.

To conclude it can be said that developing the speaking skill is probably the number one skill that a learner wants to attain; nevertheless, it is surley the skill that will be less likely to acquire if linguistic and sociolinguistic competences have not been developed. Once these competences have been mastered, students will then feel

confident to use the language to convey their feeling, thoughts and ideas, thus, commuication will take place.

2.6 Hypothesis

H0 Communicative strategies do not an effect in the speaking skill development in level Avanzado 1 C1- students in the Language Center at Universidad Técnica de Ambato

H1: Communicative strategies have an effect in the speaking skill development in level Avanzado 1 C1- students in the Language Center at Universidad Técnica de Ambato

2.7 Identification of Variables

Independent variable: Communicative Language Strategies**.**

Dependent variable: Speaking Skill Development**.**

CHAPTER III

METHODOLOGY

3.1   Research Approach

Universidad Técnica de Ambato requires a socio, technological or linguistic educational model of research to graduate its students; therefore, this research project follows a socio-linguistic criterion. In other words, it gives students a realistic view on the design, implementation and evaluation of the study (Gardner, 2006). It intends to investigate how students use their communication strategies to interact in real circumstances with the language and how they are able to search a way in which they can be understood when encountering themselves in situations where they cannot transmit their ideas with the language in the Ecuadorian context.

A quasi-experimental design is as well used in this investigation, that is to say that one group takes a pretest at the beginning of the study and data is analyzed to measure their speaking ability. Then, activities which are in the proposal of this work are applied over a period of time, (eight weeks). Finally, a post test is applied and then data is analyzed again to verify whether the speaking skill of students have improved or not at the end of the study.

3.1.1 Quantitative Approach

This paper work uses a quantitative approach because based on the obtained results, an analysis of data will be conducted through numerical and statistical measurements in order to have objective results, this will help to answer the researcher questions presented in this study. Consequently, this will let the research accept or reject the research hypothesis (Mejia, 2017).

A statistical data analysis is done in order to determine how communicative strategies can aid students from the Language Center at Universidad Técnica de Ambato to improve their speaking skill when interacting with the language. Moreover, to have a better understanding on how this study has or hasn't improved students' speaking skill, graphical representations of tables and figures are used to establish conclusions and recommendations (Mejia, 2017).

3.2 Basic Method of Research

3.2.1 Quasi-Experimental design without a control group

This type of design suggests a single pretest observation to a group of participants (units), consequently the treatment occurs and then a single posttest observation is applied to later have a contrastive analysis and determine whether the treatment has or hasn't affected students' performance. Furthermore, the experiment is applied to the same units (students), which is called a within-participants design, in a short period of time (William R. Shadish, 2002).

Mejia (2017) affirms that this type of design is appropriate to measure educational variables since it is used in social sciences. He continues to say that in this design a group is chosen to be tested over a variable with no prior ramdom assigment. A pre and postest is then applied to have a comparative, systematic and statistical analysis, reducing the time and sources which will be needed for experimentation.

3.2.2 Educational Fieldwork

This research took place at Universidad Técnica de Ambato in the Language Center with one group of students belonging to level Avanzado 1 C1- A (Level C1 according to the CEFR). Real data was collected and then analyzed to determine the impact the independent variable has over the dependent variable.

Walliman (2011) points out that having this type of field research allows students to behave in a normal way throughout the research process. Additionally, there was no need to call the participants at a different time or at a different place. The research took place in their normal hour and covering the contents which the level required.

3.2.3 Bibliographical-documentary

In order to have reliable results, this research was based on many different theories which have helped the development and improvement of the learning and teaching process when referring to teaching English as foreign language. The information provided in this piece of work was gathered from diverse sources; such as: digital, virtual, and printed material which supports the validity of the obtained results. Cognitive and logical processes where also applied in order to analyze, synthesize, deduct and induct the theories which were the bases to conduct this research.

3.3   Type of research

3.3.1 Correlational

Correlational research designs determine the strength of the relationship among the variables (cause) Communicative Strategies and English speaking skill (effect). In other words, it examines whether one variable influences over the other.

Walliman (2011) asserts that the purpose of carrying out this type of research is to demonstrate how a variable may affect and produce a chance over the other variable. In this case, how the English speaking skill may improve when applying activities which allow students to use their communicative strategies to convey their ideas when interacting with the language.

3.3.2 Exploratory

This research is exploratory because it will allow the investigator to describe the characteristics and improvement of the population being studied. It intends to find

out quantifiable data so that results can be analyzed and measured. Descriptive research does not attempt to answer "why" something happens, but to provide rich information to come up with new knowledge and ways to improve the language learning process. (Center for Innovention in Research and Teaching, 2018).

3.4 Population and Sample

3.4.1 Population

The study was directed to high school and university students from level Avanzado 1 C1- level from the Open Modality at Universidad Técnica de Ambato, Language Center, because based on experience it has been observed that these students presented remarkable problems when they were asked to perform orally. As a consequence of this, their speaking performance was poor because they have not mastered communicative strategies and thus, they failed the level and were not able to obtain the sufficiency certificate which allows them to continue their studies in Master Programs inside the country.

The whole population in the Advanced 1 C1- Level at the Language Center of the Universidad Técnica de Ambato was 138 in the Open Modality in the semester September 2018 – February 2019 as shown in table No 2.

Table Nº 2. Population.

POPULATION	NUMBER
Advanced 1 C1- A	36
Advanced 1 C1- B	34
Advanced 1 C1- C	34
Advanced 1 C1- D	34
TOTAL	**138**

Source: Centro de Idiomas UTA
Created by: (Rivera, 2019)

3.4.2 Sample

For the development of this study only one group, Advanced 1 C1- A with 36 students, was taken as a sample since the study is based on a quasi-experimental design without a controlled group as seen in Table No 3.

Table Nº 3. Sample.

POPULATION	NUMBER
Advanced 1 C1- A (Experimental group)	36
TOTAL	36

Source: Centro de Idiomas UTA
Created by: (Rivera, 2019)

This group was taken as the sample for this study because according to the diagnostic test, which students usually take the first week of class of each semester, it was seen that this group had a low score in the speaking section. Based on these results, it was considered that this would be the best group to work on as the intention of this research is to find ways to improve students' speaking skills by using their communicative strategies through a variety of activities which will activate their communication competence.

3.5 Operationalization of Variables

Table Nº 4. Operationalization of independent variable.

Independent Variable	Dimensions	Indicators	Techniques	Instruments
Communicative Strategies Systematic conscious techniques used as communicative channels between two or more interactors where difficulties are overcome through topic avoidance, paraphrasing, factor impact, borrowing and conscious transfer to reach communication in the target language which follow specific characteristic and principles conveying meaning through the English speaking skill and communicative strategies.	Characteristics	• Task- based • Learn by doing • Rich input • Meaning input	**Guided practice**	Lesson Plan Speaking assignment
	Principles	• Cooperative and collaborative learning • Focus on form • Error correction • Affective factors		
	Communicative Strategies	• Teaching communicative Strategies • Avoidance • Paraphrasing • Factor impact • Borrowing conscious transfer		
	English language skills	• Listening • Reading • Speaking • Writing		
	Speaking	• Fluency • Pronunciation • Grammar • Vocabulary • Appropriateness		

Source: Characterization of variables
Made by: (Rivera, 2019)

Table Nº 5. Operationalization of dependent variable.

Dependent Variable	Dimensions	Indicators	Techniques	Instruments
English Speaking Skill Interactive oral process in second language acquisition of constructing meaning consisting of English language skills and systematic verbal utterances to convey meaning in a spontaneous way through the speaking skill involving pronunciation, fluency, grammar, vocabulary and appropriateness according to the context, the participants, the collective experience and the purpose for communicating people's thoughts.	Second Language Acquisition	• Behaviorism • Nativist • Cognitive • Social interactionist	**Pre-test** **Post-Test**	**Rubric**
	English language skills	• Listening • Reading • Speaking • Writing		
	Speaking	• Fluency • Pronunciation • Grammar • Vocabulary • Appropriateness		

Source: Characterization of variables
Made by: (Rivera, 2019)

3.6 Data Collection Plan

In order to obtain reliable result in this research project, a main method of data collection was applied. By applying a pretest and a posttest, it was determined whether students improved their oral skill (dependent variable) by helping students use communicative strategies through a variety of activities which would help them attain a better oral performance.

