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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema: “COMMUNICATIVE ACTIVITIES IN THE SPEAKING SKILL
DEVELOPMENT”**

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

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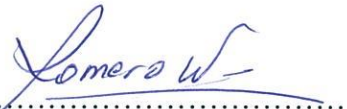
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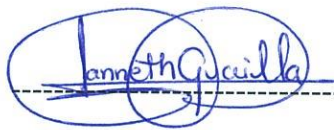
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Janneth Guaila

DEDICATION

*This important step in my life is
dedicated to my beloved family who have
supported me all the time.*

With love

Janneth.

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TEMA: “COMMUNICATIVE ACTIVITIES IN THE SPEAKING SKILL DEVELOPMENT”

AUTHOR: Licenciada Janneth Mercedes Guaila Guaranga

DIRECTOR: Doctora Wilma Elizabeth Suarez Mosquera Magíster

FECHA: 5 de Agosto del 2019

RESUMEN EJECUTIVO

Este estudio tuvo como objetivo principal el investigar si la implementación de actividades comunicativas en el proceso de aprendizaje del idioma mejora la habilidad verbal de los estudiantes de octavo año de educación general básica. Para determinar la efectividad de las actividades comunicativas en el mejoramiento de la destreza verbal de los estudiantes, se aplicó un pre-test y un post-test del desenvolvimiento verbal. Estos tests se estructuraron en base al examen internacional KET (Key English Test) y fueron tomados por los estudiantes de Octavo año de educación general básica de la Unidad Educativa Pedro Vicente Maldonado durante el período escolar 2018-2019. Se diseñó un folleto con planes de clase los cuales sirvieron de guía para la implementación de este estudio en el aula de clase con los estudiantes del grupo experimental. Estos planes de clases contenían principalmente actividades comunicativas tales como preguntas, juego de roles, juegos, vacíos de información, contar historias, y describir dibujos. Todas estas actividades estaban combinadas con sub-destrezas verbales a saber gramática, pronunciación, comunicación interactiva, reparación y repetición, y exactitud. Todas las actividades realizadas estaban enfocadas en la comunicación oral de los estudiantes quienes demostraron mejoramiento después de este proceso. Concluida la intervención en el aula, se tomó un post-test el cual tuvo el mismo enfoque que el pre-test. Luego se realizó el procesamiento de los datos obtenidos para su posterior análisis e interpretación a través de la Prueba T de Student. Los resultados demostraron que la implementación de las actividades comunicativas mejora la habilidad verbal de los estudiantes.

Descriptor: Aprendizaje – actividades comunicativas – juego de roles - historias - juegos – dibujos - hablar – verbal

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THEME: “COMMUNICATIVE ACTIVITIES IN THE SPEAKING SKILL DEVELOPMENT”

AUTHOR: Licenciada Janneth Mercedes Guaila Guaranga

DIRECTOR: Doctora Wilma Elizabeth Mosquera Suarez Magíster

DATE: August 5th, 2019.

ABSTRACT

The main objective of this study was to investigate whether the implementation of communicative activities in the English language learning process improves the speaking skill of students belonging to eighth year of basic general education. To determine the effectiveness of communicative activities in improving students' speaking skill, a pre-test and a post-test of verbal development were applied. These exams were structured based on the KET (Key English Test) international exam and were taken by the students of the 8th grade of basic general education of the Unidad Educativa Pedro Vicente Maldonado during the 2018-2019 academic period. A booklet with class plans was designed which served as a guide for the implementation of this study in the classroom with the students of the experimental group. These class plans mainly contained communicative activities such as questions, role plays, games, information gaps, storytelling, and describing pictures. All these activities were combined with speaking sub-skills namely grammar, pronunciation, interactive communication, repair and repetition, and appropriacy. All the activities carried out were focused on the oral communication of the students who demonstrated improvement after this process. Having finished the intervention in the classroom, a post-test was taken which had the same approach as the pre-test. Then, the processing of the data obtained for subsequent analysis and interpretation was performed through the Student's T-Test. The results demonstrated that the implementation of the communicative activities enhances the speaking skill of the students.

Key words: Learning – communicative activities- role play - stories - games - drawings - speaking - verbal

INTRODUCTION

Communication is the human capability (Yule, 2010) to transfer knowledge and information from one place to another, from one person to another, or from one generation to the next. The communication includes at least two people, the person who sends the message and the person who receives it. However, the transmission of the message can be affected by a series of things including the level of language performance among other factors. In these circumstances, communication skills should be well developed in order to achieve communication goals such as being understood and understand the others.

English language is an important part of human communication because it is considered as the global language. Therefore, it is important to assume those challenges to help our students in their learning process to achieve communication goals through communicative activities. Those communicative activities have been implemented with the students of Unidad Educativa Pedro Vicente Maldonado in order to help students to improve their speaking skill.

In this regard, the present research is centered on communicative activities for enhancing students' speaking skill.

CHAPTER I introduces the problem and its contextualization. Additionally, the critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are presented.

CHAPTER II shows the research background, philosophical foundation, and legal foundation as well as the key categories, the theoretical foundation and hypotheses.

CHAPTER III presents the methodology for this research the type of research, and population. In addition, the operationalization of variables, the method of data collection and analysis are displayed.

CHAPTER IV details about the obtained data analysis and interpretation including the hypothesis verification by applying T student mathematical test.

CHAPTER V shows the conclusions and recommendations.

CHAPTER VI introduces a proposal based on communicative activities in order to improve the students' speaking skill.

CHAPTER I

RESEARCH PROBLEM

1.1 Research topic

Communicative activities in the English speaking skill development

1.2 Problem statement

Limited use of communicative activities in the English speaking skill development

1.2.1 Contextualization of the problem

English is a vital language for all kinds of professional and personal goals. Nowadays, many people around the world communicate through it either as a first language, second language or as foreign language (Pandarangga, 2015). Thus, learning this language involves the four skills which all are very significant since listening and speaking help oral communication while reading and writing help the written communication Djouadselma (2015). Besides, English is considered as the “lingua franca” (Northrup, 2013), one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages.

However, students’ English level in Latin America is low (Education First, 2016). The results in the standardized international exams such as TOEFL, IELTS, and FCE are below the expected average for a good language competence. Educational policies in Latin American countries are not preparing students to have good English competences. Schools are not able to impart good quality classes generally, and others do it with low quality. In Ecuador, until 2000, learning the English language in schools was optional. However, Ministerial agreement number 052-14 states that teaching English is mandatory in public schools from second year of Basic Education to the third year of baccalaureate. The main goal for that agreement is that learners enhance their level of English.

According to the Education First (2019) Ecuador is in the 65th place out of 88 around the world. This means that level of English performance is low. For this reason, the Ecuadorian Board of Education acknowledged the importance of reinforcing of the English language teaching as it is a great communication tool. Hence, a new national curriculum was designed to contribute

to the development of students' ability to live together in their local communities and to take a proactive role as world citizens in the 21st century by integrating the Communicative-Functional Language Approach and the Common European Framework of Reference (CEFR) (Board of Education of Ecuador, 2014). Thus, students can reach a minimum B1 language proficiency according to the CEFR, so that they can study abroad and have many opportunities.

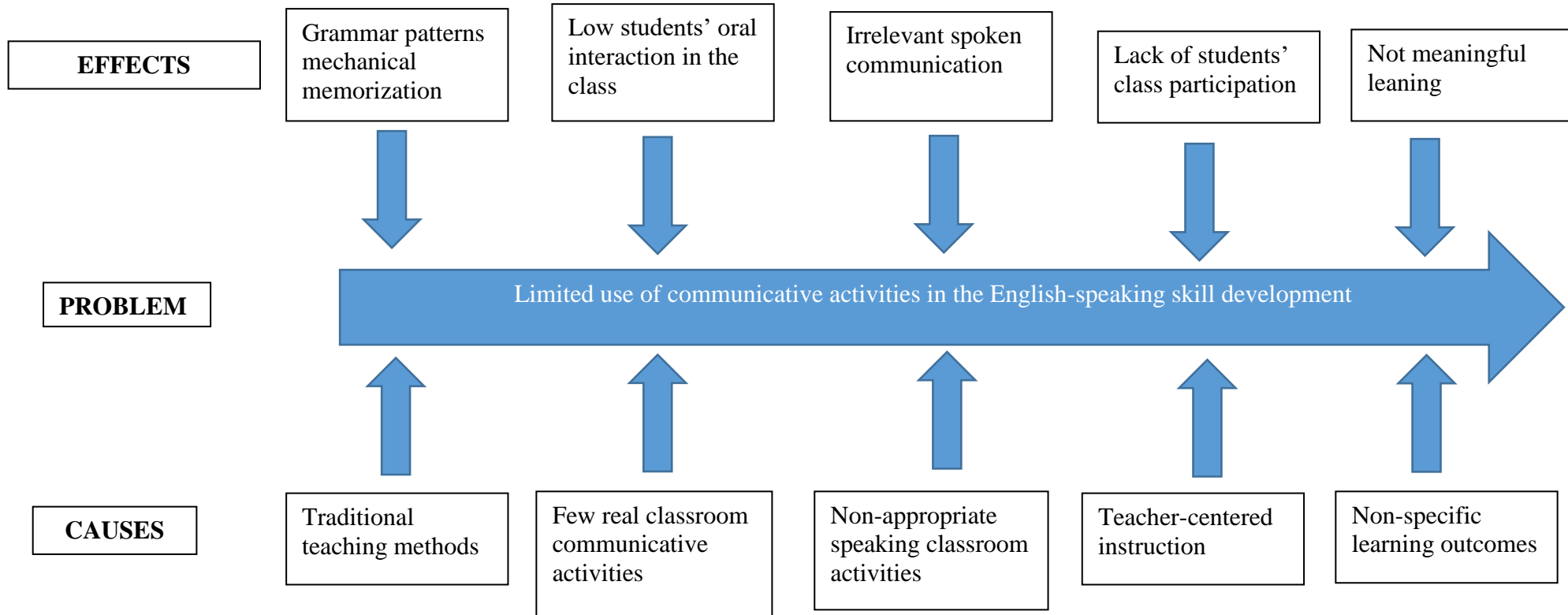
The teachers who work at Unidad Educativa Pedro Vicente Maldonado support learners and encourage them to speak with coherence and fluency. Nevertheless, they face some problems for students are not well-prepared. After finishing the academic year, the high school teachers agreed that more than 60 percent of the students do not achieve the communicative goals for the eighth year of basic education. In other words, they do not develop the expected level on their language skill, specially the speaking skill. The Ecuadorian government has implemented and designed some strategies and methods that are applied in the classroom environment to enhance the students' abilities. One of the methods that have been promoted in English teaching is the Content and Language Integrated Learning (Villalva & Rosero, 2012) which enhances the English learning.

Communicative activities play a crucial role in Communicative Language Teaching (CLT) to make students' learning easier. Since the central theoretical concept in CLT is "communicative competence", CLT aims to promote the development of the functions of the language through learners' participation in communicative events (Savignon, 2002). Besides, the Communicative Approach has been implemented in the Ecuadorian classrooms which aims to use the target language for meaningful and communicative purpose.

The Unidad Educativa Fiscal Pedro Vicente Maldonado is one of the most important high schools in Riobamba. This institution has the International baccalaureate program. Nevertheless, after a period of observation, in the eighth year of basic education, students face some problems to speak English; because, they do not accomplish a good English competence after finishing the seventh year of Basic Education. It could happen because teachers do not use the appropriate activities for language learning in the classroom context.

1.2.2 Critical analysis.

Figure 1. Critical analysis



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Critical analysis

Speaking is the outcome skill that students must master to accomplish communicative goals (Lackman, 2010). In the current time, English is the global language; therefore, people should effectively communicate with others. Nevertheless, it is not possible at all because there is a limited use of communicative activities in the classroom.

First, traditional teaching methods are used in the classroom and they focus on memorization of grammar patterns. Teachers apply traditional methods in the language classroom. They center their duties on teaching grammar instead of focusing on communication in real life. Susanto (2011) states that grammar patterns are learned and memorized by adults better than children. Students face some problems in the grammar patterns retention while the communication skill is not practiced. Students only fill grammar exercises worksheets or they repeat exercises which are not as meaningful as communicative activities.

Second, few real classroom communicative activities exist for real communication which produces low students' oral interaction in the classroom. Lawtie (2018) affirms that this problem occurs because teachers work with large classes. It is the case of Unidad Educativa Pedro Vicente Maldonado. According to the registers, there are more than thirty-five students in each classroom. This is a disadvantage for the students because there is a limited interaction between teacher and students which do not let the second group to improve their oral skill.

Moreover, there are non-appropriate speaking classroom activities which are not useful to upgrade the students' speaking development. Therefore, there is an irrelevant spoken interaction in among students which ends in serious problems when students need to communicate with their peers during classroom tasks and projects. According to Davis (2016) teachers must design classroom planning by looking for students' interests and need. It motivates and engage students in their learning.

Furthermore, another big problem is that there is still a teacher-centered instruction. Ive (2017) states that teacher-centered classrooms make students to do what the teachers order only; and the class activities are not focused on the students' needs and interests

either. In these circumstances, teachers do not promote and transmit enough motivation to his or her students. If the learning environment is centered on the teacher rather than the students, the learning process is ineffective and learners' participation is low. Therefore, language learners are not interested and engaged in the activities and for this reason, they do not experience an active participation.

Finally, the learning outcomes which are established in the class planning are non-specific which makes the learning experience irrelevant and non-meaningful. As it was mentioned above, students must learn according to their needs (Ive, 2017). However, teachers do not emphasize on communication development; in consequence, learning moments lack of students' interest.

In sum, all of the causes mentioned above stop and limit the students' improvement of their speaking skill.

1.2.3 Prognosis

If the current research is not implemented, students' low level of speaking skill would continue. The students would not effectively interact with people from other cultures in real situations. Besides, they would not be able to get their B1 level of performance when they finish high school. Furthermore, teachers would not improve their teaching practices for their students' sake. Classroom tasks would be ineffective and the students would remain in their low level of performance; since teachers would not look for class opportunities to use the target language in a meaningful way. Consequently, class participation would limit the students' improvement because they face nervousness when they use language.

On the other hand, if there is a positive modification in the teaching practice from traditional to new teaching practices, for instance, communicative activities; the English students' speaking skill will face a reliable enhancement. Furthermore, students will be able to communicate with others in a second language. Therefore, an effective teaching processes like using communicative activities should be applied to promote a good quality of education.

1.2.4 Problem formulation

How do communicative activities enhance the English speaking skill in students of the Eighth grade of basic education from Unidad Educativa Fiscal Pedro Vicente Maldonado?

1.2.5 Research questions

- Which communicative activities enhance the English speaking skill?
- Which speaking sub-skills are developed the most with the use of communicative activities?
- What is the difference between students that attend intervention classes and the student who do not have any intervention process?

1.2.6 Delimitation of the research object

1.2.6.1 Content delimitation

1.2.6.2 Field: Methodology

1.5.1.2 Area: EFL methodology

1.5.1.3. Subject: Communicative activities in the speaking skill development

1.5.1.4 Spatial delimitation

Unidad Educativa Fiscal Pedro Vicente Maldonado

1.5.1.5 Time delimitation

Academic year : 2018-2019

1.3 Justification

Learning about how to improve students' English language skills is essential for all the humanity. Carrying out this study is **necessary** because learners of Unidad Educativa Pedro Vicente Maldonado need to improve their speaking skills. It is widely known that English is considered as an international language, so students must be proficient in their language performance to face global challenges.

This is **interesting** because promotes extreme motivation to English teachers to change their ways of classroom management by using more effective teaching methodology. This research also transmits knowledge with teacher to have a basis of how communicative activities could be applied inside the classroom to teach a language like English.

Furthermore, it is **important** because English teachers at Unidad Educativa Pedro Vicente Maldonado are aware of the necessity of improving their teaching development. They are eager to implement communicative activities in the classroom, too. Those activities are crucial in language teaching for the development of English communicative competence.

The **beneficiaries** in this study are the students and teachers of Unidad Educativa Pedro Vicente Maldonado. They have the opportunity to share their knowledge and use the communicative activities as sources of motivation and learning of English as a foreign language.

Finally, this research work is **feasible** because all the technological resources and didactic materials are available and easily afforded by the researcher. Besides, the authorities and teachers of the institution want to improve their teaching methodology according to the Common European Framework of Reference requirements.

1.4. Objectives

1.4.1 General objective

To investigate if the implementation of communicative activities enhances the speaking skill in students of eight year of basic education Unidad Educativa Pedro Vicente Maldonado in Second Quimestre in year 2019.

1.4.2 Specific objectives

- To analyze which communicative activities are the most effective to develop the speaking skill.
- To identify which speaking sub-skills are most developed through the use of communicative activities.
- To compare the difference between students that attend intervention classes and the student who do not have any intervention process.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

After examining some previous studies at the repository of the Technical University of Ambato and other national and international universities, it was evident that other researchers gave attention to the use of communicative activities in the classroom for enhancing English speaking skill. As a result, it was marked, that communicative activities play an important role in the development of the students' speaking skill. However, the research topic has not been researched before at Unidad Educativa Pedro Vicente Maldonado from Riobamba. Hence, this topic is the first one aligned to the English language at this institution. Then, it is important to mention the previous studies to the current research.