Herrera (et al, 2010, p. 105) proposed a research process, which was held at Universidad Técnica de Ambato, in which every step for the data collection is stated and it is described as follows:

1. Purpose: Achieve the objectives which were proposed in this research project.

2. Subject: The participants were at level C1- English language students (ages 15-45) from the Open Modality.

3. Aspects of research: Communicative Strategies in the English Speaking Skill Development

4. Researcher: Sylvia Rivera

5. Period of research: November to December 2018 (eight weeks)

6. Location: Centro de Idiomas Universidad Técnica de Ambato

7. Application: Twice (one pre-test/one post-test)

8. Procedures: Letter of acceptance from UTA to accomplish the objectives

9. Instruments: a pre and post-test adapted from the Speaking Exam Format Advanced C1 from the Cambridge Assessment English webpage (speaking sample paper 1), and an adapted rubric taken from the Communication Strategies Inventory by Nakatany (2012) and Oliver & Phili (2010)

The study was done though personal observation of the students who attended class from 7 am to 9 am. To begin with the process of this research various steps were considered, as follows.

a) Authorization of the Language Center to carry out the investigation.

b) Authorization of the 6th Level teacher to observe the communicative strategies students used at the beginning of the study.

c) Visits to the classroom twice a week during 8 weeks from October to December 2018.

d) Development of lesson plans and application of activities that will help students use oral communicative strategies when given an oral task.

e) Application of the oral pre-test. Students from the experimental group were called in pairs and in groups of threes to develop the Cambridge Speaking Sample Test C1taken from the Cambridge webpage to evaluate their oral production. A grade over 10 points was given to their speaking performance. The rubric was meant to evaluate how frequent students use oral communicative strategies (time-gaining strategies, maintenance strategies and help-seeking strategies) and negotiation strategies (confirmation checks and comprehension checks).

f) After a period of practice with the experimental group with activities promoting awareness and the use of communicative strategies a post-test was applied at the end of December. This posttest contained the same units of analysis from the pre-test. Again students from experimental group were called in the same pairs or groups to perform again with the oral activities in the posttest.

3.7   Analysis of Data

Collection of data was done as it is described below:

- Data collection Analysis

- Tabulation and graphic elaboration for each variable.

- Statistical study of data for result presentation.

- Analysis of results.

- Interpretation of results.

- Hypothesis verification.

- Determining of conclusions and recommendations.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1 Pre-test and Post test results

After having applied the pre and post-test (same exam to make a comparative analysis) to determine whether Communicative strategies enhance the English Speaking Skill Development results were analyzed. This was done to the experimental group of 36 students with the Cambridge sample Oral exam for level C1-, to evaluate their speaking performance and a rubric with eight statement criteria was used to see how frequent students used communicative strategies.

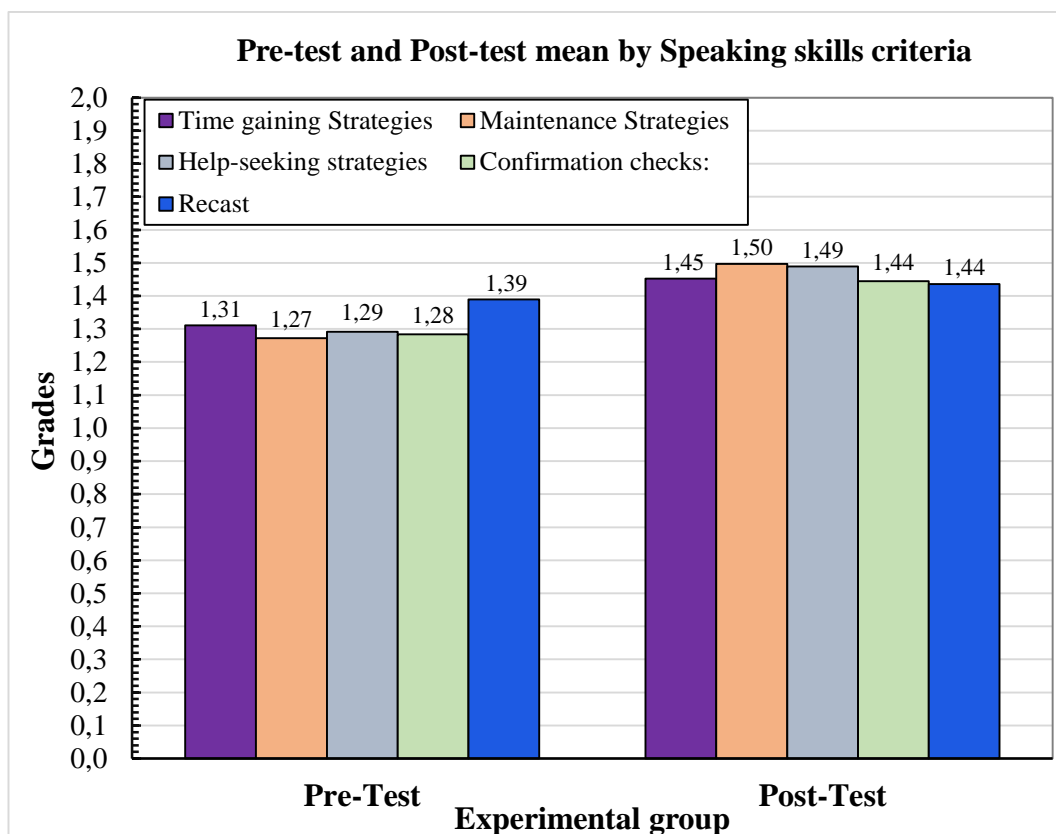In figure 6 the results of the pre and posttest are shown as follows:
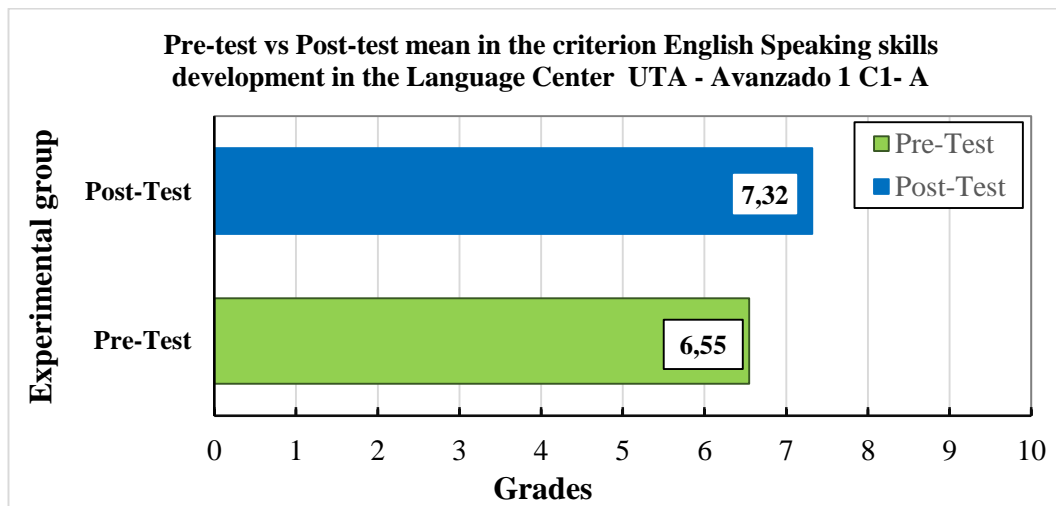
Figure Nº 6: Pre-test vs Post-test mean
Source: Pretest and Posttest results
Made by: (Rivera, 2019)

Analysis and Interpretation: From what can be interpret in the graph shown above, we can determine that students' speaking skill through the use of communicative strategies has improved in a considerable degree. The pretest results show that when students were not exposed to any kind of awareness of their communicative strategies, their average was 6.55/10 on their speaking skill. Meanwhile, after having lessons with activities to encourage students use their communicative strategies and having taken the posttest, it can be observed that the average attained was 7,32/10. indicating that this alternative helps students improve their oral performance.

Moreover, table N° 6 shows the grades obtained in the pretest and posttest by criteria (Time gaining Strategies, Maintenance Strategies, Help-seeking strategies, Confirmation checks, and Recast). Each one was graded over 2 points:

Table Nº 6. General results of Speaking Skill pretest and posttest by students.

No.	Pre-Test						Post-Test					
	Time gaining Strategies	Maintenance Strategies	Help-seeking strategies	Confirmation checks	Recast	Total	Time gaining Strategies	Maintenance Strategies	Help-seeking strategies	Confirmation checks	Recast	Total
1	1.5	1.5	1.1	1.0	1.4	6.5	1.8	1.6	1.4	1.3	1.7	7.8
2	1.0	1.3	1.5	1.2	0.8	5.8	1.0	1.8	1.5	1.4	0.8	6.5
3	1.4	1.1	1.4	1.7	1.6	7.2	1.4	1.1	1.4	1.7	1.3	6.9
4	1.6	1.2	1.4	1.5	1.2	6.9	1.6	1.6	1.5	1.5	1.2	7.4
5	0.8	1.1	0.6	1.8	0.9	5.2	0.9	1.6	1.5	1.8	1.2	7.0
6	1.4	1.4	1.5	1.2	1.6	7.1	1.4	1.7	1.5	1.6	1.6	7.8
7	1.6	1.2	1.4	1.3	1.3	6.8	1.6	1.2	1.5	1.6	1.3	7.2
8	1.0	0.8	0.7	0.7	1.6	4.8	1.0	1.5	1.6	0.9	1.6	6.6
9	1.3	1.0	1.1	1.0	1.5	5.9	1.3	1.2	1.5	1.0	1.5	6.5
10	1.3	1.6	1.7	1.8	1.8	8.2	1.5	1.8	1.7	1.8	1.8	8.6
11	1.1	1.5	1.6	1.6	1.5	7.3	1.2	1.5	1.7	1.6	1.5	7.5
12	1.4	1.5	1.3	1.4	1.2	6.8	1.4	1.9	1.8	1.4	1.2	7.7
13	1.8	1.6	1.6	1.7	1.9	8.6	1.8	2.0	1.8	1.8	1.8	9.2

No.	Pre-Test						Post-Test					
	Time gaining Strategies	Maintenance Strategies	Help-seeking strategies	Confirmation checks	Recast	Total	Time gaining Strategies	Maintenance Strategies	Help-seeking strategies	Confirmation checks	Recast	Total
14	0.8	1.0	0.9	1.1	1.6	5.4	1.5	1.4	1.6	1.2	1.5	7.2
15	1.4	1.3	1.0	1.2	1.7	6.6	1.4	1.3	1.3	1.3	1.5	6.8
16	1.3	1.4	1.5	1.3	1.5	7.0	1.4	1.6	1.5	1.6	1.4	7.5
17	1.8	1.7	2.0	1.7	1.8	9.0	1.9	2.0	2.0	1.8	1.8	9.5
18	1.0	1.3	1.5	1.3	1.3	6.4	1.4	1.4	1.5	1.6	1.3	7.2
19	1.5	1.5	1.4	1.4	1.5	7.3	1.5	1.5	1.6	1.7	1.2	7.5
20	1.3	1.0	1.3	1.3	0.9	5.8	1.3	1.7	1.6	1.7	1.3	7.6
21	1.5	1.5	1.4	1.3	1.7	7.4	1.6	1.6	1.5	1.3	1.5	7.5
22	1.3	1.5	1.3	1.2	1.5	6.8	1.3	1.4	1.3	1.2	1.3	6.5
23	1.0	1.0	1.2	1.0	1.3	5.5	1.7	1.8	1.4	1.1	1.3	7.3
24	1.5	1.4	1.5	1.2	1.1	6.7	1.6	1.5	1.6	1.3	1.1	7.1
25	1.5	1.3	1.0	0.8	1.2	5.8	1.6	1.3	1.4	0.8	1.1	6.2
26	1.6	1.3	1.5	1.4	1.9	7.7	1.6	1.4	1.5	1.4	1.6	7.5
27	1.5	1.8	1.6	1.5	1.7	8.1	1.8	1.8	1.8	1.6	1.6	8.6
28	0.9	0.5	0.7	0.8	1.1	4.0	1.2	1.2	1.1	1.6	1.3	6.4
29	1.2	1.0	0.8	1.2	1.5	5.7	1.3	1.1	0.9	1.5	1.9	6.7
30	1.6	1.0	1.2	1.1	1.3	6.2	1.6	1.1	1.2	1.3	1.6	6.8
31	1.3	1.4	1.4	1.0	0.8	5.9	1.6	1.5	1.5	1.1	1.5	7.2
32	1.2	1.3	1.5	1.7	1.6	7.3	1.3	1.6	1.5	1.7	1.8	7.9
33	1.2	1.1	1.3	1.4	1.3	6.3	1.4	1.6	1.6	1.8	1.6	8.0
34	1.5	1.1	1.0	1.2	1.0	5.8	1.9	1.2	1.3	1.4	1.7	7.5
35	1.3	1.4	1.6	1.4	1.7	7.4	1.5	1.6	1.8	1.4	2.0	8.3
36	0.8	1.2	1.0	0.8	0.7	4.5	1.0	0.8	0.7	1.2	0.3	4.0

Source: Pretest and Posttest results
Made by: (Rivera, 2019)

In Figure N° 7 the mean of the pretest and posttest by criteria are shown, as follows:

Figure Nº 7: Pre-test vs Post-test means by criteria.
Source: Pretest and Posttest results
Made by: (Rivera, 2019)

Analysis and Interpretation: The pretest results show that at the beginning of the study students were not aware of how to use their communicative strategies to communicate in English and having taken a pretest they had an average of 1.31/2 on time gaining strategies, 1.27/2 on maintenance strategies, 1.29/2 on help-seeking strategies, 1.28/2 on confirmation checks, and 1.39/2 on recast. None of these criteria surpassed the average of 1.4, which is considered to be a passing grade. Meanwhile, after applying activities which helped them use their communicative strategies in a better way, the posttest was taken and the rubric with the same criterion as the pretest was applied, it was determined an average of 1.45/2 on time gaining strategies, 1.50/2 on maintenance strategies, 1.49/2 on help-seeking strategies, 1.44/2 on confirmation checks, and 1.44/2 on recast.

To sum up, the pretest results show that nobody reached a grade higher than 1.4/2 after having been evaluated with the rubric with its five criteria; however, later on

applying the suggested activities to enhance the speaking skill through the use of communicative strategies it can be seen that everybody has a grade which is more than 1.4/2 after having taken the posttest. Additionally, the best results were obtained in the following criteria: maintenance strategies, help-seeking strategies, and confirmation checks.

4.2 Hypothesis verification

An experimental group of 36 students was taken to determine whether Communicative Strategies enhance the Speaking Skill Development of students from level Avanzado 1 C1- A from the Open Modality at the Language Center from Universidad Técnica de Ambato. The statistical measurement compares the results obtained between the pre-test and post-test in the experimental group. The paired Student t-test sample was applied to confirm the hypothesis, and to achieve this, a numerical scale was used (The English speaking section was rated over 10, from the Cambridge sample test C1). Firstly, it is necessary to identify the null hypothesis and the alternative one, as follows:

4.2.1 Hypothesis approach

Null Hypothesis H_0: Communicative strategies do not enhance the speaking skill development of students from level Avanzado 1 C1- A from the Open Modality at the Language Center UTA.

Alternative Hypothesis H_1: Communicative strategies enhance the speaking skill development of students from level Avanzado 1 C1- A from the Open Modality at the Language Center UTA.

4.2.2 Variables

Independent variable: Communicative strategies.
Dependent variable: Speaking skill development.

4.2.3 Population

The researcher considered an experimental group of 36 students from level Avanzado 1 C1- A from the Open Modality at the Language Center UTA.

4.2.4 Mathematical model

The student t-test mathematical model for paired samples is the following:

H0: $\mu_1 = \mu_2$
H1: $\mu_2 > \mu_1$

Where:
μ_1 = sample mean in the pre-test.
μ_2 = sample mean in the post-test.

The tool which is used for this calculation is a statistical test of hypotheses to a single tail because the researcher aims to demonstrate whether communicative strategies enhance the development of the speaking skill, which would be reflected in the fact that students get better grades in the post test, in other words the post-test mean is higher than the pre-test mean.

The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.
$\bar{x}_d$ = differences average in the sample.
n = pre-test and post-test data number (36 data).
S_d = standard deviation of the differences.

4.2.5   **Regions of acceptance and rejection**

The region of rejection of the null hypothesis and the acceptance of the alternative hypothesis is located to the right side of the t value of the tables with (n - 1) degrees of freedom. In that case, the null hypothesis (H_0) will be rejected and the alternative (H_1) will be accepted if the 'p' value or level of unilateral significance is lower than 0.05. This means that if the Student t value is on the null rejected region in the Student t-test distribution, the alternative hypothesis (H_1) will be accepted.

4.2.6   Selection of the level of significance

A significance level value of $\alpha = 0.05$ (5 %) is used to verify the hypothesis:

4.2.7   Degrees of freedom

The degrees of freedom are determined using the following formula:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (36 data experimental group).
df = degrees of freedom

$$df = 36 - 1$$
$$df = 35$$

According to the selected level of significance (0.05) and the degrees of freedom (35), Student t value is 1.6896 (see Annex 6) in the experimental group.

4.2.8   Data collection and calculation of statistics

The results from the pretest and posttest from the experimental group are the following:

Table Nº 7. Data collection experimental group.

No.	Pre-Test	Post-Test	Differences
Experimental group			
1	6.5	7.8	1.3
2	5.8	6.5	0.7
3	7.2	6.9	-0.3
4	6.9	7.4	0.5
5	5.2	7.0	1.8
6	7.1	7.8	0.7
7	6.8	7.2	0.4
8	4.8	6.6	1.8
9	5.9	6.5	0.6
10	8.2	8.6	0.4
11	7.3	7.5	0.2
12	6.8	7.7	0.9
13	8.6	9.2	0.6
14	5.4	7.2	1.8
15	6.6	6.8	0.2
16	7.0	7.5	0.5
17	9.0	9.5	0.5
18	6.4	7.2	0.8
19	7.3	7.5	0.2
20	5.8	7.6	1.8
21	7.4	7.5	0.1
22	6.8	6.5	-0.3
23	5.5	7.3	1.8
24	6.7	7.1	0.4
25	5.8	6.2	0.4
26	7.7	7.5	-0.2
27	8.1	8.6	0.5
28	4.0	6.4	2.4
29	5.7	6.7	1.0
30	6.2	6.8	0.6
31	5.9	7.2	1.3
32	7.3	7.9	0.6
33	6.3	8.0	1.7
34	5.8	7.5	1.7
35	7.4	8.3	0.9
36	4.5	4.0	-0.5

Source: Cambridge sample test C1 applied to students.
Made by: (Rivera, 2019).

4.2.9 Student T-test results

The descriptive statistics are the following:

Table Nº 8. Paired sample statistics.