Owen and Razali (2018) concluded that there was a significant difference of students' speaking after developing a research about communicative activities in the classroom. This study aimed to apply communicative activities in the classroom. Those communicative activities dealt with information gap activities and games which affected students' speaking performance (Owen & Razali, 2018). This was a quasi-experimental research whose intended population (secondary students from a Libyan school) formed the control and the experimental groups of study. According to the authors, after the implementation of communicative activities, students' oral speaking performance improved; but the best scores had the female population. The type of activities used for this study allowed students had their own experience using the language for real communication.

Yunita, Marzuki, and Novitri (2015) developed a research about the effect of communicative activities on the speaking ability. The researcher performed an experimental research through pre-test and post-test. The pre-test was in oral form, in order to find out the students' speaking skill level. After teaching by using communicative activities, a post-test was administered to measure how the treatment succeeded in developing students' speaking ability. The results evinced that implementation of the communicative activities had beneficial effects in teaching speaking. Therefore,

communicative activities were good in teaching speaking and had a good effect for students' speaking ability (Yunita, Marzuki, & Novitri, 2015)

Moreover, Oradee (2012) reports that English teaching and learning have the goal of using English for communication. This research is based on the following objectives: study and compare English speaking skills using discussion, problem solving, and role-playing during the classroom experience. The other objective is to analyze the students' position with relationship to teach the speaking skill using the communicative activities previously mentioned (Oradee, 2012). Furthermore, this research adopted a qualitative methodology. The quantitative data come from a speaking and a survey that gathers the students' perceptions about the study. The qualitative data are drawn from a log, an interview, and a journal made for the teacher. The author concludes that the students' English speaking have been enhanced through communicative activities.

Additionally, Samperio and Toledo (2016) explain that communicative activities in the classroom are necessary to be included for developing communicative skills. This analysis is centered on answering two main questions such as 1) do English language learners have a preference for communicative activities 2. does the teacher's number of use of communicative activities match students' preference for the communicative activities? The primary aim of this research is to identify students' preferences for communicative activities carried out in the classroom by the teacher. Besides, this research work is based on quantitative research and gathered data through a questionnaire administered to 263 students and 20 teachers to observe students' preferences and teachers' number of communicative activities usage. The researcher concludes that teachers are aware about the benefits of including communicative activities in their students' communicative performance.

In the same line of research, Thu and Ngoc (2017) explain that communicative activities not only develop speaking skill but also improve attitudes toward teaching speaking. The aim of the research is to investigate the fact of using communicative activities in learners and teachers. The authors base on the following topics 1) types of communicative activities, 2) students' opinions about communicative activities; and, 3) students' difficulties (Thu & Ngoc, 2017). In order to collect data, the researchers used a questionnaire and an observation sheet. The questionnaire is focused on the application

of communicative activities in speaking class and the students' opinion about those activities. The observation sheet is conducted in order to explore teaching and discover the students' participation. The conclusion refers that teachers and learners must apply communicative activities in a speaking class. Nevertheless, two aspects affected the success of these activities such as the group work and teamwork diversity and flexibility. Besides, teachers correct learners' errors too much without taking into consideration that communicative activities are the best way to speak in the class.

A research carried out by Ismaili and Bajrami (2016) confirmed that information gap activities were part of communicative activities. Information gap activities played an important role in the enhancement of the speaking skill. The core objective was to investigate the methodological strategies that information gap techniques provide and their effectiveness to increase speaking competence. Further, two research questions were identified 1) what is the students' perception on the information gap activities in the classroom; and, 2) can information gap activities foster autonomy in academic setting. The authors performed a quasi-experimental research and the collection of data was obtained from two groups of students. The authors applied a pre-test, post-test and a rubric for assessing the students' oral interaction before and after implementing information gap activities. Therefore, the results showed that the improvement of the students' speaking skills was highly related to the use of information gap activities in the teaching-learning process (Ismaili & Bajrami, 2016).

Another study conducted by Farooq (2015) aims to find out the teachers' perceptions regarding CLT in their classroom and to observe whether CLT improves students' communicative competence. He conducted his research in five questions such as 1) what teaching approaches/methods are adopted by the English language teachers, 2) how do they perceive CLT in their classrooms, 3) how do they create a CLT environment in their classrooms, 4) what problems do they face in establishing a CLT environment in the classroom and 5) how can implementation of CLT improve communicative competence of the students (Farooq, 2015). Thus, the research used a mixed approach as a collection of qualitative and quantitative data in his research. A questionnaire and a classroom observation were used like instruments to develop the research. A questionnaire was also used to look for teachers' perceptions about CLT. Classroom observation sheet was made in order to get a real picture about why teachers were interested in use CLT to improve

the environment. Nevertheless, the author accepted that there was a considerable number of English language teachers who were aware of the CLT and at that time were implementing it in their classrooms. On the other hand, female teachers were more interested in CLT to improve communicative competence of their students.

According to Ganguly (2015), communicative language teaching is the most effective method for second or foreign learners. The main goal for this research focuses on the incidence of communicative activities in English education. For achieving this aim, he uses an exploratory-quantitative-interpretative type of research. This research is exploratory in the sense that quantitative approach, supported with qualitative perspectives, provides deeper insights into the problems (Ganguly, 2015). The researcher collects the data using simultaneously different instruments like survey, FGDs questionnaires, and interviews. The questionnaire is applied before the teacher's class intervention. He also conducts FGDs with students in class in any schedule and he interviews ten teachers. The conclusion refers to students' learning styles, strategies, and attitudes that are affected due to the difficulties of communicative challenges and lack of support system.

Mulyanah, Ishak, and Dewi, (2018) report that speaking is an essential skill for learners, therefore the aim of their research is to find out significance difference of learners' speaking skill before and after the use of communicative language teaching. The teacher uses different activities like information gap, games, and simulation which let students speak fluently and make them confident. In order to get the aim, they apply an experimental research and for collecting data, they use a pre-test and a post-test. The authors also work with an experimental and a control group. Finally, the result shows that communicative language teaching is a suitable method to teach speaking.

On the other hand, Masduki, Zakaria, and Ismail (2017) establish that shy children have big problems to communicate because they have low self-esteem. The researchers are centered in the following areas: a) level of students' shyness; b) the implementation's level of communication activities; and, c) the effectiveness of communication activities in the co-curricular program towards children who experience shyness (Series, 2018). For achieving these aims, Masduki, Zakaria, and Ismail (2017) used a non-experimental descriptive research design. The results of the investigation were that communication

activities in benefited learners in terms of increasing their self-confidence and reducing their timidity. They also reported that teachers should encourage their students to talk and report their activities to the rest of the class.

2.2 Philosophical foundation

This study was based on the critical- propositional paradigm. This paradigm makes a wide analysis of the phenomena in order to identify the causes of a problem through explanation, prediction and control. This paradigm helps the researcher to look for the causes of a problem and to propose a solution. It conveys the use of theory to set a hypothesis. This hypothesis was tested along the process of this research. critical-propositional paradigm also helps the researcher to look for strategies to determine the solutions of a problem. Those solutions are beneficial for the society because they let the improvement on the quality of life of that society. Based upon the considerations above, this paradigm constitutes the light for the present research because it pretends to contribute with the students' speaking skill improvement.

2.2.1 Ontological basis

The ontological basis for this study focuses on the establishment of rules that allow human beings to be part of any society. In this case, students and teachers establish communication through English since they are active parts of the society who live in Riobamba. This study entitled communicative activities in the speaking skill aimed to highlight real language use in order to improve interaction among students as well as with their teacher to promote meaningful learning.

2.2.2 Epistemological basis

The epistemological foundation for this study is based on the consideration that knowledge is the most important element in the education process. Since, human beings are in constant change and improvement, they learn from every single experience in during their life; for this reason, teachers should help them to polish their background knowledge and go beyond their highest expectations. Therefore, this research which is student-center was a good opportunity to support the them through the application of communicative activities with a student- centered focus during the learning process (Abdelmalak & Trespalacios, 2017).

2.2.3 Axiological basis

The axiological basis for the current research is focused on teaching values. Values are essential parts of the good communication among people. Therefore, being important part of the human interaction, people should share what they know and help others. Besides, in the education field, teachers and students are essential in the development of the society because they help and learn from each other and contribute with the rest. In this context, students and teachers must contribute with the society advancement. This contribution consists in being proactive, competitive, autonomous, and good problem-solvers.

2.3 Legal basis

The current research is based on Art. 26 of the Ecuadorian Constitution and the Art. 1 of the Board of Education agreement number 0052-14. Both of them constitute the legal basis for this research because they involve the rights, which are related to learning a foreign language, which is English in this case.

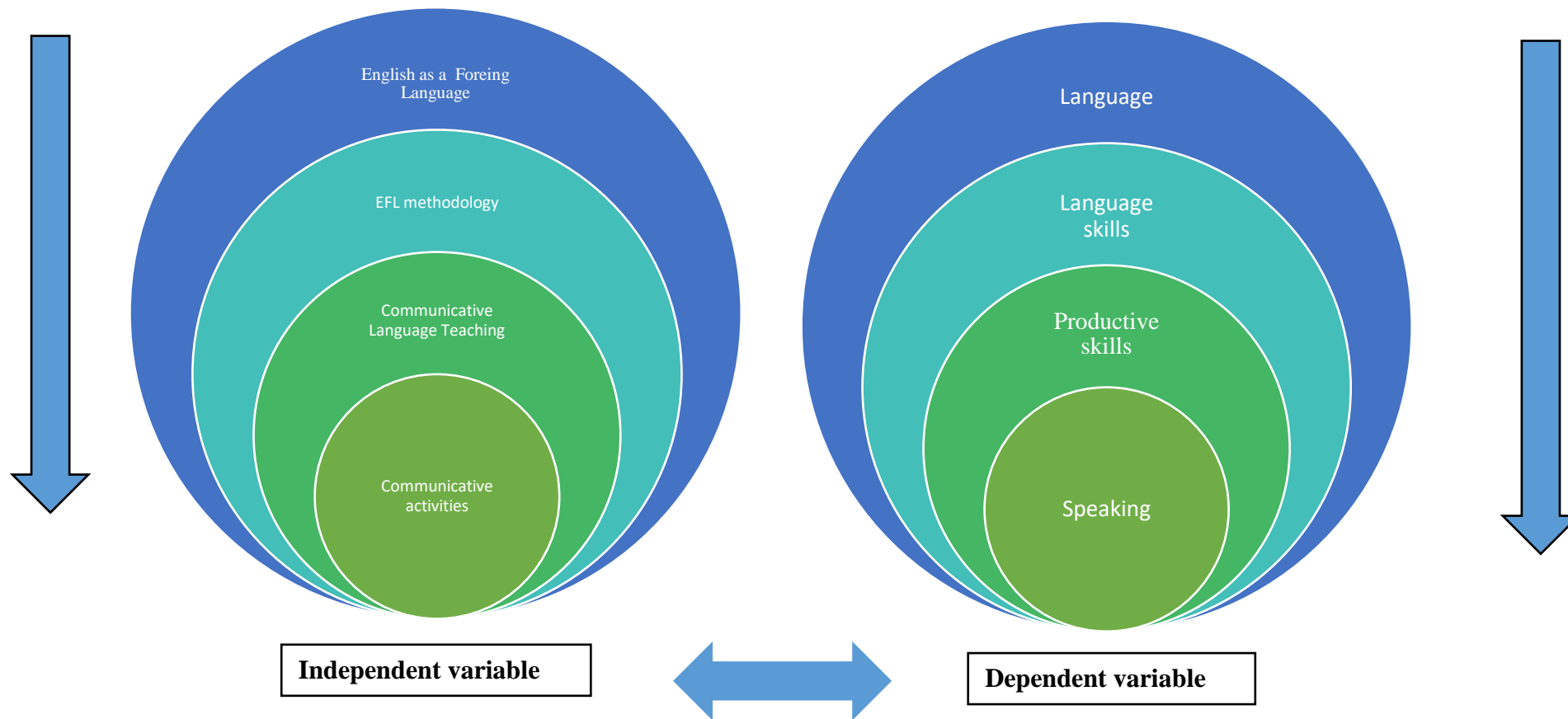
Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Ministerio de Educación del Ecuador

Art. 1 (0052-14).- Disponer que la enseñanza del idioma inglés, a partir del año lectivo 2016- 2017 régimen Sierra y 2017-2018, régimen Costa sea obligatorio desde segundo año de educación básica hasta tercer curso de bachillerato para todas las instituciones, públicas, fisco- misionales y particulares del país.

2.4 Conceptual Framework
Figure 2. Conceptual framework



Created by: Guaila, J. (2019)

2.4.1 Independent variable theoretical support

English as Foreign Language

English is known as a universal language and it is considered the language of the mass media newspapers, radio and television. It is the official language of institutions, local and central government and education (Broughton, Brumfit, Flavell, & Peter Hill, 1980). According to Nordquist (2017), non-native speakers learn English as a foreign language.

Foreign language learning deals with the three circles of English (Kachru ,1985 as cited in Edwards & Laporte, 2015). Those three circles represent the way in which English is acquired, learned, and used. The first circle which is called as the inner circle represents the use of English as the first language. In the inner circle some countries such as the United States of America, The United Kingdom, Ireland, Canada, Australia, and New Zealand take part because their inhabitants are native speakers of the target language. The second circle, the outer or extended circle, refers to places where language users have English as their second language because they are part of a multicultural setting such as India, Singapore, and Malawi among other 50 countries. The third circle, the expanding or extending circle, involves using English as a foreign language. It happens in countries like Japan, China, Greece, Poland, among other territories where English is taught and learned as a foreign language (Edwards & Laporte, 2015).

According to Dakowska (2018) foreign language teaching is centered on verbal communication because it is a natural social phenomenon. This verbal communication involves contexts, domains, and natural situational varieties. It is also described as a natural process that takes place in the mind of the language user. After familiarizing with the new language, the person is able to comprehend and produce discourse in several situations.

English as a foreign language methodology

The British Council (2019) states EFL involves learning and employment English as an additional language in a place where English is not the native language. Additionally, EFL methodology includes producing teaching and learning materials which are focused on “survival English”. It refers to the knowledge of the target language when a person starts to live in an English speaking country.

According to Harmer (2006) a method is the approach put into action. The methods include activities, roles of both teachers and students, the needed material, and the syllabus organization. In other words, methods need techniques and processes. Teaching approaches involve the theory about language concept and learning. Torres (2010) reports that those theories are put into practice during language instruction process which include objectives, syllabus, types of activities, roles of teachers and learners, materials, and so forth.

Villalva and Rosero (2012) in the National Curriculum of English for Ecuadorian education state that taking into account that English is considered as the “lingua franca” in all the fields of human development. Besides, it must be learned in order to establish meaningful communication with people worldwide. That is the reason why Ecuadorian curriculum is aligned with the Common European Framework of Reference standards. In these circumstances, the communicative approach is accepted in Ecuadorian teaching and learning processes.

Communicative language teaching

According to Harmer (2006) Communicative Approach or Communicative Language Teaching is a set of beliefs that includes two important aspects of language teaching. Those aspects are summarized in what and how to teach. The former aspect focuses on the language functions rather than grammar issues. While the latter or “how to teach” centers on the teachers’ involvement of their students in realistic communication activities. Some activities that are centered on these aspects can be simulations and role plays which mainly involve students’ real communication.

Furthermore, Herrera (2011) states that the students’ desire for communication is the most important factor that classrooms with communicative language teaching focus promote. Communicative Language Teaching Approach aims to achieve real life communication moments in the classroom. It means that learners have a better language learning because they experience meaningful classroom moments. The classroom activities which are based on this approach engage the learners into meaningful and real communication tasks through the use of authentic material (British Council, 2018).

The Communicative language teaching appeared after the second half of the twentieth century because the Grammar-Translation Approach defaulted. It proposed a new way of teaching which was centered on learning a language for communication purposes. Vygotsky (1978 as cited in Herrera 2011) stated that learning happens in the zone of proximal development. It is also known as the part of the brain which is composed by the learner's background knowledge. This knowledge is improved or sometimes changed by the education and the teacher's support.

Chomsky (1986 as cited in Herrera, 2011) considered that Communicative Approach was also based on the constructivism approach. This approach was based on the idea that the human beings born with a genetic capacity to learn a language. This idea stated that a person was born with an inherent system that serves for language acquisition and use that was called as the LAD (Language Acquisition Device). It helps the human beings to develop interaction in a natural process. In this regard, the language users interact in order to gather the linguistic information to develop a language. He also claimed that languages have a common grammar structure called "universal grammar".

Furthermore, Harmer (2006) argued that the communicative language teaching mainly centers on the students' ability to establish communication instead of practicing grammar rules. Furthermore, the communicative language teaching considers the vocabulary learning as an important part of the learning process. Moreover, this kind of teaching is not only focused on 'conversation' but it is learner-centered, content-based (Taylor, 2003). Besides, this approach is also known as functional-notional approach because it helps to develop the language through functions in order to apologize, request, invite, and promise, among others (Canale & Swain, 1980)

Communicative activities

According to Littlewood (2002) the communicative activities are important pieces of work that engage the language learners in its use to achieve their own goals. These activities are performed to promote the language use in real life such as to talk in order to share knowledge or discover things from others. Effective communication is always promoted through these classroom tasks because learners need to understand and be understood. In the same way, Harmer (2001) claims that communicative activities are

very helpful to develop real classroom communication and language improvement. These activities have certain characteristics such as:

a) Desire.