Paired sample statistics		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Experimental group	Pre-test Total	6.55	36	1.1096	0.1849
	Post-test Total	7.32	36	0.9438	0.1573
	Differences (Pre-Post)	0.772	36	0.7086	0.1181

Source: Cambridge sample test C1 applied to students.
Made by: (Rivera, 2019).

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Experimental group:

$$t = \frac{0.7722}{0.1181}$$

$$\boldsymbol{t = 6.539}$$

The calculations through the use of statistical software allows the researcher to obtain the same results, as it is shown in the following table:

Table Nº 9. Student t test to paired sample statistics.

Paired sample statistics								
	Paired differences					t	df	Sig. (unilateral)
Pre-test Total - Post-test Total	Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
				Lower	Upper			
	0.772	0.7086	0.1181	0.532	1.012	**6.539**	**35**	**7.58×10^{-8}**

Source: Cambridge sample test C1 applied to students.
Created by: (Rivera, 2019).

4.2.10 Final decision

The decision from the t calculated for the experimental group with 35 degrees of freedom and with 0.05 of unilateral significance level, p = 7.58 x10^{-8} (0.00000758 %) which is lower than α = 0.05 (5 %). On the other hand, calculating the Student t value the result obtained is 6.5390 which is higher than the critical value of 1.6896. Hence, it is located in the null hypothesis rejection region. Then the null hypothesis is rejected and the alternative one is accepted: "**Communicative strategies enhance the speaking skill development of students from level Avanzado 1 C1- from the Open Modality at the Language Center UTA".**

In Figure Nº 8, the Student t-test distribution curve is shown for the analyzed case in the experimental group:
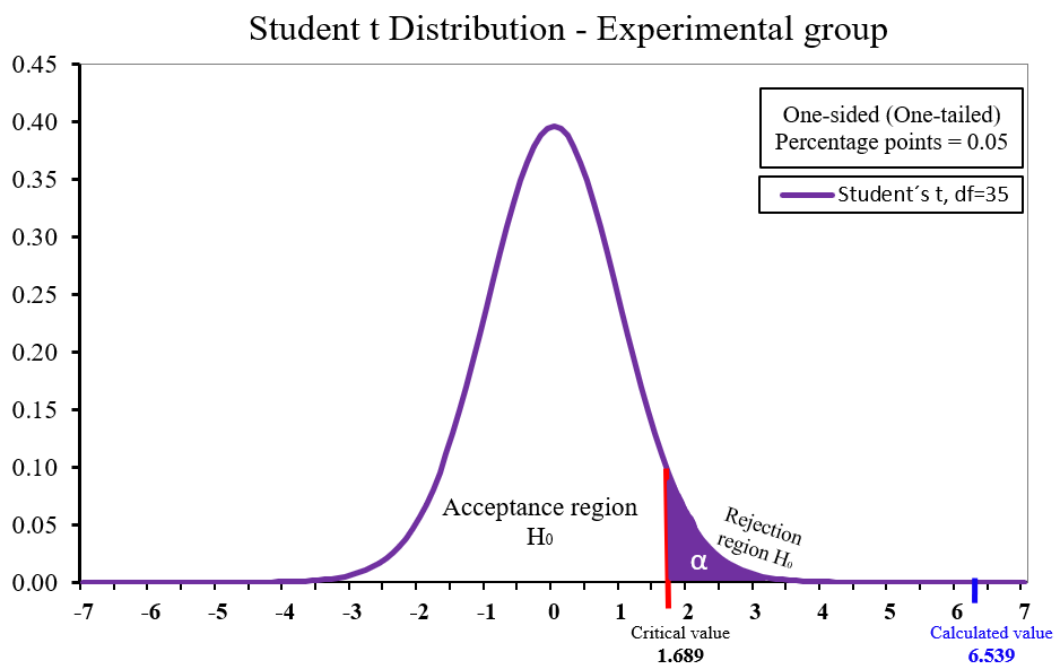
Figure Nº 8: Student t-test distribution experimental group**.**

Source: Cambridge sample test C1 applied to students.
Created by: (Rivera, 2019).

It is evident that communicative strategies helped to obtain better results in the English speaking skill development in contrast to a regular teaching methodology.

Therefore, it is advisable to use activities which will motivate students to use their communicative strategies to hold a conversation in English in a better way.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1   Conclusions

Based on the quantitative analysis from the data collected from this research project, some conclusions can be drawn.

- According to the rubric used in the pretest to evaluate which communicative strategies students used and how frequent they used them, it is concluded that students at level Avanzado 1 C1- A rarely used filler expressions to gain time to think, they either did not know or did not feel comfortable using them because of the lack of confidence in the language structure and vocabulary. They rarely made positive remarks or comments to show interest in the topics they were asked to discuss. They never used help seeking strategies probably because they thought that their partners will notice their lack of comprehension. Confirmation checks were used but not when necessary and finally recast strategies were also rarely used.

- After knowing which communicative strategies students from level Avanzado1 C1- needed to attain after the pretest was applied, a variety of activities to engage and to make students be aware of the existence of other alternatives they could use to express ideas were used. After this, the posttest was applied and through statistical analysis it was concluded that in fact training students to use oral communicative strategies can help to improve their speaking skill. Moreover, students become more independent and autonomous users of the target language, gaining more confidence and becoming more fluent and accurate when holding a conversation.

- The activities proposed in this research project can promote the use of communicative strategies to help students develop their speaking skill. When learners are asked to do or perform the activity, it is more likely that students internalize the structures being taught. Having fun and interactive activities to develop their speaking skill will make the learning process more meaningful than just listening to the teacher's explanations.

5.2 Recommendations

From the conclusions mentioned above, some recommendation will be stated as follows.

- Having done the research, it can be said that it is advisable for teacher to let students know the different types of communicative strategies that they can use whenever they find themselves in situations where their ideas are difficult to convey. This allows students to become more active learners in their speaking skill, and thus their confidence in using the language increases. The more they use the language, the more fluent and accurate students become.

- It is also recommended the implementation of activities that will train students how to use their communicative strategies effectively. Including these type of activities in students' learning process will allow them to become more confident in using the target language orally. Teaching students new ways in which they can express themselves when difficulties in communication occurs, helps them be more accurate in what they want to convey. Therefore, these activities will aid students to be more interested and involved in oral tasks which are assign in class.

- It is highly recommended to use the activities proposed in this research study. The proposal includes objectives, procedures, and the activity that will lead students to use their communicative strategies more efficiently and

effectively. These activities can as well be adapted to any other topic or English level according to the teachers' needs or the course objectives. Implementing these activities in the classroom enhances the English speaking skill through the use of communicative strategies.

CHAPTER VI

ALTERNATIVE PROPOSAL

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

"Activities to enhance students' communicative strategies in the speaking skill development"

Autora: Licenciada Sylvia Mariela Rivera Simba

Ambato- Ecuador

2019

6.1   General Information

a) **Topic:** Activities to enhance students' communicative strategies in the speaking skill development"

b) **Institution:** Universidad Técnica de Ambato, Language center

c) Stakeholders**:** English teachers and students at the open English courses.

d) **Location**: Ambato, Ecuador

e) **Estimated execution time:** two months

f) **Technical team in charge:** Lcda. Sylvia Mariela Rivera Simba (researcher) and Hilary Barea (Anvanzado 1 C1- Level Teachers)

6.2   Proposal Background

Throughout this research it has been shown that when students are aware how and when to use their communicative strategies it will became a lot easier for them to convey their thoughts and therefore their English speaking skill will improve.

It is paramount to mention that every person when learning their mother tongue at early ages uses communicative strategies to make themselves understand. The same thing happens when learning a foreign or second language, some students transfer the strategies they used from their mother tongue to make the communication process in other language easier, which in turn is helpful. Other students find it challenging or are simply not aware of the strategies they can use when transmitting a message becomes a difficulty.

Therefore, activities to enhance students' communicative strategies were developed to improve students' speaking skill. Students were exposed to a variety of activities which promoted speaking. Guiding and teaching students strategies to communicate was not a simple task, it required a lot of practice and patience so that students can internalize these strategies and then use them whenever they encounter themselves in real oral interactions.

Designing and adapting activities to meet the course objectives and to teach students communicative strategies was not an easy task, it required of a lot of effort from the teacher and also from the students. The activities presented in this piece of work intend to motivate students to use communicative strategies in order to improve their speaking skill.

6.3   Justification

Being English a language taught as a foreign one in our country, makes the learning and acquisition process hard to attain. English is not considered to be of great importance since people do not see the need to use it inside our country. People who are interested and motivated in learning the language are the ones who want to travel or the ones who want to have a mayor in English speaking countries On the contrary, students at school and university take English classes because it is only a requirement for them to graduate, as a result of this students see English as an obstacle to get their goals and some of them get frustrated because they do not like the language and they do not see the positive side of leaning it.

But, how effective are our students producing the language? In Ecuador we are still in an era where listening, reading, writing, vocabulary and grammar are the most important skills to be mastered. Speaking has been left behind and little has been done to improve students' oral production. Therefore, this proposal aims to provide the teacher with some activities and ideas to teach students and to make them use communicative strategies to improve and develop their speaking skill.