It includes the will that the students have to establish interaction among them.

b) Purpose

It involves the goal of communication that is focused on an intended action such as buying a ticket, write an apology letter, invite somewhere, etc.

c) Content

It is based on essence of the ideas not their form. It includes the appropriate vocabulary use in order to be understood.

d) Variety of words

It means that the language learner uses some ways of saying an idea rather than only one language structure or word.

e) Teacher's intervention

In the communicative language classroom, the teacher's intervention is almost null because he or she must promote individual and autonomous work without any interruption.

f) Materials

In communicative language teaching there is no materials control because it may be a kind of retention of creativity to develop the students' learning.

Harmer (2006) also argues that communicative activities are visible at the end of the class through students' interaction. Students participate in class projects that provide them both desire and motivation to meaningful communication and use of language. Furthermore, information gap activities are very useful to the accomplishment of communication goals (Harmer, 2001). Therefore, the teacher should create information gap in the classroom activities in order to promote a real communication scenario.

To sum up, classroom communicative activities are tasks that include students in the production, comprehension, or interaction through the use of the target language to communicate with a purpose. These tasks are developed in the classroom by the students who are placed in different situations. The teacher encourages the students to speak in the target language in order to produce it in real and meaningful situations.

Purposes of communicative activities

Communicative activities promote students' involvement in learning through the use of the target language and contribute with their learning. Littlewood (2002) reports about some purposes of communicative activities.

First, they promote task practice in order to exercise with all the language skills. This gives the teachers the opportunity to provide students a series of communicative activities which are planned according to the students' levels and needs. One another purpose of communicative activities is the improvement of motivation in learning process. In this case the teacher encourages his or her students to participate by creating an engaging environment in the classroom. Therefore, the students are motivated to establish communication channels through the use of the target language. Yet another purpose for communicative activities is building a natural learning process. The teacher allows his or her students to establish personal relationship among students and a good communication with their teacher. This relationship would support to the students in their language learning.

Type of communicative activities

The communicative activities that are used in the classroom motivate the students to use the language for interaction and communication purposes. Some of them are questions and answers, information gap activities, games, conversation and telling stories.

Questions and answers involve questioning activities because the students ask and give response to each other. Klippel (1991) claims that these activities can be developed inside many others like warm up activities, interviews and surveys (when they do not understand the proposed question), guessing, and jigsaw among others. Furthermore, most of the classes start with simple yes/no questions as well as information questions to look for the students' background knowledge. Klippel (1991) also states that warm up activities are suitable to motivate and give ideas about the topic that is going to be addressed and to give a clear idea about the task.

Information gap activities are important tasks for communication in CLT. Richards (2006) refers to these kinds of activities like very active and meaningful because the students use them in order to discover information they do not have. Information gap activities provide a knowledge gap between peers that can be bridged through the language. Littlewood (2002) calls the information gap activities “functional” which let them share knowledge and its processing; for example, personal information, differences and similarities on pictures, role-plays, etc.

Games are enjoyable activities which have rules or terms against each other (Hadfield, 2005). They are helpful to motivate the students to master the language learning without stressing them. There are a number of kinds of games that are used in speaking class, for example spelling, search, matching, jigsaw, among others.

Conversation is the task that students perform whose main goal is the interaction. This is a real-life activity which provides meaningful content for a wide range of communication situations. Furthermore, conversation provides the practice of functions and domains of the language which let the learners practice of interaction. In this case, the students introduce new topics and take turns. Conversation also provides the students the opportunity to show their own personality.

Among communicative activities are **telling stories**. The main goal of these activities consists in letting students to produce longer connected text. Furthermore, the students develop their imagination and produce the language in a real way (Klippel, 1991). These activities can be developed through some tasks such as chains of stories, picture stories, tales, among others.

Benefits of communicative activities

According to Muhassin (2016) communicative activities in the classroom are beneficial because they make the teaching-learning process more effective. Communication can be very useful for students who travel to another country to study because if a student knows the language of the other country it is going to be very easy to understand and get information. Developing the speaking skill gives the opportunity to study in a deeper way because sometimes some books, articles or web sites are only in English, and students

cannot understand. Therefore, speaking another language has its advantages at a certain time.

The English teachers at Unidad Educativa Pedro Vicente Maldonado argue that the ability to communicate is very important because the speakers are able to express their ideas. The teachers use the communication for both teaching and to learning. They also argue that this ability let them to listen and understand to their students. Teachers say that the main skill that learners should improve on is the ability to communicate and express ideas.

2.4.2. Dependent variable theoretical support

Language

Scarino and Liddicoat (2009) define language as the main goal of language teaching and learning; therefore, teachers should be aware about what language is. This happens because the understandings of language affect teachers' performance in the classroom.

Language is widely used in any society that helps to understand and been understood by others. In this regard, the language makes learning experience more engaging for students. Language is not only a subject be studied but also a way of seeing, understand, and share ideas about the world; in doing this, each speaker uses his or her language differently. People use language for purposeful communication and learning, so, a new language involves realizing how to use words, and rules in order to communicate with others (Yule, 2010).

Furthermore, a language should not simply see as a means of knowledge to be learnt but as a social practice that lets participation. Language is performed in daily lives and is used to express, convey, and give meanings and to establish and keep social and interpersonal relationships.

Language is a social practice where meaning-making and interpretation plays and important role. Hence, language learners not only need knowledge about grammar and vocabulary rules but their use and application in order to be understood. The learners must create and represent meanings and consequently transmit that meaning with others in order to be active parts of social interaction. Educators understanding becomes part of their professional stance that influences their curriculum, planning and classroom

management. Teachers who consider the language as a code for acquiring grammar and vocabulary do not accomplish the ultimate goal of language learning. Within such a limited approach, students do not have the opportunity to develop real communication but simply an exercise which requires memorization.

The understanding of language also affects the classroom management and the ways in which learners understand the relationship between their mother tongue and the new language. If the language learning program centers on that code; it shows a theory of language in which the relationship between two languages becomes a code replacement. In this case the only difference that can be determined is the vocabulary. On the other hand, the language pedagogy focuses on the interpretation and creation of meaning; therefore, the language is learned as a system of personal connection with a new world, where learners necessarily interact with other members of the society (Scarino & Liddicoat 2009)

Language skills

There are two main categories of classroom activities. The first kind involves those that provide the students with language input. The second kind of activities relates to those which motivate the students to produce output. All of those classroom activities help to improve the language abilities or the widely known as language skills. The ability to retrieve these skills give the learners the learners the possibility to produce and use the language which is stored in the brain. Learners reproduce the language in the output through the combination of units that were received in the stage of input.

Language skills are divided into two main groups. The input refers to skills which provide information such as listening and reading. The former is received by the listener, through auditory signals, who assimilates the information and processes to understand it. The listening skill can be addressed through radio programs, YouTube videos, TV programs, Furthermore, reading skill provides information through the sight. Information in the classroom can be obtained from textbooks, magazines, newspapers articles, and so on. All of these resources provide good input of language.

The second group is called as output. The output includes the production of the language through writing and speaking. Through the input received, the learners can produce conversation, make questions, write letters, summaries, e-mails. The students can also

reproduce what they have listened or read in big explanations and socialization of information. As it was stated, the language skills form a kind of cycle where the input is received and according to it the output is produced.

Productive skills

Harmer (2006) states that productive skills refer to the autonomous production of the language, in other words, students write or speak. The students can rehearse language production and experiment in different ways. When students work on their language production, they operate towards their communicative goal.

As it was stated, the production of language is the main goal in the language classroom because it helps to evaluate how the teaching process is going on and what aspects can be improved or changed. In this regard, activities such as language drills are not considered as productive skills even though they are orally performed. In the same way, writing sentences are not considered as written production of the language even though they can be useful to practice a grammar point. The language production refers to the holistic use of the language to establish real communication.

Speaking skills

A productive communication skill that requires an interactive process which engages people for social interaction by developing the students' ability to communicate which establishes mutual agreement in a given meaningful context as a way to verbally interact using paralinguistic features in a specific spoken discourse for social purposes.

Speaking is also considered as the ability to orally communicate with fluency. It includes a wide knowledge of language features and the ability to process information and language on the very moment of listening something in order to immediately answer.

Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

A fluent English speaker has the ability to produce **connected speech**. It includes modification of sounds or assimilation, omitting or elision, adding or linking, or

weakening through contractions and stress patterning. For this reason, educators should engage students in activities which are specifically designed to improve their connected speech to be fluent (Steele, 2019).

English speakers have the ability to change the pitch and stress in certain parts of their utterances. They also can vary volume and speech, and use other physical and non-verbal (paralinguistic) signs to show how they feel (especially in face-to-face interaction). In other words, they produce **expressive devices**. The use of these devices contributes to convey meaning. Teachers should provide the learning moments to deploy at least some of such suprasegmental features and devices in order to engage the students in effective communication.

Lexis and grammar are other important speaking skill features. Since unplanned speech is marked by the use of lexical phrases, especially in the production of certain language functions. Therefore, teachers should provide a variety of phrases for different functions for example, agreeing or disagreeing, expressing surprise, shock, or approval. Language users are involved in specific speaking contexts like job interviews, they can take advantage of their knowledge of lexis and grammar for producing good interaction.

A good performance of speaking skill involves **negotiation of meaning**. This characteristic helps the language user to ask for clarification and understand what he or she is listening.

Mental/ social processing of language

The speaking skill involves the ability to process information and produce words and ideas in the fastest way possible with mental processing skills.

Language processing occurs in the language users' brain. After the input, the information is processed into coherent order so that it comes out in forms that are not only comprehensible but with meaning. Language processing is the retrieval of vocabulary from memory and their use into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to motivate students to develop habits of fast language processing in English.

Most speaking classroom moments involve **interaction** with a partner or with the whole group. Therefore, a good listening skill is necessary. The student needs to listen first, then, understand, and finally promote meaningful interaction and communication.

Information processing is another characteristic because the language user listens and needs to process the information rapidly to give a response. This means that people must not use too much time to understand and answer about something. It could indicate that the listener is not hearing or understanding either (Harmer, 2006).

Speaking sub-skills

Grammar

Littlewood (1992) states that grammar is the study of the structures in a sentence. In this context, students are encouraged to analyze patterns with the teacher in order to understand and memorize the places each unit of the language, word, comes. The author states that grammar includes sets of rules which have regulations and exceptions that control a language.

According to Harmer (2006) communicative approach does not emphasize grammar teaching in isolation. It is taught in context in terms of functions of the language. It happens because grammar patterns are used for many communication purposes. Norquist (2018) reports that the term grammar comes from the Greek which means “craft of letters”. In other words, grammar is the systematic study and description of a language through rules and examples which involve syntax and morphology analysis.

Fluency

According to Wood (2017) fluency describes language performance and production. Fluency has been taught as a function of pauses and hesitations which are connected with pragmatic and structure. In this context, fluency is perceived as the integration of notions of automaticity and language units formulation into classroom practice. Besides, fluency also studies how the human beings store and retrieve words that are stored in the long-term memory. That is because language can be spontaneous in real life discourse.

Furthermore, Lewis (2019) states that achieving fluency is very hard because fluency means speaking in a natural way. It means that a person who is fluent speaks pretty much

the same in the mother tongue. He considers a person is fluent when he or she does not need to hesitate too much to communicate something. Besides, being fluent means that a person makes mistakes and correct him or herself immediately. The language user also understands and is understood when he or she is fluent in the target language.

Vocabulary

Vocabulary is the main factor in any language. According to Crystal (2003) English is a global language. Therefore, it is spoken by people throughout the world and is used in fields such as economic, social, political, and scientific, among others.

Vocabulary learning and teaching was reduced in the language classroom. The grammatical approach was the priority. Nevertheless, in the present, vocabulary is considered as a great way of acquire information. It makes grammar learning and identifying structures easier. With the appropriate vocabulary knowledge, the students gain confidence while developing language skills. Furthermore, the discourse to which the student is exposed is also easily understood (Broadfoot, 2005). Additionally, the knowledge of vocabulary is an aid to improve other linguistic tasks such as writing, pronunciation, and reading.

Pronunciation

Pronunciation is the act of clearly and correctly speak in order to be understood by those around the speaker (Torres, 2008). Through pronunciation, students learn that English words have a stress pattern and can be pronounced in slightly different ways, and that the pitch of the voice can be used to convey meaning. Furthermore, pronunciation is not only the production of sounds of the speech but also the perception of speech sounds. Nordquist (2018) affirms that pronunciation is the act of speaking a word.

English pronunciation is completely different to Spanish pronunciation because in Spanish the spelling is the same as the pronunciation; however, in English a lot of words are pronounced and spelled in different ways. Furthermore, more than one combination of letters represents different sounds. Therefore, recordings are necessary while learning to speak English. English teaching books start with pronunciation from the basic levels to the highest ones. However, some authors start to teach pronunciation from the

intermediate level. This happens because authors do not consider the importance of phonetics in learning a language.

Intonation

Intonation is also known as pitch or the tone of the language (Shaghi, 2015). Intonation is the area of pronunciation that is considered very difficult for the language learner. However, the students rarely take into consideration this fact during speaking. Moreover, intonation is used to signal starts and finals of a conversation. Intonation is also used to show expectations. Strong expectations are shown through falling intonation and lack of expectations is demonstrated through rising intonation.

The communicative activities in the classroom aim to enhance students' oral communication and interaction. However, some educators and instructors do not integrate intonation in the class activities. The intonation is very important because it constitutes the first phonic phenomenon that listeners encounter while interacting.

Repair and repetition

According to Lackman (2010) another speaking sub-skill is repair and repetition. It consists in rephrasing parts of a conversation when it was not completely understood. This speaking sub-skill is commonly used because speakers have to make sure that the message was understood. With this ability, speakers suspect they are not being understood and repair and repeat to avoid misunderstandings. Sometimes, the listener asks the speaker to repeat to ensure understanding.

There are some activities that can be done in class to improve this sub-skill. Lackman (2010) reports that teachers can teach to use facial expressions and body language to show misunderstanding. This activity can be done in pairs; while one student speaks the other listens and uses body language to display misunderstanding. Therefore, the speaker tries to repeat and repair what he or she has said to accomplish understanding. Furthermore, the listener can show his or her misunderstanding by using one of these cues: showing eye contact, nodding his or her head, saying, "Is that so?", saying, "Really?", and saying, "Uh-huh".

Appropriacy

Canale (1983 as cited in Ashour, 2014) claims that appropriacy is another speaking sub-skill. This sub-skill refers to the extent to which utterances are produced and understood under different circumstances. Moreover, appropriacy depends upon some factors where the communication is done such a status of participants, interaction goals, interactions norms or convention. Appropriacy deals with the appropriateness of utterances in meaning and form.

2.4. Hypothesis

H1. Students' speaking skill is enhanced through communicative activities.

H0. Students' speaking skill is not enhanced through communicative activities.

2.6 Variable statement

Independent variable: Communicative activities

Dependent variable: Speaking skill development.

CHAPTER III

METHODOLOGY

3.1. Research approach

The quali-quantitative approach was focused on this study. Qualitative research contrasts from quantitative research. Since the first is based on the interpretivism; on the other hand, quantitative research is shaped on the positivism (Hammersley, 2014 as cited in Dawadi, 2017). Dawadi (2017) reports that the quantitative research uses experiments and surveys while qualitative research analyzes the social world. Besides, it is context related and process oriented. In this context, the present research had generalized concepts related to speaking skill development and at the same time a quasi-experiment has been applied.

3.2. Research modality

3.2.1 Bibliographical –documentary research

This study had bibliographical and documentary research because the theoretical background was developed by using bibliographical documents. In this process, the researcher has collected, selected, classified, and assessed the content of the reading materials and other materials that were helpful for the goals of this study and the problem for this study. The information has been collected from scientific articles, books, magazines and other materials which take part in the knowledge areas (Hernandez, Fernandez, & Baptista, 2014).

3.2.2 Field research

The current research had also a field research modality since the researcher made an intervention in the classroom to collect data and manipulated the independent variable-communicative activities (Gerber, Green, 2012; Smith, 2004 and Kerlinger and Lee, 2002 as cited in Hernandez, Fernandez, & Baptista, 2014). In other words, the quasi-

experiment for this study has been carried out in the students' natural environment of learning or in the habitual environment of the students.

3.2.3 Quasi-experimental research

This research had a quasi-experimental design because two variables have been deliberately manipulated. One independent variable has been manipulated (communicative activities) in order to determine its effect on the speaking skill development (dependent variable). Furthermore, the intended populations have not been randomly assigned because there are established groups of students in the secretary's office of Unidad Educativa Pedro Vicente Maldonado. It means that those group were unbroken (Hernandez, Fernandez, & Baptista, 2014). In doing this, two important assessment tests had been given to the students before and after the implementation of the proposal for the current study.

3.3 Level or type of research

3.3.1. Descriptive research

It was a descriptive research because it explained both the features of the population and the problem that was studied. This research centered on the characteristics of the research subject; therefore, it was centered on the communicative activities to improve the speaking skill development. It had its research questions, the correspondent design of the research, and the data analysis. As it was mentioned before, this research had qualitative features; since, descriptive research has also quantitative process and it collects data to make statistical analysis (Bhat, 2019).

3.3.2 Correlational research

The relationship between the communicative activities with the speaking skill was determined in this study.