The activities presented in this proposal will guide the teacher from level Avanzado 1 C1- to use them to enhance students' communicative strategies. Additionally, these activities can also be useful for other level teachers by adapting the language to the one they are teaching. Teaching and making students be aware of the communicative strategies they can use while transmitting their ideas will help in the improvement of their speaking skill. They will gain more confidence and will also be able to communicate more effectively and precisely their ideas.

For the reasons mentioned above, it is necessary to implement activities which will enhance students' communicative strategies at Universidad Técnica de Ambato, Language center in Avanzado 1 C1 Level. Students will improve their speaking skill and will succeed when oral tests or examinations are taken to measure their oral proficiency. This will lead to have better students who will be able to communicate effectively in English.

6.4 Objectives

6.4.1 General

To improve the English speaking skill of Advanzado1 C1- level at Universidad Técnica de Ambato Language Center through the use of activities which will enhance students' communicative strategies

6.4.2 Specific Objectives

- To identify the types of communicative strategies students use, when transmitting ideas orally.

- To determine the procedures for the development of activities which will enhance students' communicative strategies.

- To design a set of meaningful and interactive activities based upon communicative strategies to improve the English speaking skill.

6.5 Feasibility Analysis

This proposal is feasible from the following perspectives:

- **Economical:** From the economical point of view the execution of the activities presented in this project will not require the teacher, the student and parents to spend too much money since some activities will be photocopiable

and other will only need the student's willingness and predisposition to perform the tasks.

- **Administrative:** This research project has the authorization from the Language Center of Universidad Técnica de Ambato. A letter of permission was approved in order to implement the activities that will enhance students' communicative strategies to improve the English speaking skill.

- **Technological:** Nowadays technology has become an important factor in communication. To perform some of the activities presented in this proposal it is necessary for students to research some information so that they have a background for some topics that will require discussion.

- **Organizational:** Since speaking requires students to work in pairs and in groups so that communication takes place, it is paramount to give clear instructions so that students focus their attention in performing the task in the target language. Monitoring will play an important role in the process since students will have to be careful in not using Spanish.

6.6 Proposal Fundamentals

The purpose of this document is to provide teachers with a variety of fun and engaging activities to activate students' communicative strategies. Learns will gain confidence in using the language appropriately, and as a result of this, students will attain an adequate fluency in the target language which is essential in order to convey ideas when dealing with the language is real situations either in a English speaking country or inside our country.

6.6.1 Communicative strategies

After many investigations, researchers have agreed on the fact that some students after years of studying the language (English) they achieve a high level of language competence but when facing situation where they have to interact with people, they are still not ready to use the language. (Abulfazl & Mesgarshahr, 2014). It is believed that there might be an inner variable that enables students to combine their language competence with its practice so that they can be able to interact with the language fluently and accurately. Somehow, this variable does not allow the student to use the language effectively although the structures are recorded in their language knowledge. Therefore, students should use communicative strategies to convey their ideas effectively.

Firstly, the term communicative strategies (CSs) was attributed by Selinker in 1972 to refer to the approach the learner uses in order to communicate with native speakers of a target language. Mesgarshahr & Addollahzadeh (2014) states that strategies are referred to techniques that language learners employ when their linguistic competence is going through difficulties and they cannot express what they want.

When students, especially the ones who have struggled with the target language, are aware of the strategies they can use, they will build a sense of security and they will allow themselves to have extra time to think about the language and structures they will have to use in certain circumstances.

Communicative strategies can be verbal, nonverbal, and visual:

1. Verbal communication strategies

There are two more categories which are considered; written strategies that the learner will choose whenever writing an email, a text, a letter, etc.; either formally

or informally. On the other hand, oral communication strategies are used by the learner when calling on the phone, video chatting, or face-to-face communication

2. Nonverbal communication strategies

They are the visual cues (body language, facial expressions, proxemics (distance between people having a face-to-face interaction which sometimes depends on the culture), how suprasegmental features are used by the learner (tone, intonation, rhythm, etc.).

3. Visual communication strategies

They are the ones which the learner may probably use in the workplace to transmit ideas through signs, webpages, and illustrations.

There has been lots of research concerning the classification of communication strategies (CSs) depending on the principle it focuses and the categorization of different researchers.

Up to date, there is no agreement on how to classify or which categories of CSs should be taken into account. However, in this study Tarone's, Faerch and Kasper taxonomy of communication strategies (1980) (as cited in (Kim, Mohd, & Nayef, 2012) will be considered for the present study. For their taxonomy they suggest three categories:

1. Avoidance:

How the interlocutor avoids using the target language.

a) *Message abandomnent*: the speaker starts a conversations but fails to continue talking because he/she has encountered difficultes in trying to transmit ideas and abandons it.

b) Topic Avoidance: learners evades talking about ceratin topics which he/she might feel uncomfortable with.

2. Achievement or compensatory strategies:

a) Literal Translation: As the term suggests the learner translates literally a word, compound word, idiom or phrase from L1 to L2.

b) Borrowing or code switching: the learner uses an L1 word or phrase with an L2 pronunciation.

c) Foreignizing: the student uses an L1 word or phrase changing it to an L2 word.

d) Approximation or Generalization: the interlocutor uses an L2 word semantically in common with the target lexical item.

e) Word coinage: the learner invents a word in L2 by overgeneralizing rules or the target language.

f) Circumlocution: the student cannot express ideas with the correct structure or item, instead he/she provided examples or describes it in order to achieve communication goals. To help students develop this strategy, students can be asked to have their monolingual dictionaries providing them with ten words where they can work in pairs, one will read the word and the other will give a definition and vice versa.

g) Use of all-purpose words: the learner uses a general word to fill the vocabulary or structures which he/she has problems with.

h) Self-repair or restructuring: the student tries to correct or restructure the idea when he/she feels not being understood.

i) Appeals for assistance: The learner leans on a partner for help. E.g. asks if he/she is being understood, asks for meaning of words or phrases, asks for repetition, etc.

j) Stealing or Time-gaining strategies: the speaker uses hesitation devises to have more time to organize his/her ideas or to find the correct word or phrase

and to let the listener know that he/she is involved in the conversation and will continue speaking.

6.6.2 Speaking

From the onset of language teaching is was believed that the capacity of producing the language orally was the result of teaching grammar, vocabulary and a bit of pronunciation, but recent research has shown that speaking goes beyond these factors. Thornbury (2005) states that speaking is *linear* which means that it starts with the productions of words, then phrases and then utterances. In order to have a person with the dominance of the language it is necessary for the learner to achieve some speaking sub skills such as fluency, pronunciation, grammar, vocabulary, and appropriateness.

1. **Fluency**:

It is defined as the abillity to use features of the targer language in a secuential way so that the speaker can convey his/her ideas appropriately with no previous planning or practice. The conversation among the speakers should flow naturately. Ashour (2014) holds that a (Ashour, 2014)person is consdered to be fluent if he/she includes pauses, fits timing, corrects him/herself when a mistake was made, has meaningful transition points and words among pauses.

2. **Pronunciation:**

Thornbury (2005) claims that pronunciation is the ability that students have to produce the language in a way that can be comprehensible for the listener articulating meaningful sounds in context. A bad pronunciation can hinder students' confidence to use the language, therefore its importance.

3. Grammar:

Each language arranges its own structures in a particular way and;thus, its difficulty to achieve appropriate communication. Martering the target language rules will facilitate the mapping among form and meaning of words and then of sentences. (Tomita, 1996) (as cited in Ashour, 2014).

4. Vocabulary:

Acquiring this sub-skill is probably the most important one, with no words there are no sentences, with no sentences there are no ideas, and with no ideas there is no communicaction. When acquiring our mother tongue we start by learning the language through words and we become users of it by practicing every time with new vocabulary.

5. Appropriateness:

Achieving fluency and knowing vocabulary, grammar, and pronunciation are not the only features that a learner should be aware of, but also if the language he/she is going to use is appropriate to the person he/she is addressing to, the conditions in which the conversation is taking place, the occation in which the learner is and the place where the communication process is happening (Ashour, 2014).

6.7 Methodology
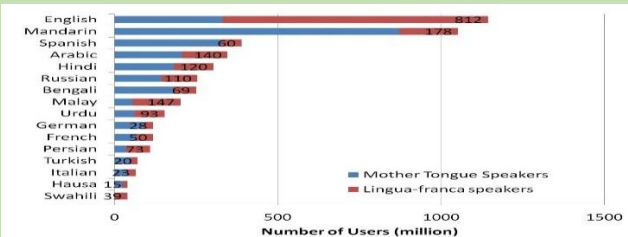
The operating model of this research is the application of the ten activities which involve communicative strategies that will help students improve their speaking performance in an interactive and fun way. The activities presented are and can be adapted to any topic. These activities were designed according to the course objectives following their textbook and accomplish as well the aim of this proposal.

The Communicative Language Teaching approach is the bases for this proposal, this entails students' interaction in real life situations. This method is the most appropriate when learning English as a second or foreign language because it allows the learner to use cognitive and communicative strategies to transmit ideas in authentic or real context developing their speaking skill.