3.4. Population and sampling

3.4.1 Population

The population of study was formed by students of Unidad Educativa Pedro Vicente Maldonado

Table 2 . Population

Population	NUMBER
Students	70
English Teachers	12
Total	82

Created by: Janneth Guaila

Table 3. Groups

CLASS	GROUP	NUMBER OF STUDENTS
8 A	Control	35
8 B	Experimental	35
Total		70

Created by: Guaila, J. (2019)

3.5 Variable operationalization

Table 4. Variable operationalization. Independent variable

INDEPENDENT VARIABLE Communicative Activities	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENT
Activities that ask the learner to communicate through goals and roles which involve working with different types of meaningful tasks such as closed and open in order to find information through questioning, role playing, games, information gap activities, telling stories, and guessing pictures.	Activities	Roles	Communicative Students Teacher	Pre – test Post - test	KET exam – speaking part
	Task types	Meaningful task	Questioning Role plays Games Information gap activities Telling stories Guessing pictures		

Source: Operationalization of variables

Created by: Guaila, J. (2019)

Table 5. Variable operationalization. Dependent variable

DEPENDENT VARIABLE ENGLISH SPEAKING SKILL	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENT
A productive skill of the language that involves the development of sub-skills such as grammar, fluency, vocabulary, pronunciation, repair and repetition, and appropriacy that are evaluated with assessment criteria.	Sub- skills	Grammar Fluency Vocabulary Pronunciation Repair and repetition Appropriacy	Pre – test Post - test	Validated Questionnaire KET exam. Speaking part.
	Assessment criteria	Grammar and vocabulary Interactive Communication Pronunciation		

Source: Operationalization of variables

Created by: Guaila, J. (2019)

3.6 Data collection

The data collection process started with the application of a test with its corresponding instrument, the questionnaire. They were also applied to students of Unidad Educativa Pedro Vicente Maldonado. Furthermore, a survey addressed to students and teachers was applied to look for information about their perceptions about communicative activities in the classroom for improving the speaking skill.

Questions	Reasoning
What for?	To attain the objectives.
What is the unit of analysis?	70 students and 12 teachers
What aspects?	Communicative Activities – English speaking skill
Who?	Janneth Guaila
When?	Second Term in 2018 – 2019 academic period
Where?	Unidad Educativa Pedro Vicente Maldonado
How many times?	March-June 2019
Which data collection technique will be used?	Test KET Speaking Part 1 &2
Which instrument will be used?	Questionnaire
In what situation?	Classes

3.7. Data processing plan

After giving the pre test and the post test to the students and applying the survey to the teachers, two important steps were carried out:

1. Tabulation of the data
2. Analysis and interpretation of results

CHAPTER IV

ANALYSIS AND INTERPRETATION

After giving the pre-test to the students, it was necessary to design a proposal according to the target population's interests and preferences. In this quasi-experimental study, 70 students formed both the control and experimental groups of students who actively participated during the pre-test, the proposal implementation and the post-test. The post test for this study was given to the students after the implementation for being analyzed and interpreted through inferential and descriptive statistics methods. Furthermore, the instrument used for the pre and post-tests was the KET Speaking Part 1 &2. All of these data were also analyzed through the statistical software SPSS in order to carry out the T-student test.

At the beginning of this study, the survey was developed with both students and teachers to know about their consciousness and reactions towards the communicative activities to improve speaking skills.

5.1. Survey

Teachers' survey

The teachers took this survey during the socialization of this research and the results are shown below.

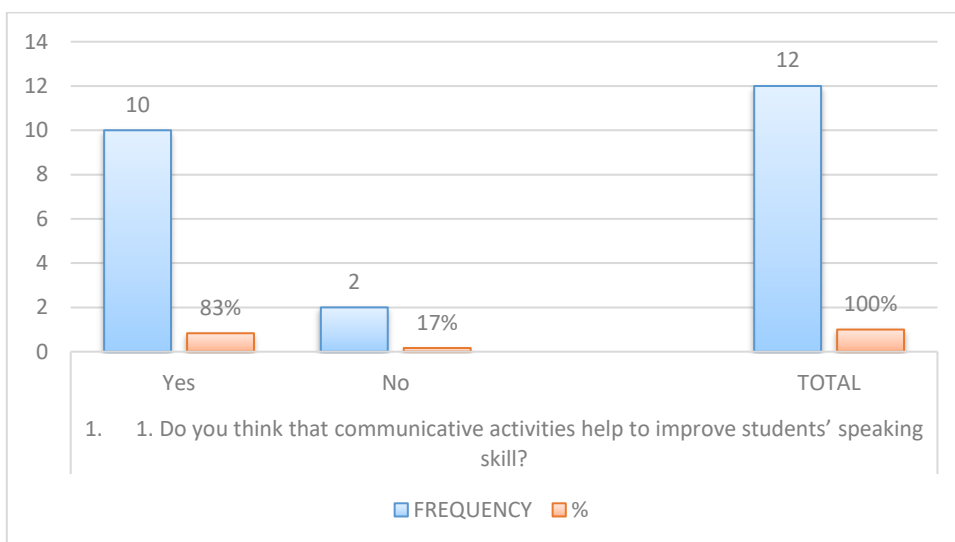
1. Do you think that communicative activities help to improve students' speaking skill?

Table 6. Communicative activities to improve speaking skills

	OPTIONS	NUMBER	%
1. Do you think that communicative activities help to improve students' speaking skill?	Yes	10	83%
	No	2	17%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 3. Communicative activities to improve speaking skill



Created by: Guaila, J. (2019)

Analysis and interpretation

Based upon the results in question number one which corresponds to the teachers' survey, 10 teachers who represent 83% of the total population think that communicative activities help to improve students' speaking skill; however, 2 of them who represent 17% of the population think that communicative activities do not help to improve students' speaking skill.

Therefore, it is clearly stated that most of the teachers are aware of the importance of using communicative activities to improve students' speaking skills.

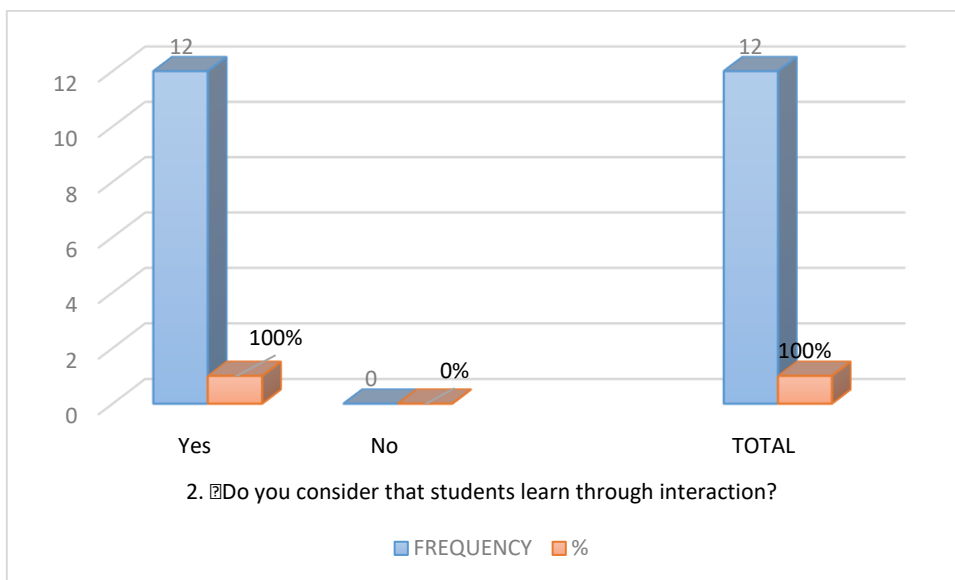
2. Do you consider that students learn through interaction?

Table 7. Learning through interaction

	OPTIONS	NUMBER	%
2. Do you consider that students learn through interaction?	Yes	12	100%
	No	0	0%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 4 . Learning through interaction



Created by: Guaila, J. (2019)

Analysis and interpretation

In question number two the total population consider that students learn English through interaction.

This means that all of the teachers are aware of the importance of interaction for communicative and learning purposes.

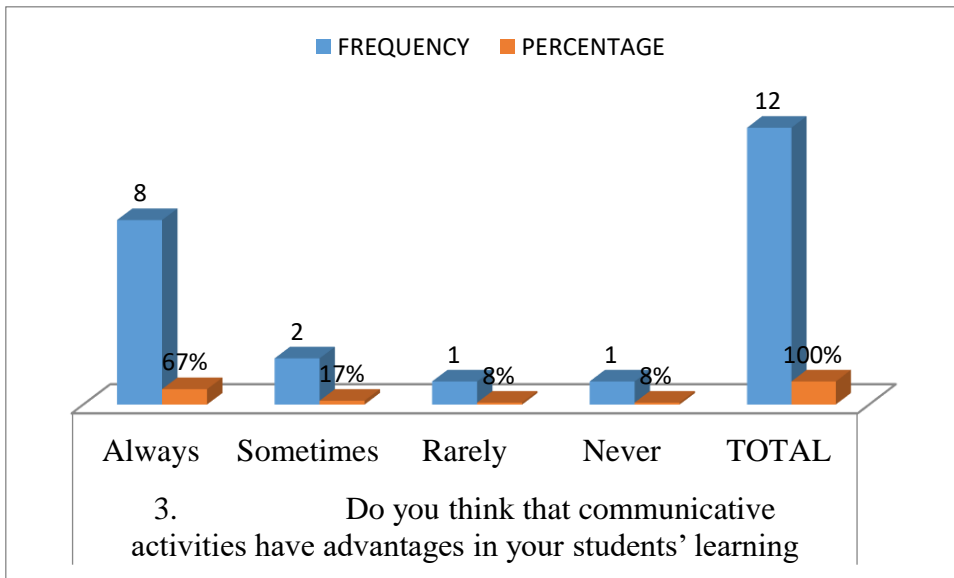
3. Do you think that communicative activities have advantages in your students' learning?

Table 8. Communicative activities advantages

	OPTIONS	NUMBER	PERCENT
3. Do you think that communicative activities have advantages in your students' learning	Always	8	67%
	Sometimes	2	17%
	Rarely	1	8%
	Never	1	8%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 5. Communicative activities advantages



Created by: Guaila, J. (2019)

Analysis and interpretation

In question number 3, the results show that 8 teachers who represent 67% of the total population think that communicative activities always have advantages in their students' learning. Besides, 2 teachers who represent 17% of the population think that communicative activities sometimes have advantages. Only 1 teacher representing 8% of the population thinks that communicative activities rarely have advantages in students' learning; the same happens with the other teacher who thinks that communicative activities never have advantages in students' learning.

Based upon the results, teachers do not agree on the advantages of communicative activities in their students' learning. Therefore, the researcher should provide an alternative material to promote the use of communicative activities in the classroom.

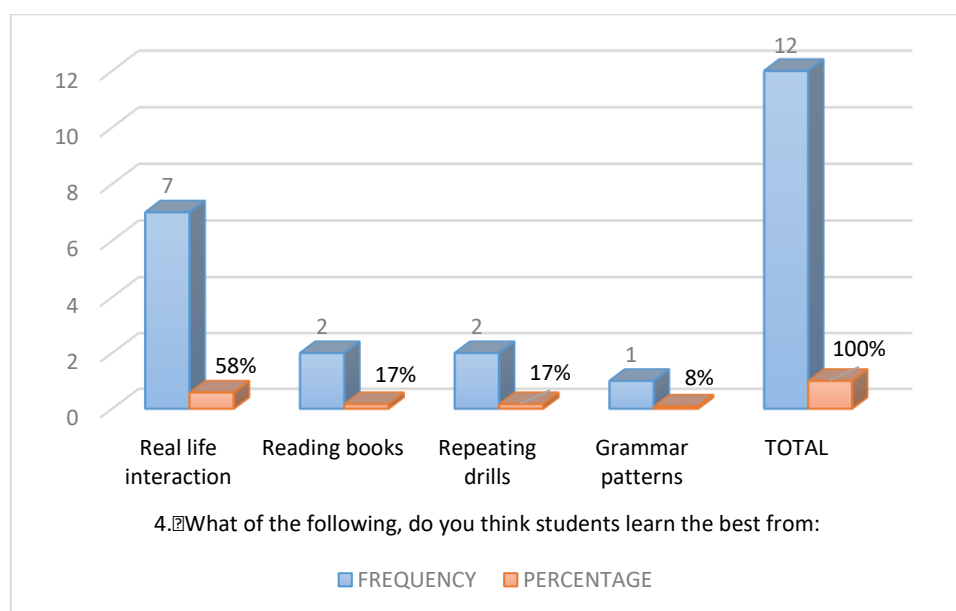
4. What of the following, do you think students learn the best from:

Table 9. Teaching activities

	OPTIONS	NUMBER	PERCENT
4. What of the following, do you think students learn the best from:	Real life interaction	7	58%
	Reading books	2	17%
	Repeating drills	2	17%
	Grammar patterns	1	8%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 6. Teaching activities



Created by: Guaila, J. (2019)

Analysis and interpretation

According to the results in question number 4, 7 teachers who represent 58% of the intended population think that students learn better through real life interaction. Furthermore, 2 teachers who represent 17% think that students learn better if they read books. Moreover, 2 teachers think that repeating drills are better to learn English. Only one teacher thinks that students learn better if they repeat and reproduce grammar patterns.

In this question, most of the teachers are conscious about real life interactions for better English learning; however, it is necessary to work with those teachers who are currently using traditional methodology based on grammar patterns and repeating drills.

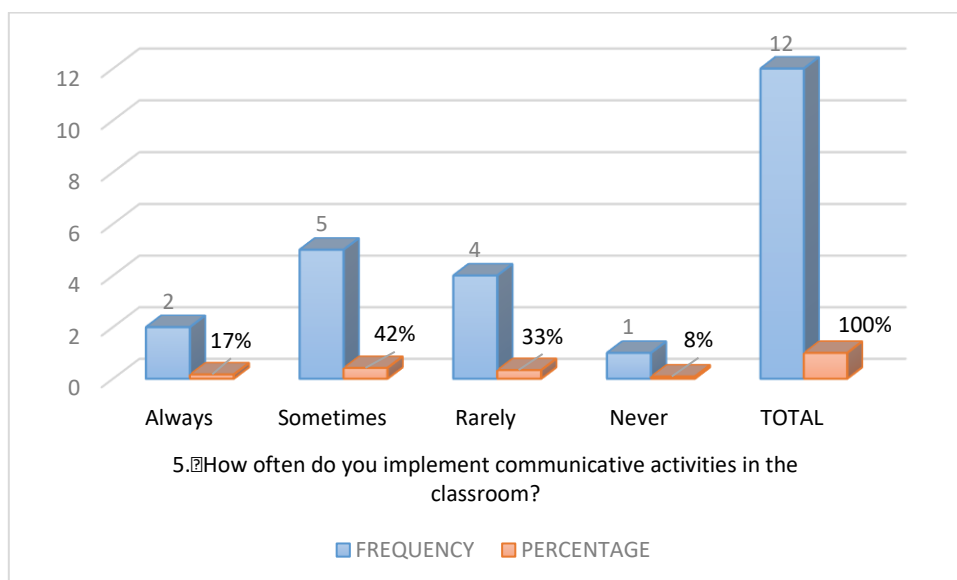
5. How often do you implement communicative activities in the classroom?

Table 10. Number of communicative activities in class

	OPTIONS	NUMBER	PERCENT
5. How often do you implement communicative activities in the classroom?	Always	2	17%
	Sometimes	5	42%
	Rarely	4	33%
	Never	1	8%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 7. Number of communicative activities in class



Created by: Guaila, J. (2019)

Analysis and interpretation

In question number five, 2 teachers who represent 17% of the population always implement communicative activities in the classroom. Besides, 5 teachers representing 42% sometimes apply communicative activities; furthermore, 4 students who represent 33% of the population rarely use those kinds of activities in the classroom. Only one teacher never implements communicative activities in her classroom.

As it is clearly stated, the teachers' opinion about communicative activities is not the same as their real work in the class, therefore, it is necessary to implement those kinds of activities in order to promote their use among teachers of Unidad Educativa Pedro Vicente Maldonado.

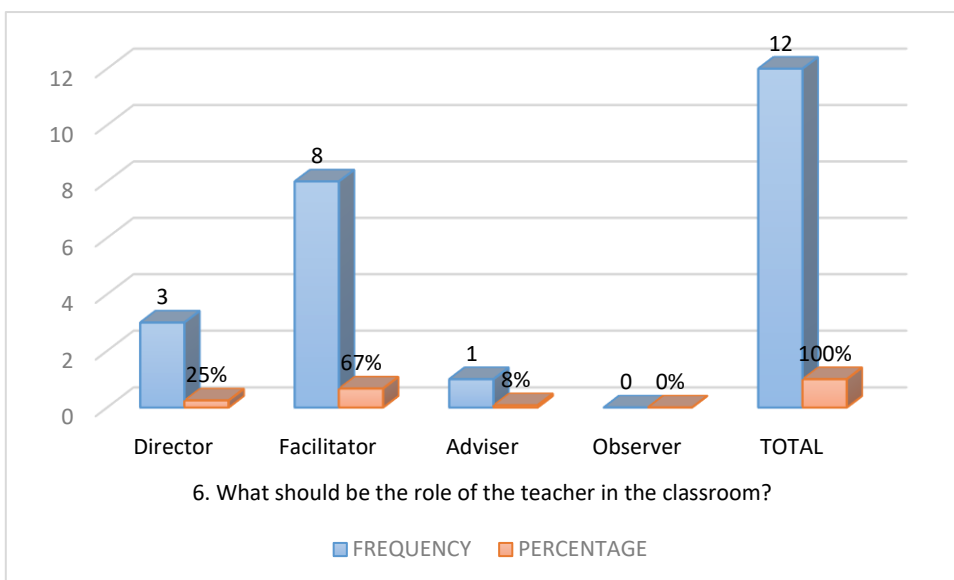
6. What should be the role of the teacher in the classroom?