6.7. Activities to enhance the English Speaking Skills through the use of communicative Strategies

PROPOSAL

ACTIVITIES TO ENHANCE THE ENGLISH SPEAKING SKILLS THROUGH THE USE OF COMMUNICATIVE STRATEGIES
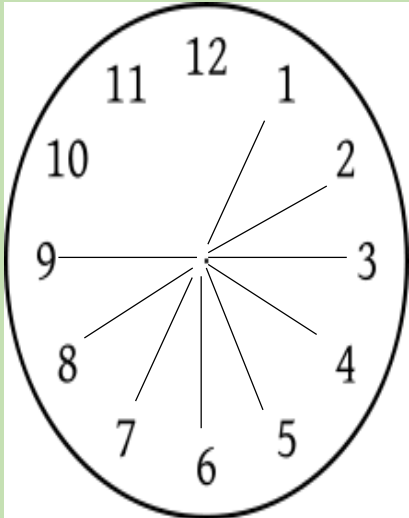
PARAPHRASING	
ACTIVITY 1: TOPIC	**SECOND LANGUAGE LEARNING (unit 1)**
Objectives	To use adverbs and adverbial phrases in real context. To talk about second language learning
OCS:	Use time-gaining strategies: Ehm, Oh! Really?, Let me see! Well.. Sure.
Procedure	1. Divide the students in groups of threes. 2. Students read the sentences provided and in pairs and try to say the same thing using their own words. 3. Using a dictionary, students find synonyms for the highlighted words from the sentences provided. 4. Using the same sentences, paraphrase them by utilizing the words students found in the dictionary.

	a. I'm now fluent, though having learnt the language almost entirely by ear while living in the country my written French is terrible.
	  - Now: _____
	  - almost entirely: _____
	  - terrible: _____
	 b. She says she involuntarily uses her hands whilst talking French, and German becomes somewhat more direct.
	  - Involuntarily: _____
	  - Somewhat: _____
	
	 c. I struggle with the pronunciation of some English words, I still can't say 'lunch' or 'shoulder' properly.
	  - struggle: _____
	  - some: _____
	  - properly: _____
	 d. Despite the shaky start, his confidence has grown enormously.
	  - Despite: _____
	  - shaky:_____
	  - enormously: _____
	 e. What's brilliant is that I can meet up with my neighbors now and have a laugh with them.
	  - brilliant: _____
	  - meet up: _____
	  - now: _____
	  - have a laugh: _____

Assessment	Work with another partner and share your ideas.

SUMMARIZING	
ACTIVITY 2: TOPIC	**HOW LANGUAGES ARE SPECIAL (unit 1)**
Objectives	To use the perfect aspect To describe changes
OCS:	Use time-gaining strategies: Ehm, Oh! Really?, Let me see! Well.. Sure
Procedure	1. Project an image of the importance of English as a lingua-franca, students interpret the graphic. **https://sites.google.com/a/st.cabarrus.k12.nc.us/www-whatshouldisay-cj-victoria-com/top-ten-major-concepts-of-model-people/lingua-franca** 2. Ask students to watch a YouTube video about 'Why English became an international language? https://www.youtube.com/watch?v=iqDFPU9YeQM 3. Ask students to take notes of the video. 4. Students answer comprehension questions. 5. Put students in groups of fours and ask them to share the most important information they watched using their notes. 6. Students share information to the class.
	  VIDEO: **Comprehension Questions** 1. Why did English become the international language? 2. Why did German decline being 3. the second most widely spoken language? 4. Why does the speaker talk about technology? 5. Will English be the international language forever?
Assessment	Students answer comprehension questions.

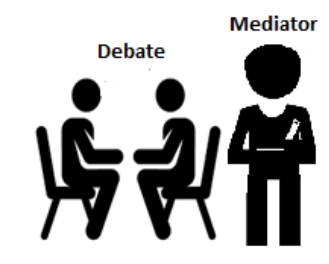|	Miming Verbs of Movement
Meaning:	
ACTIVITY 3: TOPIC	**Itching for a good thrill? (unit 2)**
Objectives	To use verbs of movement To learn to talk about plans, intentions and arrangements.
OCS:	Maintenance strategies (making positive remarks and comments, I understand, I see, sounds good, very good))
Procedure	1. Divide the class into groups of fours. 2. Tell each group to read about one different sports each (Empower C1 page 23). 3. Ss underline the verbs of movement they can find in the extract. 4. Ss check meaning of verbs in the dictionary and explain them to other groups. They take notes. 5. In groups, Ss mime the verb of movement and the other groups guess the appropriate verb.
	zip-lining You don't need to be somewhere exotic to go zip-lining. Yes, it's most often associated with Costa Rica and Hawaii, but you can probably find it nearer home. No matter where you are, cables are strung between trees; participants wear a harness attached to a wheel that dangles from the line. In locales like Costa Rica, you'll be mingling with monkeys 80 feet above ground, with a bird's-eye view of the jungle. At a mountain resort, you'll go whizzing over ski slopes or a canopy of trees. The fastest zip lines reach speeds of up to 100 miles an hour. It usually costs between $100 and $300. **Indoor skydiving** Consider it a trial run before jumping out of a plane. At iFly facilities nationwide, you'll don a flight suit and helmet and go soaring inside a vertical wind tunnel. These are 14 feet in diameter and generate wind speeds of up to 160 miles per hour. Flights mimic the experience of free-fall skydiving without the parachute. If you're between ages 3 and 103, you can do it; cost typically ranges from $60 to $250. **zorbing** Globe-riding. Orbing. Zorbing. This is the sport of climbing into a clear, plastic ball (typically 10 feet in diameter), and rolling downhill at high speed. It looks like a giant hamster ball. Zorbing first hit the extreme-sport scene in New Zealand, and now it's available anywhere in the world. Usually, riders are strapped against one of the ball's walls. Not in hydro-zorbing, though. In that case, the operator adds about 5 gallons of water, and passengers slip and splash as the ball rolls. **Volcano-boarding** Adrenaline junkies: head forth to Nicaragua. Prepare to zoom down a steep, 1,600-foot volcanic slope, on a plywood board reinforced with metal and Formica. One of the latest additions to the extreme-sport scene, it's only done on Cerro Negro, a charcoal-black active volcano that's erupted 23 times in the past 100 years. (The threat of another eruption always looms, though there hasn't been once since 1999.) Tourists pay $28 for the experience.
Assessment	Mix the groups, students talk about any extreme sport they have practiced or if they would like to try any. They share ideas with other groups.

HORSESHOE ACTIVITY	
ACTIVITY 4: TOPIC	**Talking about communication (unit 2)**
Objectives	To use social interaction verbs To use comparisons
OCS	Maintenance strategies (making positive remarks and comments, I understand, I see, sounds good, very good))
Procedure	1. Students are given a paper with some questions taken from Empower C1 Unit 2 page 22. a) Communication isn't about what you say – it's about how you say it. b) It's not the silence that's uneasy; it's your own thoughts that fill the silence. c) Sometime talking about a problem only makes it worse. d) Good listeners make good leaders. e) People who talk a lot often have the least of value to say 2. Students have 1 minute for each statement to write down their ideas. 3. Divide the class in two groups A's and B's Line the two groups face to face. 4. The teacher mentions the letter of the question which they will discuss for about 45 seconds. 5. The teacher stops the discussion and only students from group A will move one step to their right, so they have a different person in front of them. 6. The teacher says another letter and they will discuss about the corresponding question. 7. The teacher repeats the procedure until students have discuss at least twice each question. 8. Students are asked to sit in pairs with the last person they interacted.
Assessment	Students share interesting comments they heard from their classmates.

	RETELLING
ACTIVITY 5: **TOPIC**	**I Love rafting in the rainforest (unit 3)**
Objectives	To learn to describe journeys and landscapes To use future in the past and narrative sentences.
OCS:	Use Help-seeking strategies: I don't understand. What? What's the meaning of…?

Procedure	1. Cut the text into 5 parts.
	2. Students work in pairs. They receive the text in disorder.
	3. Students have 5 minutes to organize the text.
	4. The teacher projects the text (Empower C1 page 35) in the correct order, students check and organize the text.
	5. Students answer Some comprehension questions.
	   a) Why does will describe the forest as a one-off environment?
	   b) Why did will take the journey? How did he travelled?
	   c) What would you look forward to on a journey like this?
	
	6. In pairs students choose the 10 most important words from the text to retell the article.
	
	My dream journey became a reality when I received a grant from the Royal Geographical Society to explore the Moro and Mano rivers. The grant was intended to cover expenses, radio training and kit to record my expedition for BBC Radio 4.
	
	I was planning to start at the top of the Gola Forest and make the first descent of the river border of Sierra Leone and Liberia, right through a chunk of Africa's most threatened jungle environment – one of the last untouched wildernesses of the Upper Guinean forest belt.
	
	More than a quarter of Africa's total mammal species are found in the belt, with bizarre creatures such as the pygmy hippopotamus found nowhere else on Earth. The need to protect what still remains of this one-off environment could not be more critical.
	