Table 11. Role of the teacher

	OPTIONS	NUMBER	%
6. What should be the role of the teacher in the classroom?	Director	3	25%
	Facilitator	8	67%
	Adviser	1	8%
	Observer	0	0%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 8. Role of the teacher



Created by: Guaila, J. (2019)

Analysis and interpretation

In question number 6, 3 teachers consider that they should direct their students. Furthermore, 8 teachers who represent 67% of the population think that they should be facilitators in the language classroom. Only one teacher answers that they should be advisers.

In regard of these results, it must be stated that teachers have clear understanding about their role in the language classroom.

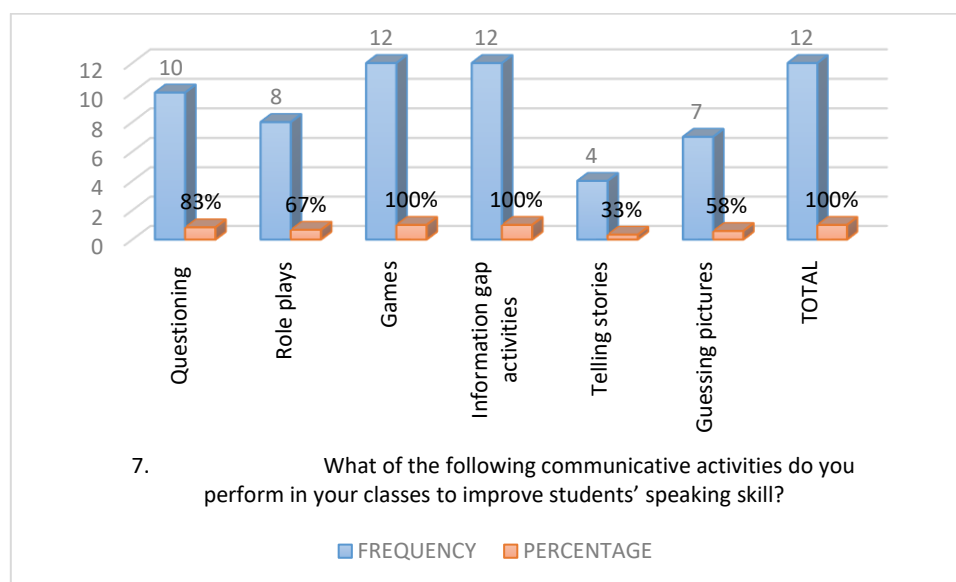
7. What of the following communicative activities do you perform in your classes to improve students' speaking skill?

Table 12. Communicative activities to improve speaking skill

	OPTIONS	NUMBER	PERCENT
7. What of the following communicative activities do you perform in your classes to improve students' speaking skill?	Questioning	10	83%
	Role plays	8	67%
	Games	12	100%
	Information gap activities	12	100%
	Telling stories	4	33%
	Guessing pictures	7	58%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 9. Communicative activities to improve speaking skill



Created by: Guaila, J. (2019)

Analysis and interpretation

10 teachers representing more than 80% of the population develop questioning activities in the class to improve students' speaking skills. Furthermore, 8 teachers use role plays in their classrooms. Besides, the total population performs games to improve speaking skill. The same percentage of teachers use information gap activities. On the other hand, 4 teachers who represent 38% of the population develop telling stories in their classrooms to improve speaking skill. Additionally, 7 teachers who represent 58% of the population use guessing picture activities to improve the students speaking skill.

Based upon these results, it is necessary to reinforce the communicative language teaching at Unidad Educativa Pedro Vicente Maldonado. Even though, most of the teachers develop communicative activities in the classroom, others do not do it. This may happen because there is no a good orientation on communicative activities for teachers.

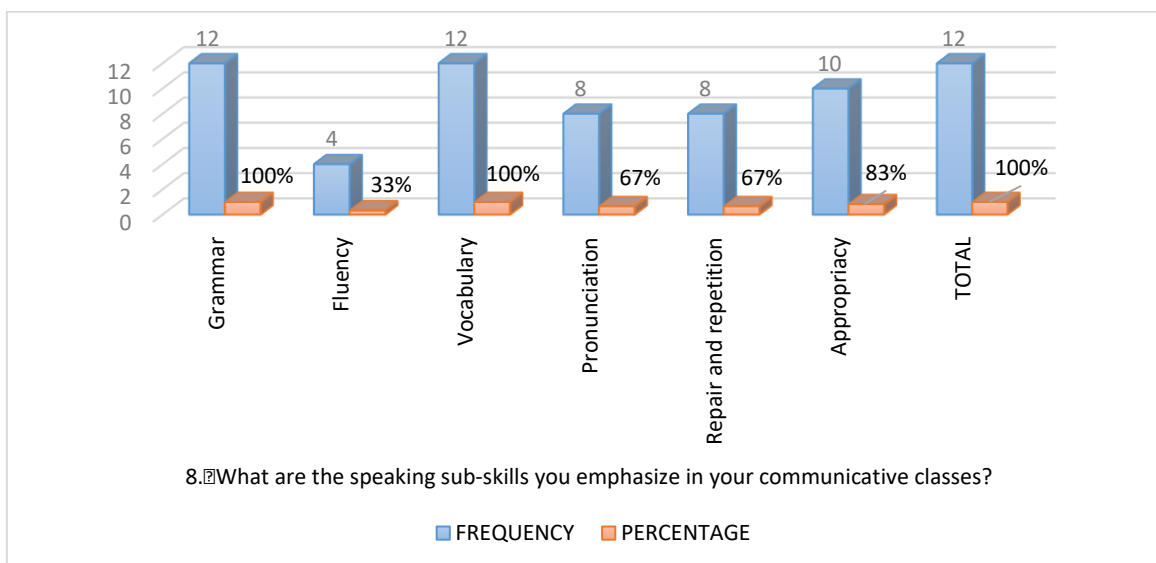
8. What are the speaking sub-skills you emphasize in your communicative classes?

Table 13. Speaking sub-skills

	OPTIONS	NUMBER	PERCENT
8. What are the speaking sub-skills you emphasize in your communicative classes?	Grammar	12	100%
	Fluency	4	33%
	Vocabulary	12	100%
	Pronunciation	8	67%
	Repair and repetition	8	67%
	Appropriacy	10	83%
	TOTAL	12	100%

Created by: Guaila, J. (2019)

Figure 10. Speaking sub-skills



Created by: Guaila, J. (2019)

Analysis and interpretation

In this question the whole population emphasize in grammar and vocabulary in their communicative classes. Furthermore, 4 teachers who represent 33% of the population emphasize in fluency. Besides, 8 teachers emphasize in pronunciation and repair and

repetition in their communicative classes. Finally, 10 teachers who represent 83% of the total population emphasize in appropriacy in their communicative classes.

These results give the information that teachers need more support in the implementation speaking sub-skills in their communicative classes.

5.2. Students' survey

The students' survey aimed to gather information about the students' awareness on teachers' implementation of communicative activities to improve their speaking skill. Furthermore, it is needed to explain that this survey was designed in Spanish to ensure a better students' understanding.

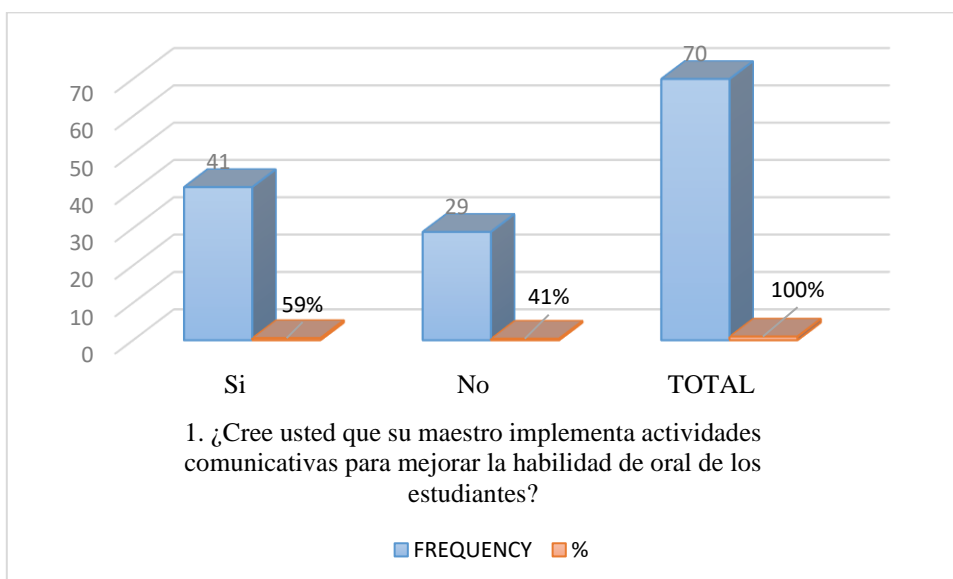
1. ¿Cree usted que su maestro implementa actividades comunicativas para mejorar la habilidad de oral de los estudiantes?

Table 14. Students' perception about the implementation of communicative activities

	OPTIONS	NUMBER	%
1. ¿Cree usted que su maestro implementa actividades comunicativas para mejorar la habilidad de oral de los estudiantes?	Si	41	59%
	No	29	41%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 11. Students' perception about the implementation of communicative activities



Created by: Guaila, J. (2019)

Analysis and interpretation

Based upon the results in the question number 1 which belong to the students' survey, 41 students who represent 59% of the population think that their teacher implements communicative activities in order to improve their speaking skill. However, 29 students who represent 41% of the population do not think that their teacher implements communicative activities.

Therefore, students do not have knowledge about communicative activities at all.

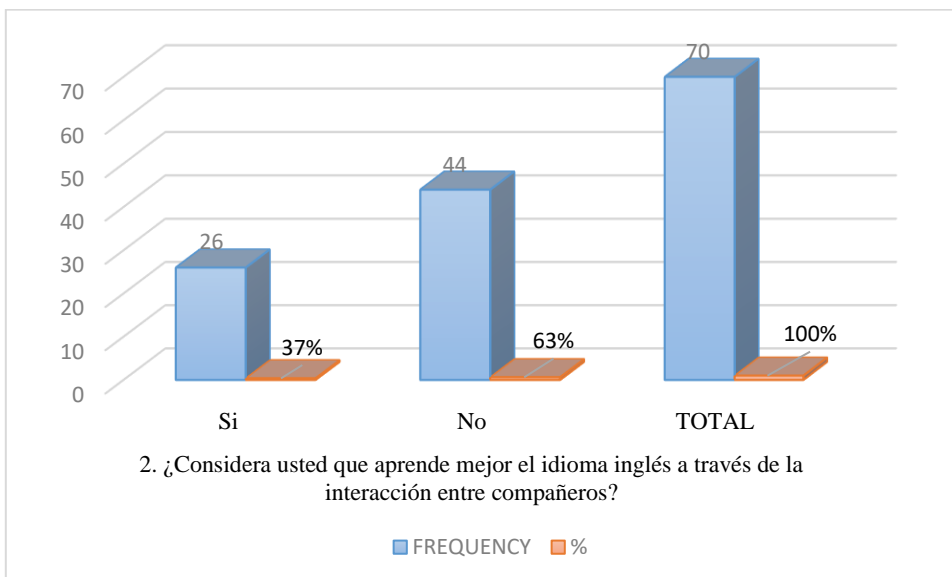
2. ¿Considera usted que aprende mejor el idioma inglés a través de la interacción entre compañeros?

Table 15. Students' perception about their learning through interaction

	OPTIONS	NUMBER	%
2. ¿Considera usted que aprende mejor el idioma inglés a través de la interacción entre compañeros?	Si	26	37%
	No	44	63%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 12. Students' perception about their learning through interaction



Created by: Guaila, J. (2019)

Analysis and interpretation

Question number 2 results show that 26 students consider that they learn better through interaction with their partners; nevertheless, 44 students who represent 63% of the population do not consider that they learn better through interaction.

In this case, the students need more support and knowledge about interaction. This information contrasts with that provided by the teachers; therefore, it may conclude that there is a little interaction among students.

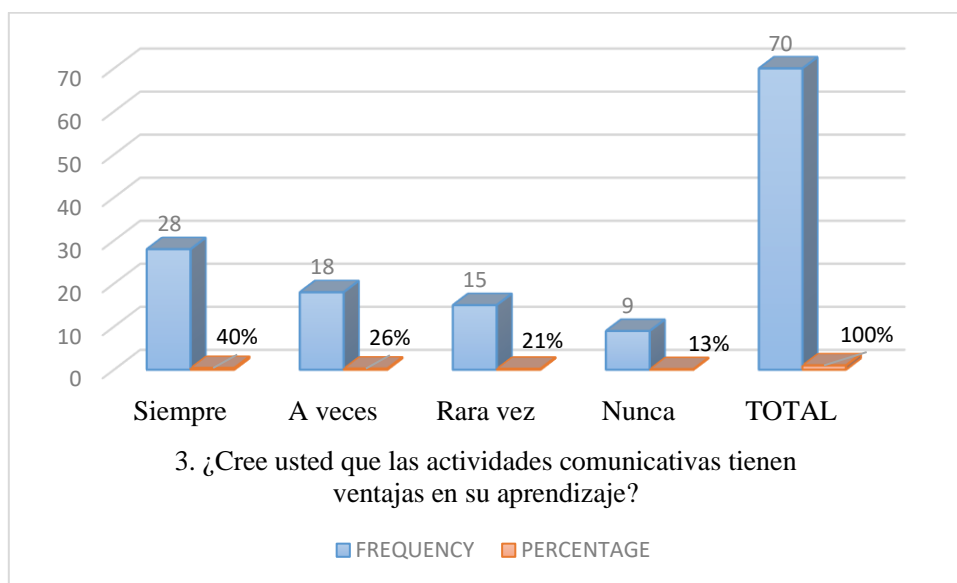
3. ¿Cree usted que las actividades comunicativas tienen ventajas en su aprendizaje?

Table 16. Students' perceptions about communicative activities advantages

	OPTIONS	NUMBER	PERCENT
3. ¿Cree usted que las actividades comunicativas tienen ventajas en su aprendizaje?	Siempre	28	40%
	A veces	18	26%
	Rara vez	15	21%
	Nunca	9	13%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 13. Students' perceptions about communicative activities advantages



Created by: Guaila, J. (2019)

Analysis and interpretation

Question 3 results demonstrate that 28 students who represent 40% of the population think that communicative activities always have advantages. In addition, 18 students think that

communicative activities sometimes have advantages in their learning. However, 15 students who represent 21% of the population think that communicative activities rarely have advantages. Finally, 9 students who represent 13% of the population think that communicative activities never have advantages in their learning.

As it was stated above, most of the students think positively about communicative activities advantages but a high percentage think that there are not advantages in their learning with communicative activities. Therefore, it is necessary to promote those kinds of activities among students.

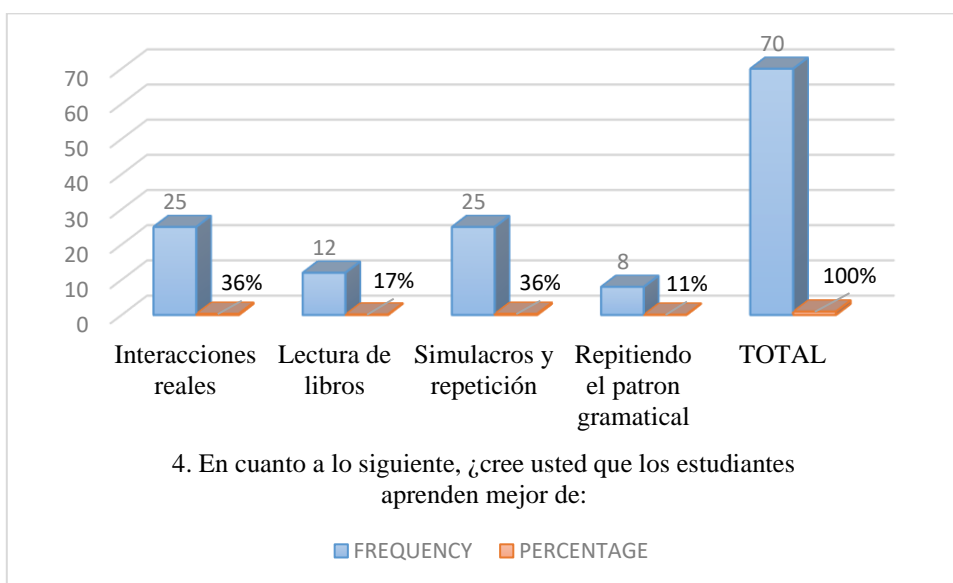
4. En cuanto a lo siguiente, ¿cree usted que los estudiantes aprenden mejor de:

Table 17. Students' best learning ways

ITEM	OPTIONS	NUMBER	PERCENT
4. En cuanto a lo siguiente, ¿cree usted que los estudiantes aprenden mejor de:	Interacciones reales	25	36%
	Lectura de libros	12	17%
	Simulacros y repetición	25	36%
	Repitiendo el patron gramatical	8	11%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 14. Students' best learning ways



Created by: Guaila, J. (2019)

Analysis and interpretation

In question 4, 25 students who represent 36% of the population, think that they learn better through real interaction. Besides, 12 students out of 70 who represent 17% of the population say that they learn better by reading books. Furthermore, 25 students think that they learn better through rehearsing and repeating. Finally, 8 students who represent 11% of the population argue that they learn better through repeating grammar patterns.