	In Sierra Leone the Gola forest is already designated a national park, but I wanted to find out what life in the heart of a tropical rainforest was really like, so I was going to paddle down these rivers, hopefully as far as the sea.
	
	I knew that, although I would be in radio contact, I would be on my own in one of the most remote forests in West Africa, and I would be separated from the outside world by dense tropical vegetation. I was expecting it to be tough but in fact it was to become one of the most difficult and dangerous journeys I have ever made.

Assessment	Ss retell the story to the class.

THE CLOCK	
ACTIVITY 6: TOPIC	**Thinking of volunteering abroad? (unit 3)**
Objectives	To use inversion structures To learn to emphasize positive and negative experiences
OCS	Use Help-seeking strategies: I don't understand. What? What's the meaning of…?:
Procedure	1. Provide students with a copy of the worksheet. 2. Ask them to stand and find a different person for each hour they have in the clock. (From 1 to 8). They write their names in the line inside the clock. 3. The teacher would say a time aloud and they will have to find the partner they found for that hour and ask the question according to the corresponding time the teacher said. 4. Once they have answered all the questions, they sit. The teacher will get feedback for each question. 5. Ask students to use expressions: What? What did you say? Did you say…? Do you understand? Is it clear? Do you agree?
	1. Would you prefer to work at a children's home in Belize? Why? 2. Would you work coaching school to schoolchildren in Ghana? Why? 3. Would you work rescuing and caring for endanger bears in Cambodia? Why? 4. Would you work conserving coral reefs in the Caribbean? Why? 5. Have you ever done a volunteering job? 6. Where would you like to do a volunteering job. 7. What are the positive aspects of volunteering jobs? 8. What are the positive aspects of volunteering? 1. (name) (notes) _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Assessment	Students work in pairs and discuss the most interesting points their classmates mentioned.

EXCHANGING ROLES	
ACTIVITY 7: TOPIC	**MEMORIES (unit 4)**
Objectives	To use have/ get passives To learn to talk about memories and remembering.
OCS	Confirmation checks (Did you say..? Did you mean …?
Procedure	1. Cut out the cards. 2. Provide each student with one card. Ask them to read the word (words) and to relate this word to their childhood. 3. They stand up and find a friend to talk about their childhood memory using the word in the card. 4. Give Ss 45 seconds to discuss and then ask them to exchange the paper with their partner and ask them to find another partner and discuss about the word(words) they received. 5. Every time they talk with a friend they must exchange paper, so each time they find a new partner they talk about another topic.

a toy	**a song**	**an important person**
a place	**a book**	**a teacher**
a trip	**a game**	**a smell**
favorite food	**a sad memory**	**an embarrassing moment**
an exciting memory	**a disappointing memory**	**a special gift**
a friend	**a special object**	**a book or movie**

Assessment	Ss present write a paragraph about a friend's most interesting topic.

Dilemmas	
ACTIVITY 8: TOPIC	**Doubt and uncertainty(Unit 4)**
Objectives	To learn to give opinions about controversial topics. To use have/get passive
OCS	Confirmation checks (Did you say..? Did you mean …?
Procedure	1. Ask students what a dilemma is? A situation in which a difficult choice has to be made between two different things you could do. (Dictionary, 2019) 2. Divide the class in groups of fours 3. Give each group a dilemma taken from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/up_for_discussion_-_moral_dilemmas/actions/78711 4. They have 2 minutes to read it and 3 minutes to discuss what they would do in that situation. 5. Once the time is up (5minutes) each group passes their paper to the group on their right. They discuss the new dilemma. They have again 5 minutes for reading and discussing. 6. They pass the paper until they have read the three dilemmas. As a citizen in the USA, you have no money to pay for your daughter's necessary surgery. One day someone hands you a suitcase full of money, which you can spend however, you want. There is just one catch, if you spend the money, someone you do not know will die. **What do you do?** You are a psychologist. One of your patients just confessed that he had murdered someone and dug down the body. If you go to the Police and tell the story, you will be breaking your doctor-patient confidentiality. If you do not report it, your patient will get away with murder. **What will you do?** A bird flies into and makes a hole in a hot air balloon carrying three people: a man, a women and a child. Two of the persons can be saved if one person jumps overboard. The woman knows how to pilot the balloon, the man knows the cure for cancer, and the young girl is totally innocent. **Who should jump?** In the Amazon Rainforest, a poor farmer is arrested for illegal logging. He simply chopped down trees to get cropland to grow food to support his family. The Police charges him for illegal activities and he is sentenced to jail. **Should the Police take into consideration his serious environmental crimes or his starving family?**
Assessment	Students

DEBATE	
ACTIVITY 9: TOPIC	**Is death the answer for child molesters in Ecuador?**(unit 5)
Objectives	To learn to talk about crime and punishment To use relative clauses
OCS	Recast (correcting what the partner said incorrectly)
Procedure	1. Divide the class in groups of threes and give each student a number (1,2 or 3). Assign roles: 1s (against) 2s (for) and 3s (mediator) 2. Write on the board the topic Is death the answer for child molesters in Ecuador? (ABC news) 3. Students have 2 minutes to write down points against. Stop them and then 2 more minutes to write points for. 4. Students 1s and 2s sit down face to face and students 3 stands aside since he/she would play the role of a mediator. 5. Give students 4 minutes to debate the topic. 6. Tell the mediator that his/her role is to act as a neutral person trying to keep the participant off the topic. He/she will time the debate. 7. Once the four minutes have passed the mediator will touch the shoulder of the participant whose intervention was weak and will take his/her role. The weak person will become the mediator. 8. Do the previous task as many times as required.
Assessment	At the end of the debate, ask students to write a short paragraph on their point of view of the debate topic.(against and for)

PICTURE DESCRIPTION	
ACTIVITY 10: TOPIC	**Punishment and rehabilitation**
Objectives	To talk about crime and justice To use relative clauses
OCS	Recast (correcting what the partner said incorrectly)

Procedure	1. Students are divided in groups of fours.
	2. The teacher will project pictures.
	3. Students will have 5 minutes to discuss each picture with the group.
	4. Students will answer the following questions.
	   a) What kind of crime have they committed?
	   b) Do they deserve to go to prison? Why? Why not?
	   c) What kind of rehabilitation do you think they should do?
	5. Students present their ideas to the class.

Assessment	Students will choose one picture and will write a paragraph answering the questions mentioned above.

6.8 Administration of the proposal

The administration of this proposal will be held by the researcher who will be in charge of conducting each activity to ensure that each of the activities suggested previously comply with its objective and purpose.

6.9 Evaluation of the Proposal

Formative evaluation will be used in order to evaluate students' speaking skill. In other words, students will be assessed formally (speaking quizzes) and also informally (observation) throughout the learning process.

Students' grades will go from a scale of 0 to 10. To have reliable scores, a rubric will be applied for every speaking activity suggested in this proposal, this is done with the aim to see whether students are reaching a good level of oral proficiency through the use of communicative strategies.

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ANNEXES

Annex 1: **Official Letter for Research Authorization**

Annex 2: Pretest Rubric

UNIVERSIDAD TECNICA DE AMBATO
POSTGRADUATE PROGRAM
LANGUAGES CENTER
PRETEST

STUDENT´S NAME: _____   DATE: _____   TOTAL: _____

CRITERIA		RATING SCALE				STUDENTS' SCORE
		0.5	**1**	**1.5**	**2**	
Oral communicative strategies						
1.	Time gaining Strategies	Doesn't use filler expressions to gain time to think	Rarely uses filler expressions to gain time to think	Often uses filler expressions to gain time to think	Always uses filler expressions to gain time to think	
2.	Maintenance Strategies	Doesn't make positive remarks or comments to show interest and maintain the conversation going.	Rarely makes positive remarks or comments to show interest and maintain the conversation going.	Often makes positive remarks or comments to show interest and maintain the conversation going.	Always makes positive remarks or comments to show interest and maintain the conversation going.	
3.	Help-seeking strategies	Never asks for help, repetition or indicates that there is a problem.	Rarely asks for help, repetition or indicates that there is a problem.	Often asks for help, repetition or indicates that there is a problem.	Always asks for help, repetition or indicates that there is a problem.	
Oral negotiation strategies						
4.	Confirmation checks:	Never checks that he/she has understood his partner correctly.	Rarely checks that he/she has understood his partner correctly.	Often checks that he/she has understood his partner correctly.	Always checks that he/she has understood his partner correctly.	
5.	Recast	Never corrects partner's language structures	Rarely corrects partner's language structures	Often corrects partner's language structures	Always corrects partner's language structures	

Source: Oliver (1998)

Adapted by: (Rivera, 2019)

Annex 3: Pretest Rubric

UNIVERSIDAD TECNICA DE AMBATO
POSTGRADUATE PROGRAM
LANGUAGES CENTER
POSTTEST

STUDENT´S NAME: _____   DATE: _____   TOTAL: _____

CRITERIA		RATING SCALE				STUDENTS' SCORE
		0.5	**1**	**1.5**	**2**	
Oral communicative strategies						
1.	Time gaining Strategies	Doesn't use filler expressions to gain time to think	Rarely uses filler expressions to gain time to think	Often uses filler expressions to gain time to think	Always uses filler expressions to gain time to think	
2.	Maintenance Strategies	Doesn't make positive remarks or comments to show interest and maintain the conversation going.	Rarely makes positive remarks or comments to show interest and maintain the conversation going.	Often makes positive remarks or comments to show interest and maintain the conversation going.	Always makes positive remarks or comments to show interest and maintain the conversation going.	
3.	Help-seeking strategies	Never asks for help, repetition or indicates that there is a problem.	Rarely asks for help, repetition or indicates that there is a problem.	Often asks for help, repetition or indicates that there is a problem.	Always asks for help, repetition or indicates that there is a problem.	
Oral negotiation strategies						
4.	Confirmation checks:	Never checks that he/she has understood his partner correctly.	Rarely checks that he/she has understood his partner correctly.	Often checks that he/she has understood his partner correctly.	Always checks that he/she has understood his partner correctly.	
5.	Recast	Never corrects partner's language structures	Rarely corrects partner's language structures	Often corrects partner's language structures	Always corrects partner's language structures	

Source: Oliver (1998)

Adapted by: (Rivera, 2019)

Annex 4: Cambridge Sample Speaking tests Level C1

UNIVERSIDAD TECNICA DE AMBATO

POSTGRADUATE PROGRAM

LANGUAGE CENTER

Part 1

2 minutes (3 minutes for pairs or groups of three)

Select three or four questions from the following, as appropriate.