According to the results, the majority of students imply that they do not learn English at all, they just do things in order to be promoted. Therefore, it is important to propose a material that motivate them to learn English meaningfully.

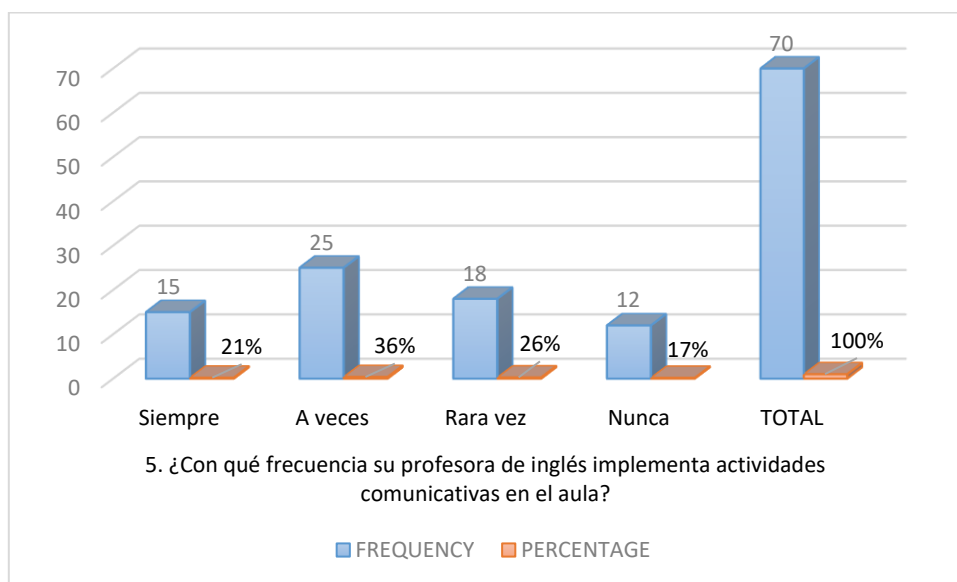
5. ¿Con qué frecuencia su profesora de inglés implementa actividades comunicativas en el aula?

Table 18. Frequency of communicative activities in the classroom

	OPTIONS	NUMBER	PERCENT
5. ¿Con qué frecuencia su profesora de inglés implementa actividades comunicativas en el aula?	Siempre	15	21%
	A veces	25	36%
	Rara vez	18	26%
	Nunca	12	17%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 15. Frequency of communicative activities in the classroom



Created by: Guaila, J. (2019)

Analysis and interpretation

In question number 5, 15 students say that their teacher always implements communicative activities in the classroom. Furthermore, 25 of them argue that their teacher sometimes implements those kinds of activities. 18 students who represent 26% of the population rarely implements communicative activities; while, 12 students say that their teacher never does it.

These responses show that students do not have enough knowledge about communicative activities for their speaking improvement.

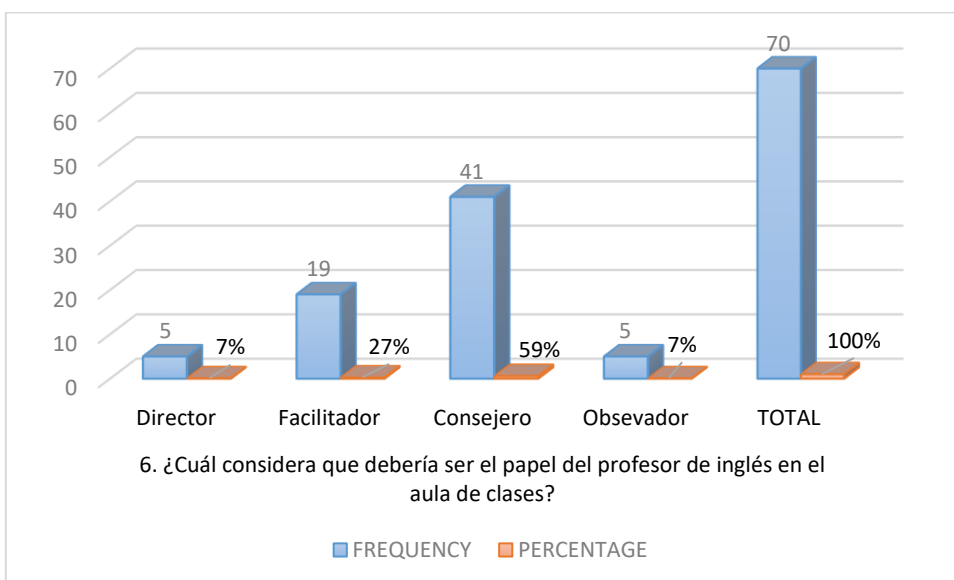
6. ¿Cuál considera que debería ser el papel del profesor de inglés en el aula de clases?

Table 19 . Role of the teacher in the classroom

ITEM	OPTIONS	NUMBER	PERCENT
6. ¿Cuál considera que debería ser el papel del profesor de inglés en el aula de clases?	Director	5	7%
	Facilitador	19	27%
	Consejero	41	59%
	Obsevador	5	7%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 16. Role of the teacher in the classroom



Created by: Guaila, J. (2019)

Analysis and interpretation

Based on the responses on this question, only 5 students out of 70 consider that their teacher must play a role of director in their classroom. Furthermore, 19 students consider that their teacher must be a facilitator in their classroom. In contrast, 41 students who represent 59% consider that their teacher must be an adviser in their classroom. Finally, 5 students who represent 7% of the population consider that their teacher should be an observer in the classroom.

In this case, students are conscious that they can look for support in their teachers because they must be advisers.

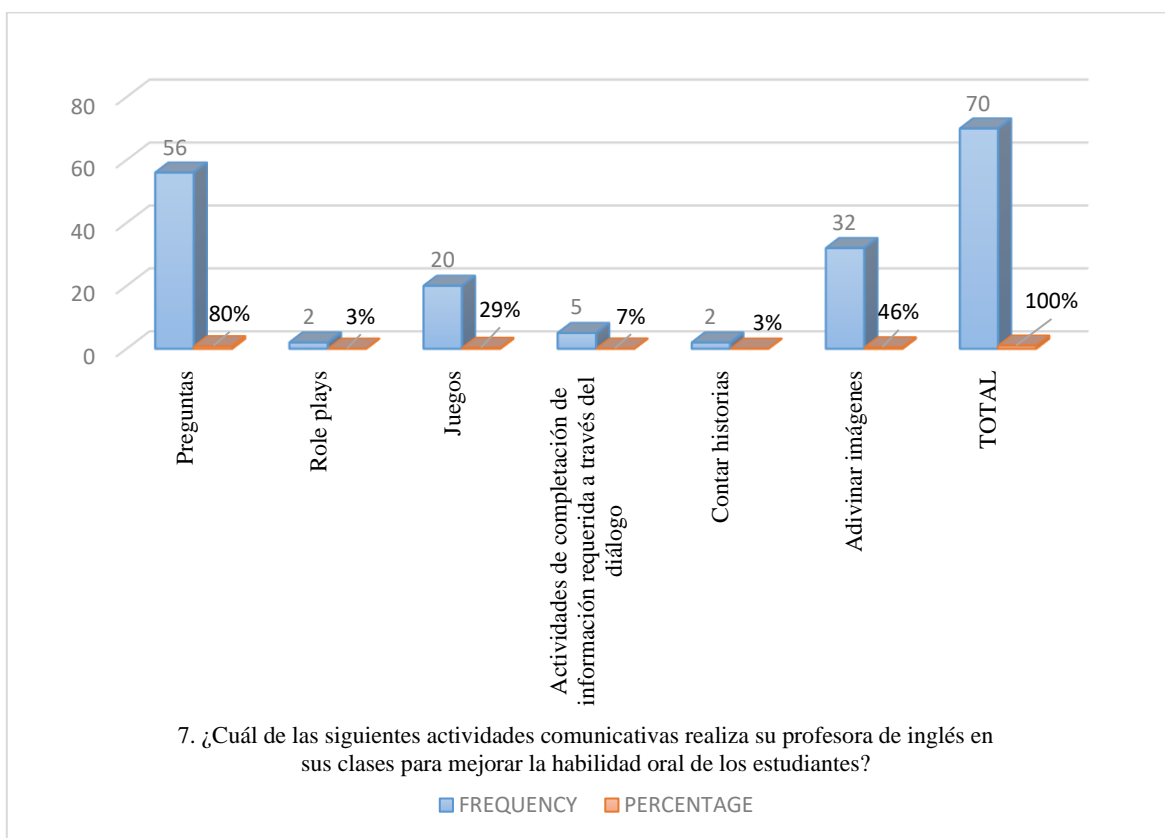
7. ¿Cuál de las siguientes actividades comunicativas realiza su profesora de inglés en sus clases para mejorar la habilidad oral de los estudiantes?

Table 20. Communicative activities to improve speaking skill

	OPTIONS	NUMBER	PERCENT
7. ¿Cuál de las siguientes actividades comunicativas realiza su profesora de inglés en sus clases para mejorar la habilidad oral de los estudiantes?	Preguntas	56	80%
	Role plays	2	3%
	Juegos	20	29%
	Actividades de completación de información requerida a través del diálogo	5	7%
	Contar historias	2	3%
	Adivinar imágenes	32	46%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 17. Communicative activities to improve speaking skill



Created by: Guaila, J. (2019)

Analysis and interpretation

In the question above, there are different responses obtained from the students. 56 students argue that their teacher makes questions in the class; but only 2 students say that their teacher develop role plays and telling stories. On the other hand, 20 students say that their teacher develops games. Only 5 students argue that their teacher develops information gap activities. Lastly, 32 students mention that their teacher develops guessing pictures activities in their language class.

Another again, the students do not have enough knowledge about communicative activities because their responses highly differ from their teachers' answers.

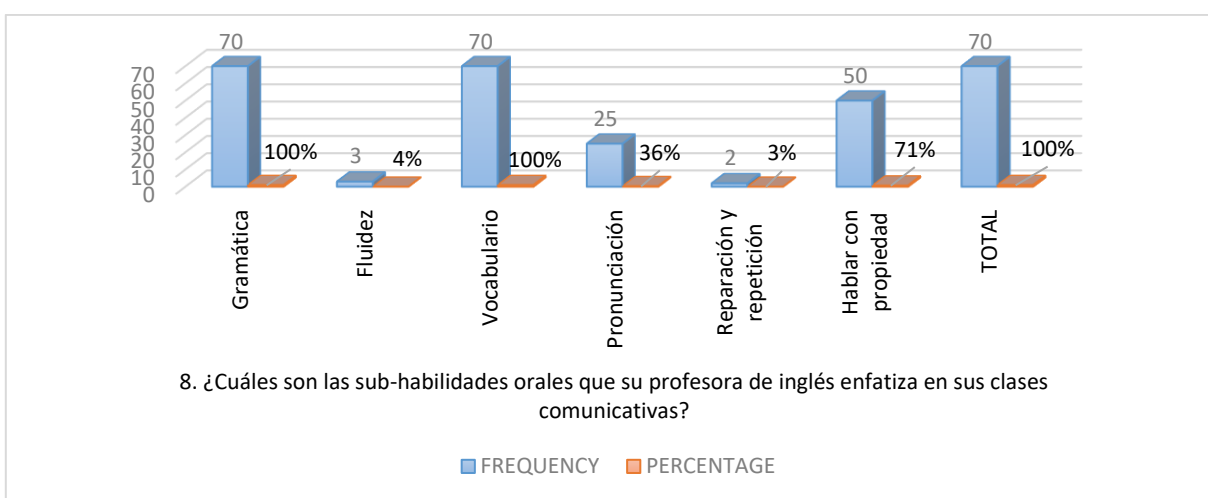
8. ¿Cuáles son las sub-habilidades orales que su profesora de inglés enfatiza en sus clases comunicativas?

Table 21. Speaking sub-skills

	OPTIONS	NUMBER	PERCENT
8. ¿Cuáles son las sub-habilidades orales que su profesora de inglés enfatiza en sus clases comunicativas?	Gramática	70	100%
	Fluidez	3	4%
	Vocabulario	70	100%
	Pronunciación	25	36%
	Reparación y repetición	2	3%
	Hablar con propiedad	50	71%
	TOTAL	70	100%

Created by: Guaila, J. (2019)

Figure 18. Speaking sub-skills



Created by: Guaila, J. (2019)

Analysis and interpretation

In the results for the question number 8 the total population say that their teachers emphasize on grammar and vocabulary; only 2 students say that their teacher focuses on fluency. Furthermore, 25 students say that their teachers center on pronunciation. Only 2 students say that their teacher emphasizes on repair and repetition, and, 50 students say that their teacher emphasizes in appropriacy.

This data clearly state that teachers continue developing traditional methodology in their English classes.

5.3. Pre-test

Rubric

The researcher used a rubric as the assessment tool for obtaining data more accurately. This rubric contained three main points which were grammar and vocabulary, pronunciation and

interactive communication. This rubric had 6 bands in each OPTIONS (0 to 5); therefore, the whole rubric was up to 15.

Control group

Table 22. Control group results. Pre-test

CONTROL GROUP				
Number of students	ASSESSMENT RUBRIC CRITERIA			
35	Grammar and vocabulary	Pronunciation	Interactive communication	Total
AVERAGE	1.31	1.26	1.17	3.74

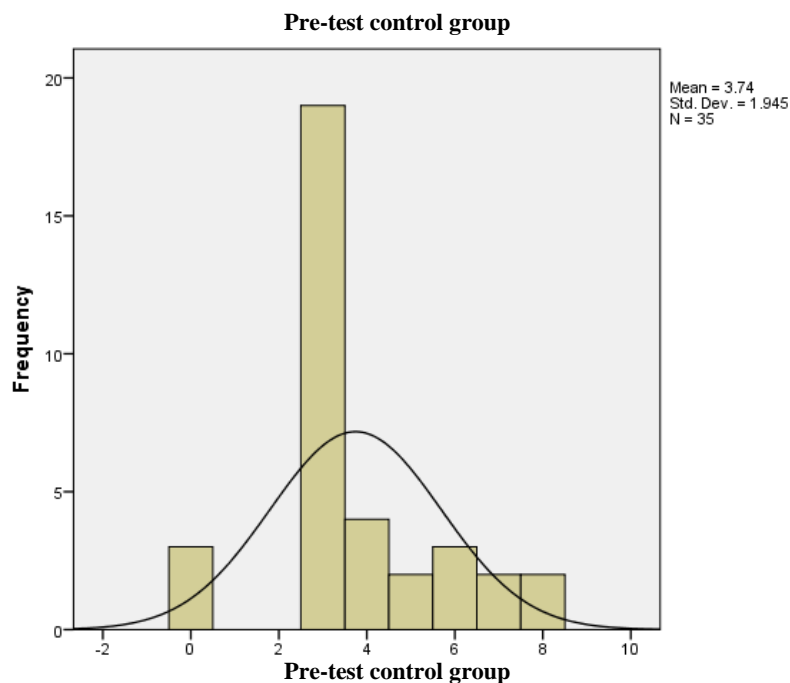
Created by: Guaila, J. (2019)

Table 23. Pre-test Control group summary

Pre-test control group		
	Average	%
Grammar and vocabulary	1.31	26.2
Pronunciation	1.26	25.2
Interactive communication	1.17	23.4
Expected average	5	100

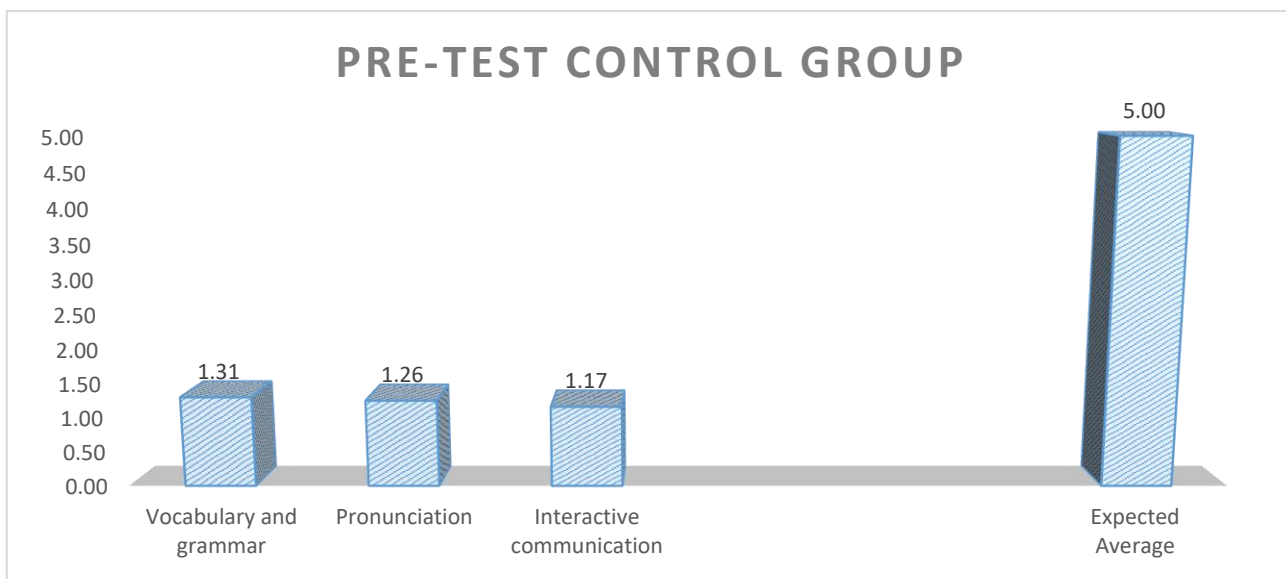
Created by: Guaila, J. (2019)

Figure 19. Pre-test control group histogram



Created by: Guaila, J. (2019)

Figure 20. Pre-test. Control group.



Created by: Guaila, J. (2019)

Analysis and interpretation

Based upon the data displayed above, the general results for the pre-test that corresponded to the control group were the following. In the vocabulary and grammar, the students obtained an average of 1.31 which represented 26.2 percent of the expected average. Furthermore, the students obtained 1.26 out of 5 in the pronunciation criteria that represented 25.2%. Besides, they got 1.17 in the interactive communication that represented 23.4% of the expected average.

This was clearly visible that students who belong to the control group did not have a good speaking performance because their general average was very low.

Experimental group

Table 24. Experimental group results. Pre-test

Experimental group				
ASSESSMENT RUBRIC CRITERIA				
Number Students	Grammar and vocabulary	Pronunciation	Interactive communication	Total
35	1.31	1.14	1.09	3.54

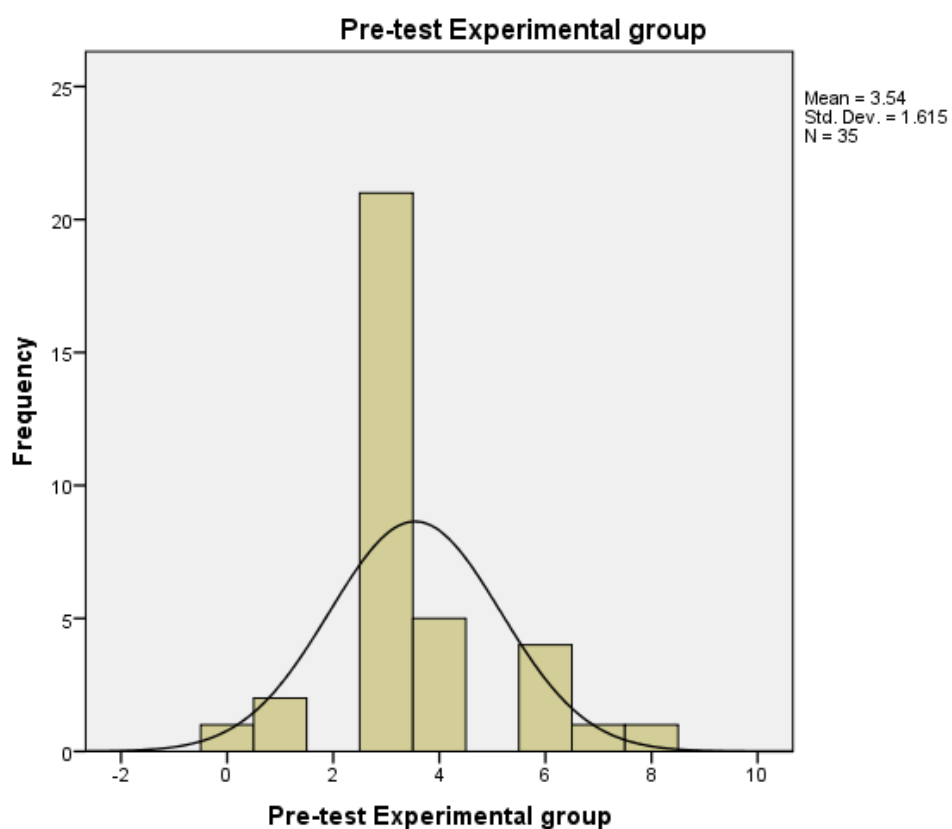
Created by: Guaila, J. (2019)

Table 25.General results. Experimental group. Pre-test

Pre-test experimental group		
Assessment criteria	Pre-test	Percent
Grammar and vocabulary	1.31	26%
Pronunciation	1.14	22.00%
Interactive communication	1.09	22.00%
Expected average	5	100%

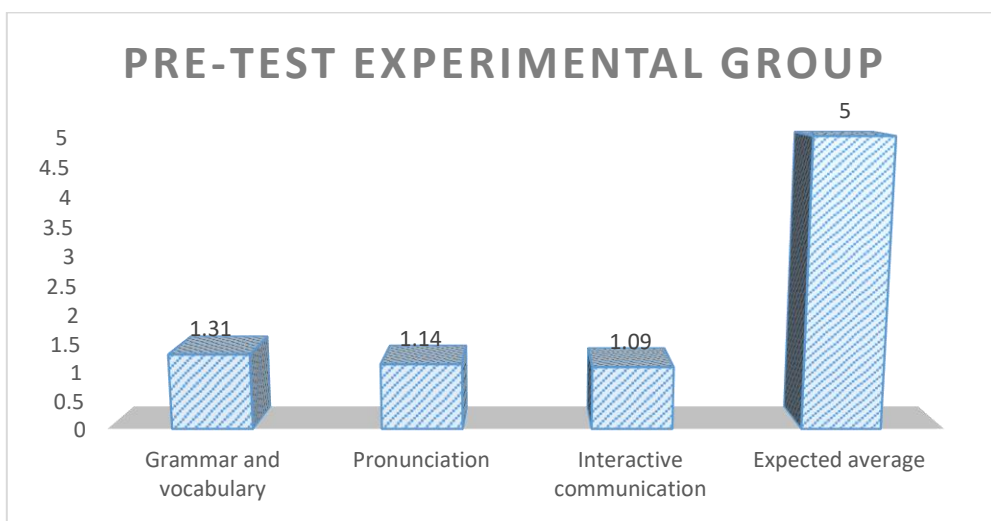
Created by: Guaila, J. (2019)

Figure 21. Pre-test Experimental group histogram



Created by: Guaila, J. (2019)

Figure 22. Pre-test- experimental group



Created by: Guaila, J. (2019)

Analysis and interpretation

The data displayed above shows that students obtained an average of 1.31 in the grammar and vocabulary part that represented the 26% of the expected average. Furthermore, the experimental group students obtained 1.14 in the pronunciation scale which represented 22% of the expected average. Besides, they got 1.09 in the interactive communication scale that represented 22%.

It was also clearly stated that the students have a very low level of speaking performance which was pretty similar with the control group. These results gave the idea that the students needed the implementation of the proposal with communicative activities in order to improve their speaking performance.

5.4. Post-test

Control group

Table 26. Control group. Post-test general results

CONTROL GROUP - POST TEST RESULTS				
Number of students	RUBRIC ASSESSMENT CRITERIA			
35	Grammar and vocabulary	Pronunciation	Interactive communication	Total
Total	1.66	1.46	1.34	4.46

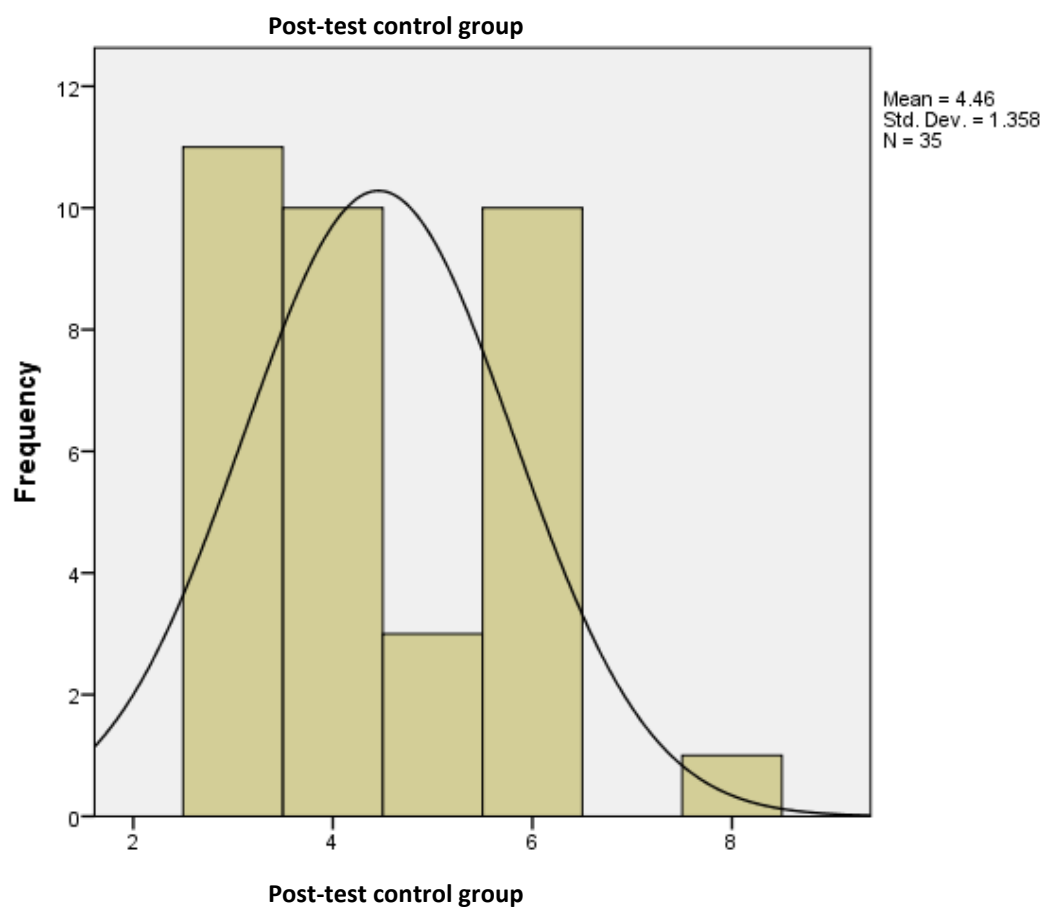
Created by: Guaila, J. (2019)

Table 27. Post-test. Control group general results

Post-test control group		
OPTIONSs	Results	%
Grammar and vocabulary	1.66	33%
Pronunciation	1.46	29%
Interactive communication	1.34	27%
Expected average	5	100%

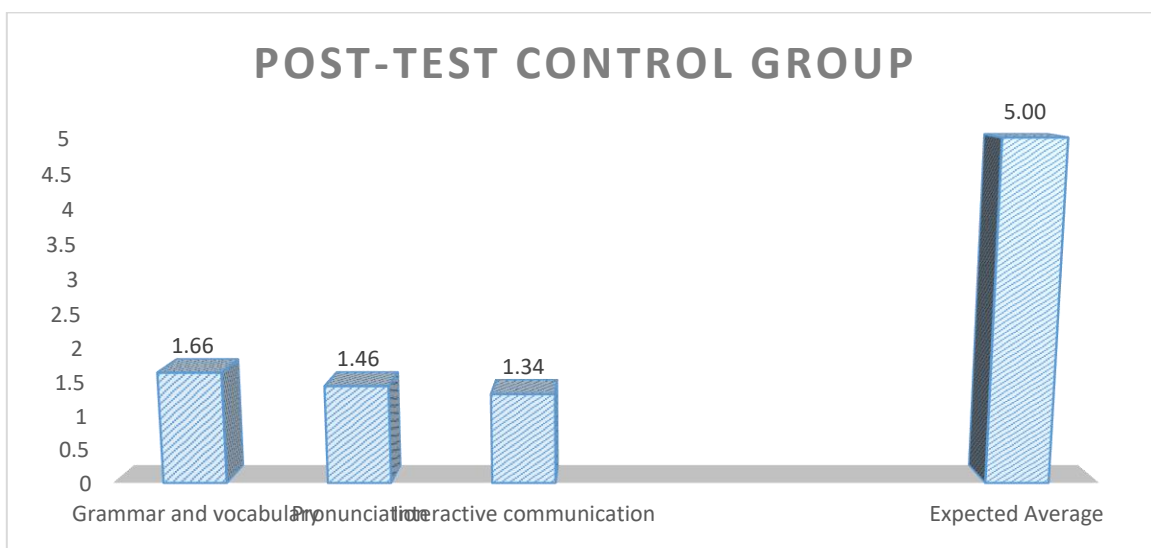
Created by: Guaila, J. (2019)

Figure 23. Post-test control group histogram



Created by: Guaila, J. (2019)

Figure 24. Control group. Post-test



Created by: Guaila, J. (2019)

Analysis and interpretation

The data displayed above showed that the general results for the control group in the post-tests were slightly different from those in the pre-test. Therefore, the control group had 1.66 in grammar and vocabulary which represented 33% of the expected average. Moreover, this group obtained 1.46 in the pronunciation that represented 29%. Finally, students had 1.34 in the interactive communication criterion that represented 27% of the expected average.

These results demonstrated that students kept the same deficient level.

Experimental group

Table 28. Post-test. Experimental group

Experimental Group				
Number of students	RUBRIC CRITERIA			
35	Vocabulary and grammar	Pronunciation	Interactive communication	Total
	3.60	2.86	2.91	9.37

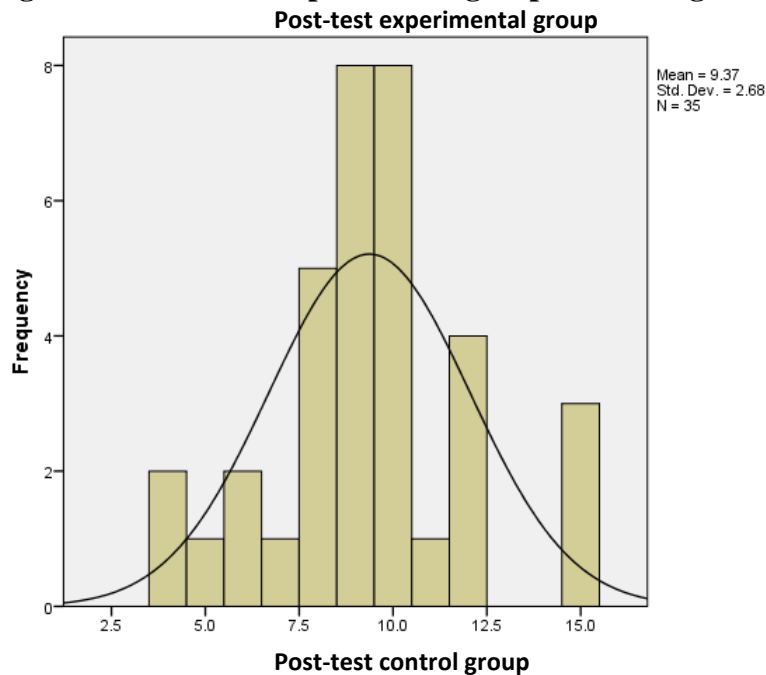
Created by: Guaila, J. (2019)

Table 29. Post-test- Experimental group general results

Post-test experimental group		
OPTIONSs	Post-test	Percent
Grammar and vocabulary	3.6	72%
Pronunciation	2.86	57%
Interactive communication	2.91	58%
Expected average	5	100%

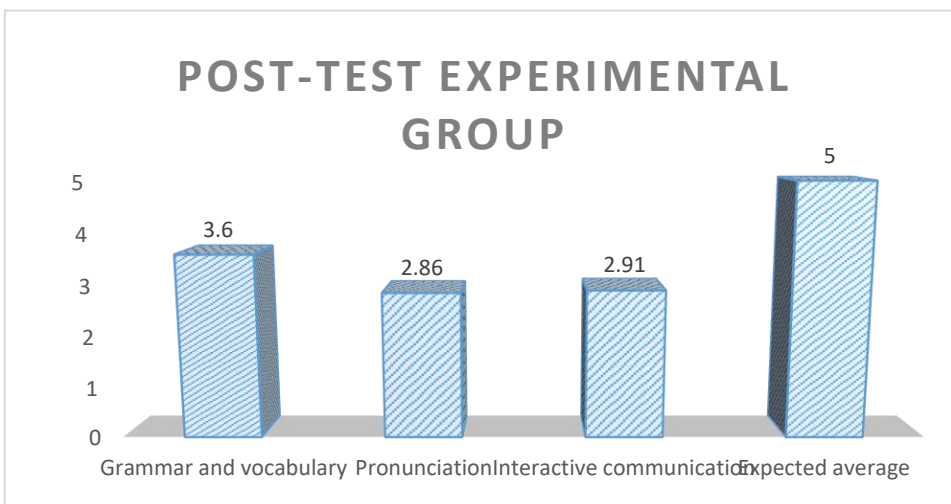
Created by: Guaila, J. (2019)

Figure 25. Post-test. Experimental group data histogram



Created by: Guaila, J. (2019)

Figure 26. Post-test experimental group



Created by: Guaila, J. (2019)

Analysis and interpretation

After the teacher's intervention in the classroom, the students who belonged the control group took their post-test and the results were different from those in the pre-test. Therefore, they obtained 3.6 in grammar and vocabulary which represented 72% of the expected average.

Besides, the students had 2.86 in the pronunciation criterion which represented 57% of the expected average. Finally, they had 2.91 in interactive communication that represented 58% of the expected average.

These data proved that students could improve their speaking skill through the implementation of a proposal based on communicative activities in the classroom.