1. What free time activity do you most enjoy? (Why?)
2. What sort of work would you like to do in the future? (Why?)
3. Do you think you spend too much time working or studying? (Why? l Why not?)
4. Do you like using the internet to keep in touch with people?
5. Have you celebrated anything recently? (How?)
6. If you could travel to one country in the world, where would you go? (Why?)
7. How important is it to you to spend time with your family? (Why? l Why not?)
8. Who do you think has had the greatest influence on your life? (Why?)

Part 2

5 minutes (5-8 minutes for pairs or groups of three)

Interlocutor *Use the following questions, in order, as appropriate:*

- Is it best for people to make decisions on their own or to ask others for advice? ...... (Why? / Why not?)

- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? ...... (Why? / Why not?)

- Why do you think some people find it harder to make decisions than others?

- Do you think countries should work together to solve environmental problems? ...... (Why? / Why not?)

- How do you think young people can be helped to take on responsibilities?

- Do you think that people whose jobs involve making important decisions should be highly paid? ...... (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?
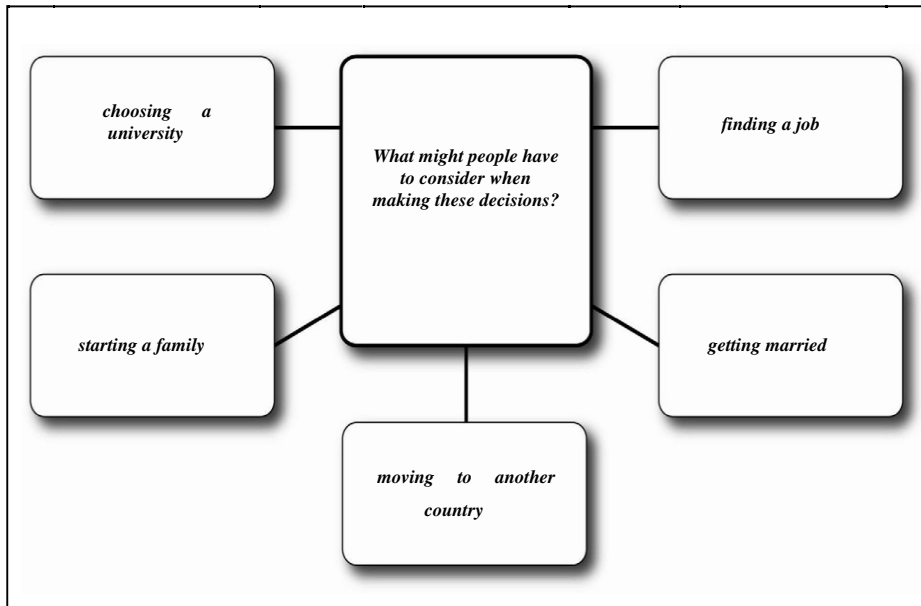
Source: Cambridge Sample Speaking tests Level C1

Adapted by: (Rivera, 2019)

Annex 5: **Class Planning Model**

Daily Lesson Plan Week 7		
Level : C1-		
Unit Topic/Theme: 4B He got himself locked in a shed	**Date: Wednesday, November 14ᵗʰ, 2018**	
Objectives - At the conclusion of this lesson SWBAT:		
Content Objectives	**Skills Objectives**	
- Use have/get passive - Use memory vocabulary in context.	- Listen to specific and general information - Read for the gist: scanning and skimming. About false childhood memories. - Talk about memories	
Materials: Empower Advanced, laptop, projector, speakers.		
WARM-UP (Talk about your childhood) **(Activity using communicative strategies to enhance speaking skills)** - Each students receives a piece of paper with a word or phrase (a song, a favorite food, an exciting memory, etc.) and to relate them to their childhood. - They stand up and find a friend to talk about their childhood memory using the word in the card. - Give Ss 45 seconds to discuss and then ask them to exchange the paper with their partner and ask them to find another partner and discuss about the word(words) they received. - Every time they talk with a friend they must exchange paper, so each time they find a new partner they talk about another topic. **Lead –in** - Divide the students into As and Bs. Each read a different article and then they answer the questions in pairs. Then they guess the meaning of the highlighted words. - Ss go to the vocabulary section and match the adjectives. Ss then see the difference among them. - They go to page 161. Ss look at the picture and complete the sentences with the correct word. Ss listen and check their answers. Ss match the sentences halves. - Ss work in pairs and write sentences using the words connected to memory. - Divide Ss in pairs As and Bs. As go to page 128 and Bs to page 130. Ss describe what they saw. - Ss work in groups and make a list of the things they can do in order to have a better memory. They share it with the class. • **WRAP-UP** - Ss discuss the questions from the fact file in groups.		20' 10' 15' 15' 10' 20' 10' 20'
Assessment - Discussion about facts on how to have a better memory.		

Source: (Rivera, 2019)

Annex 6: T-Test
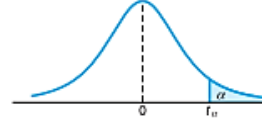
Table A.4 Critical Values of the *t*-Distribution

v	0.40	0.30	0.20	0.15	0.10	0.05	0.025
1	0.325	0.727	1.376	1.963	3.078	6.314	12.706
2	0.289	0.617	1.061	1.386	1.886	2.920	4.303
3	0.277	0.584	0.978	1.250	1.638	2.353	3.182
4	0.271	0.569	0.941	1.190	1.533	2.132	2.776
5	0.267	0.559	0.920	1.156	1.476	2.015	2.571
6	0.265	0.553	0.906	1.134	1.440	1.943	2.447
7	0.263	0.549	0.896	1.119	1.415	1.895	2.365
8	0.262	0.546	0.889	1.108	1.397	1.860	2.306
9	0.261	0.543	0.883	1.100	1.383	1.833	2.262
10	0.260	0.542	0.879	1.093	1.372	1.812	2.228
11	0.260	0.540	0.876	1.088	1.363	1.796	2.201
12	0.259	0.539	0.873	1.083	1.356	1.782	2.179
13	0.259	0.538	0.870	1.079	1.350	1.771	2.160
14	0.258	0.537	0.868	1.076	1.345	1.761	2.145
15	0.258	0.536	0.866	1.074	1.341	1.753	2.131
16	0.258	0.535	0.865	1.071	1.337	1.746	2.120
17	0.257	0.534	0.863	1.069	1.333	1.740	2.110
18	0.257	0.534	0.862	1.067	1.330	1.734	2.101
19	0.257	0.533	0.861	1.066	1.328	1.729	2.093
20	0.257	0.533	0.860	1.064	1.325	1.725	2.086
21	0.257	0.532	0.859	1.063	1.323	1.721	2.080
22	0.256	0.532	0.858	1.061	1.321	1.717	2.074
23	0.256	0.532	0.858	1.060	1.319	1.714	2.069
24	0.256	0.531	0.857	1.059	1.318	1.711	2.064
25	0.256	0.531	0.856	1.058	1.316	1.708	2.060
26	0.256	0.531	0.856	1.058	1.315	1.706	2.056
27	0.256	0.531	0.855	1.057	1.314	1.703	2.052
28	0.256	0.530	0.855	1.056	1.313	1.701	2.048
29	0.256	0.530	0.854	1.055	1.311	1.699	2.045
30	0.256	0.530	0.854	1.055	1.310	1.697	2.042
40	0.255	0.529	0.851	1.050	1.303	1.684	2.021
60	0.254	0.527	0.848	1.045	1.296	1.671	2.000
120	0.254	0.526	0.845	1.041	1.289	1.658	1.980
∞	0.253	0.524	0.842	1.036	1.282	1.645	1.960

Source: Walpole, Myers, Myers, & Ye (2012)**.**

Annex 7: Students' interaction using communicative strategies

Miming verbs of movement

Talking about Memories

Dilemmas

Retelling