Analysis with the statistical software SPSS

Normality test

Table 30. Normality. Pre-test. Control group

CONTROL GROUP

One-Sample Kolmogorov-Smirnov Test^a

		Pre-test
N		35
Normal Parameters	Mean	3.74
	Std. Deviation	1.945
Most Extreme Differences	Absolute	.277
	Positive	.277
	Negative	-.266
Test Statistic		.277
Sig. (2-tailed)		.000 ^d

Created by: Guaila, J. (2019)

Table 31. Normality test. Experimental group. Pre-test

EXPERIMENTAL GROUP

One-Sample Kolmogorov-Smirnov Test^a

		Pre-test
N		35
Normal Parameters	Mean	3.54
	Std. Deviation	1.615
Most Extreme Differences	Absolute	.317
	Positive	.317
	Negative	-.283
Test Statistic		.317
Sig. (2-tailed)		.000 ^d

Created by: Guaila, J. (2019)

Analysis and interpretation

The researcher applied the KS test for one sample. The Kolmogorov-Smirnov test reports that the data for the pre-test of the control group comes from a normal distribution. The significance for this data is .000 which is < than 0.05 for both the control group and the experimental one.

T- student test

Levene test

Table 32. Levene test - Pre-test

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Control group	35	3.74	1.945	.329
	Experimental group	35	3.54	1.615	.273

Created by: Guaila, J. (2019)

Table 33. Independent sample test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	1.118	.294	.468	68	.641	.200	.427	-.653	1.053
	Equal variances not assumed			.468	65.773	.641	.200	.427	-.653	1.053

Created by: Guaila, J. (2019)

Analysis and interpretation

The Levene test for equality of variances gives the results for the control group and the experimental group. The significance is 0.294 which is > 0.05. It means that equal variances are assumed. After this important step, it is necessary to prove if there are significant differences between the pre-test data of the control and the experimental groups.

In the same table which is displayed above, the bilateral significance is .641 which is > than 0.05 indicates that the means of these groups are statistically equal. Therefore, the result is:

$$\mu_1 = \mu_2$$

It means that the students of the control group as well as the students of the experimental group have the same level of English speaking proficiency.

Hypothesis verification

The hypothesis verification was performed through the T-student test with the results in the post-test.

H1. Students' speaking skill is enhanced through communicative activities.

H0. Students' speaking skill is not enhanced through communicative activities.

Table 34. Hypothesis verification

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Control group	35	4.46	1.358	.230
	Experimental group	35	9.37	2.680	.453

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	5.594	.021	-9.678	68	.000	-4.914	.508	-5.928	-3.901
	Equal variances not assumed			-9.678	50.378	.000	-4.914	.508	-5.934	-3.895

Created by: Guaila, J. (2019)

As it is showed in the Levene's test, equal variances are not assumed because the significance is < than 0.05. Furthermore, the two tailed significance is .000 which is also < than 0.05. This means that a significant difference between the means of the control and the experimental groups for the post-test exists. This proves the H1 and rejects the H0.

To conclude, it was clearly stated that the proposal implemented in the classroom had positive results in the post-test of the experimental group of students. Therefore, communicative activities enhance students' speaking skill.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After a period of research done at Unidad Educativa Pedro Vicente Maldonado, some conclusions came out.

- Communicative activities enhance the speaking skill development of students of eight year of basic education at Unidad Educativa Pedro Vicente Maldonado. This is clearly stated in the pre and post-tests results where students showed a significant improvement in the last exam. This means that a positive outcome resulted after the application of the proposal for this study. Therefore, the investigation if the implementation of communicative activities enhances the speaking skill in students of eight year of basic education Unidad Educativa Pedro Vicente Maldonado in Second Quimestre in year 2019 gave good results.
- The most effective communicative activities were analyzed which contributed to the development of the English Speaking skill such as questioning, role plays, games, information gap activities, telling stories and guessing pictures.
- Speaking sub-skills were identified for the enhancement of students' oral productions like grammar and vocabulary, pronunciation, interactive communication, repair and repetition, and appropriacy since they are most developed in oral productions.
- There was a significant difference between the students' results who attended intervention classes and the students who did not have any intervention process. Students from the experimental group experienced an important difference between their mean of the pre-test with their mean in the post-test. This means that communicative activities had a positive effect on the students belonging to the experimental group in comparison with those students of the control group.

5.2. Recommendations

In the same way, some recommendation must be presented after finishing this research.

- Based upon the general results, it is suggested applying communicative activities in class to enhance the students' speaking skill development because it would provide them a meaningful learning experience. This learning experience would be valuable to make students be competitive in all fields.
- It is also advised researching about effective communicative activities according to the students' needs and interests such as questioning, role plays, games, information gap activities, telling stories and guessing pictures. This action would contribute with the development of the speaking skill that is crucial in communication with others. These activities provide not only meaningful learning experiences but also language improvement.
- It is recommended to identify the speaking sub-skills which are included in students' oral productions. Those sub-skills such as grammar and vocabulary, pronunciation, interactive communication, repair and repetition, and appropriacy become a good route to help students in their oral performance.
- It is advised implementing this study proposal with a quasi-experimental research in order to compare the difference between students that attend to intervention classes and the student who do not have any intervention process not only with students of eighth grade of basic education but also with students who are in higher levels. This action would give more teachers the opportunity to assist students in a better way.

CHAPTER VI

THE PROPOSAL

Topic: Communicative activities in the speaking skill development

6.1 Informative data

Institution: Unidad Educativa “Pedro Vicente Maldonado”

Place: Riobamba

Beneficiaries: Seventy students from eighth year of general basic education

Estimated time: Four weeks

Beginning: March 4, 2019

Researcher: Janneth Mercedes Guaila Guaranga

6.2 Background of the proposal

The “communicative activities in the speaking skill development” is a proposal that contains class planning that has as its core goal to enhance students’ speaking skill through the implementation of communicative activities which are designed according to their interests and needs. Some communication activities such as questioning, role plays, games, information gap activities, telling stories and guessing pictures are part of this proposal which help to make English classes more interesting. They are also combined with speaking sub-skills as grammar and vocabulary, pronunciation, interactive communication, repair and repetition, and appropriacy. This proposal was applied at Unidad Educativa “Pedro Vicente Maldonado” with the eighth graders and it was developed during the March-June school period. Since it was a quasi-experimental research, the students in both control and experimental groups took the KET (Key English Test) speaking part to gather information about the level of students in the pre-test before and the post-test after the implementation of this proposal.

6.2. Justification

The proposal entitled “Communicative activities in the speaking skill development” encompasses class planning that is important and necessary.

It aims to provide teachers an alternative material which is supported by the topics of the students’ textbook which is supplied by the Ecuadorian Board of Education. The current proposal does not pretend to replace that book but supports it with communicative activities according to the eighth graders necessities.

This proposal is transcendent because it suggest the application of alternative communicative activities in the classroom to improve the students’ oral ability. Besides, this proposal has many communicative task in order to promote real interaction among students. These communicative activities are also combined with speaking sub-skills which make the students more comfortable and secure at the moment of producing oral interaction and communication.

Moreover, it is necessary because low speaking proficiency was detected through the pre-test results. Therefore, the intervention is crucial for better teaching and learning processes with students who need other ways to face their leaning experience.

6.4 Objectives

6.4.1 General

To design a booklet based on communicative activities to improve speaking skill.

6.4.2 Specific objectives

To apply the communicative activities in class to improve speaking skill.

To supply information speaking sub-skills to enhance speaking skill.

6.5. Feasibility analysis

The current proposal is feasible for some reasons. First, there is human talent feasibility for this project. Since the school has well-prepared teachers that are eagle to prove an alternative and original material to work with students. Teachers at Unidad Educativa “Pedro Vicente Maldonado” have the desire to help and learn from this project. Besides, the students from eighth grade of basic education have the desire to improve their speaking skill.

Second, there is also technological feasibility. The place where the project is executed has enough computer laboratories, projectors, and sound systems that are needed for its development. Besides, these places have enough space for fashion shows and other students' needs. All of these materials are available to everyone. Thirdly, this project also has organizational and legal feasibility. Teachers, parents, authorities, and mainly students are supporting this proposal from the beginning with permissions and collaboration.

In sum, having human talent, technology, place, organization and permissions, this project has the needed feasibility.

6.6. Proposal foundation

Theoretical foundation

Communicative activities

Goals

Harmer (2006) states that Communicative Language Teaching Approach, proposed by Wilkins and Hymes in the 1970s among others, focuses on the functions of the language instead of focusing on grammar. For example, teachers teach about how to invite, apologize, agree, disagree, inform, and persuade. Furthermore, the major goals of communicative language teaching are to:

- engage students in meaning-focused communicative tasks.
- Expose students to language in use
- To express ideas to be understood and be able to understand others.
- Develop knowledge and skill; and,
- Involve students in real or realistic communication.

The communicative activities in the classroom are based on realistic communication. There are some kinds of meaningful communicative activities such as role-playing and simulation. In this regard, students can perform television programs, news reports, solving puzzles, sharing information, writing poems, and so on. The most important thing in every activity is that the students have their communicative goal, purpose, and the desire to communicate something.

Roles

Learners' role

Castellá (2017) reports that the learners' role in communicative activities is crucial because they are responsible for their own learning and share this responsibility with their teachers. Communicative language teaching is learner-centered; therefore, they have a positive role which focuses on communication among them. Students also cooperate with each other to establish good communication channels.

The cooperation consists in asking for clarification, help, and advice to other students rather than the teacher. If there were no answer after talking and sharing among students, they could go to the teacher to ask for support. Breen and Candlin (1980 as cited in Castellá, 2017) described that learners have the role as negotiators through interaction processes within a group or in pair work. Furthermore, the learners contribute with others and at the same time they learn from others in an interdependent way. Students interpret, negotiate, and express meaning.

Teacher's role

As communicative activities are student-centered (Harmer, 2006), the role of the teacher is of facilitator (Castellá, 2017). It means that teachers understand that the classroom is a community environment where all members have to participate. In this way, there is better communication channels among the members of that community. Being a facilitator, the teacher becomes a manager, co-communicator, scheduler, driver, monitor, adviser, and organizer as well as participant.

Activities

Meaningful tasks

Communicative activities include a number of meaningful tasks which are not based on grammar or vocabulary but in the functions of the language (Richards, 2006). Some of those

meaningful tasks include questioning, role plays, and games, information gap activities, telling stories, and guessing pictures.

Questioning

Corley and Rausche (2013) claim that questioning appeared in the fourth century and was Socrates. He was a challenger of assumptions, contradictor, and conductor to new knowledge. Questioning can be used by teachers as a great tool to develop students' high order thinking skills. Question words such as why, what, when, and how are very useful to propose high order thinking questions which let students to support their ideas, compare, contrast, give explanations, or show evidence about any fact or topic. In this way, students learn and improve by themselves.

Role plays

According to Solis (2015) role plays are good communicative activities which provide the students the opportunity to play roles. It was created by psychiatrist and educator Jacob Levy who worked on psychodrama as a form of psychotherapy during the 1960s. Role play is similar to a theatrical dramatization. The unique difference is the fact that theatrical dramatization has a rigorous script but the role play is mainly based on improvisation about any topic. Besides, it let students cooperatively play where all students are actors and spectators. These kinds of activities are suitable for English classes because they have become facilitator tools for English themes production and understanding. Furthermore, this is motivating classroom activity that promote the information searching.

Budden (2018) states that role playing deals with imaginary people and imaginary situations. First, students can become whoever they want to be; therefore, they play his or her role; for example, a millionaire, a queen, a king, the president of the country, the principal of a school, even their teacher. Secondly, students use the functions of the language to create multiple situations and scenarios through role play such as restaurants, the airport, the school, the bank, the bus, and so on.

The role playing has two important stages. The first stage deals with the creation of a script according to the topic. Here the students talk, share ideas, negotiate meaning, give reasons, and propose alternative ways of saying something. And the second stage is the rehearsal and acting out what they have created.

Games

Games constitute excellent communicative activities since their purpose is to put students' communicative skills into action (Zhu, 2012). There are some kinds of games that are suitable for EFL classrooms.

Guessing games encourage students to question about some things they do not know while other students have the information. The guessing games can use objects, words, names, an activity, or many other things. In this way, teachers help students to practice their critical thinking while asking questions.

Picture games consist in using pictures to compare and contrast, narrate, and establish relationships. These kinds of games let students practice not only their speaking skills but also their listening skills.

Furthermore, sound games can impress the listeners and make them to imagine about people, places, and actions. In this case, individual interpretations appear because students have their individual point of view. Moreover, **fact-finding games** are very practical exercises. The teacher sets a question about any topic and the students have to find the answers. In this case, the teacher has students to look for information, discuss in pairs, and prepare the answers for the possible teacher's questions.

Information gap activities

According to Richards (2006) information gap activities help students to establish real communication to obtain information that they do not have. Students use their skills to obtain the needed information. Therefore, they negotiate meaning and obtain what they want to know. They use their knowledge about vocabulary, grammar, and communicative issues to accomplish a task.

These activities need the students to be in pairs. The teacher needs two photocopies of two sets of pictures. The first contains a picture, and the other contains the same picture but with some differences. The students must talk and ask as much as they can to obtain the needed

information and at the end both students A and B will have all the information completed in their pictures.

Another variation for information gap activities is that the students have two sheets of paper with information but one of them is different from the other. Therefore, the students must ask questions in order to write down the needed details. For example, flight tickets, store prices, times, etc.

Telling stories

Astbury (2018) states that telling stories is a good communicative activity because students use their imagination to produce ideas. The teacher can help his or her students by preparing a set of questions to guide the creation of the story. Those questions can be: what happened, when it happened, who was there, etc.

Speaking skill

Speaking skill is one of the productive skills of the language (Harmer, 2006). This skill deals with the oral production of the language. Students practice their speaking skill and enhance their communicative performance.

Speaking sub-skills

Grammar and vocabulary

It is important that the speaker have a good range of words to be used during conversations. Grammar is also important to speak accurately. Therefore, grammar and vocabulary constitute an important part for the students speaking development.

Fluency

Fluency is the speaking sub-skill where students produce oral language with logical flow without any plan or rehearsal (Lackman, 2010). This is also conceptualized as the ability to speak in a normal speed. Students speak without taking care about other issues of the language, so the corrections are made afterwards during teachers' feedback.

Pronunciation

The correct uttering of words by using vocal cords and oral cavity is pronunciation. It is important that students know how to pronounce the words in order to avoid misunderstandings and to ensure that the message is given correctly.

Repair and repetition

When students are practicing their speaking or maintaining an oral interaction with others, they are practicing their listening skills in order to understand what the other is saying, furthermore, to be understood by the interlocutor, students repair and repeat what they have said.

Appropriacy

Appropriacy is the ability to speak in an appropriate way according to the place and the situation. Some levels of formality play an important role in this sub-skill; for example, the students use certain vocabulary with their friends and they have to use other vocabulary with their parents' friends.

Analytic scoring rubric

The skill of speaking appears to be the most important of the four skills. However, at the same time, speaking can be regarded as the most difficult skill to acquire as language has to be produced quickly and without planning, which requires a lot of practice (Khamkhien, 2010).

Furthermore, Analytic scoring is one of the ways to assess speaking skill, these rubrics are particularly useful for problem-solving or application assessments because a rubric can list a different category for each component of the assessment that needs to be included, thereby accounting for the complexity of the task. For example, a rubric for a presentation could include categories related to style, organization, language, content, etc. Students benefit from receiving rubrics because they learn about their relative strengths and weaknesses.

Alderson, Clapham and Wall (1995) explain that analytic scoring is the analysis of a learner's performance in terms of various components along with descriptors given at different levels for each component.

According to Louma (2004) states, that Analytic assessment has some advantages such as.

- It enables the teacher to give more detailed feedback
- It makes scoring more reliable since examinees are assessed in times when there are categories
- They take less time to create than a holistic rubric.
- Provide useful feedback on areas of strength and weakness.
- Criterion can be weighted to reflect the relative importance of each dimension.
- Better able to describe the performance of second language writers and speakers.
- Greater control over rater behavior.
- Better feedbacks on different aspects of a performance.

6.7.Proposal development

Table 35. Operating model for proposal

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1. PLANNING	To communicate the institution authorities about the proposal implementation	- Writing a letter addressed to the Headmaster of the school to ask for permission to implement this proposal.	<ul style="list-style-type: none"> • Official letter • Booklet 	<ul style="list-style-type: none"> • School Headmaster • Researcher 	<ul style="list-style-type: none"> • 2 hours
2. SOCIALIZATION	To present the communicative activities and their usefulness to improve speaking skill.	-Present the lessons and explain how they were designed and their usefulness to improve the speaking skill.	<ul style="list-style-type: none"> • Projector • Booklet 	<ul style="list-style-type: none"> • Author of the proposal • English teachers 	<ul style="list-style-type: none"> • 2 hours
3. APPLICATION	To develop all the session with their communicative activities.	- Implementation of the booklet with the experimental group of students	<ul style="list-style-type: none"> • Booklet • Didactic material 	<ul style="list-style-type: none"> • Author of the proposal 	<ul style="list-style-type: none"> • 4 weeks
4. EVALUATION	To evaluate the effectiveness of the communicative activities to improve the speaking skill.	-Use KET Speaking part 1 & 2 before and after the proposal implementation.	<ul style="list-style-type: none"> • Tests samples 	<ul style="list-style-type: none"> • Author of the proposal 	<ul style="list-style-type: none"> • 1 week

Created by: Guaila, J. (2019)

*COMMUNICATIVE ACTIVITIES IN THE
SPEAKING SKILL DEVELOPMENT*

Janneth Mercedes Quaiilla Guaranga

2019

LESSON 1

TOPIC: Nice to meet you.

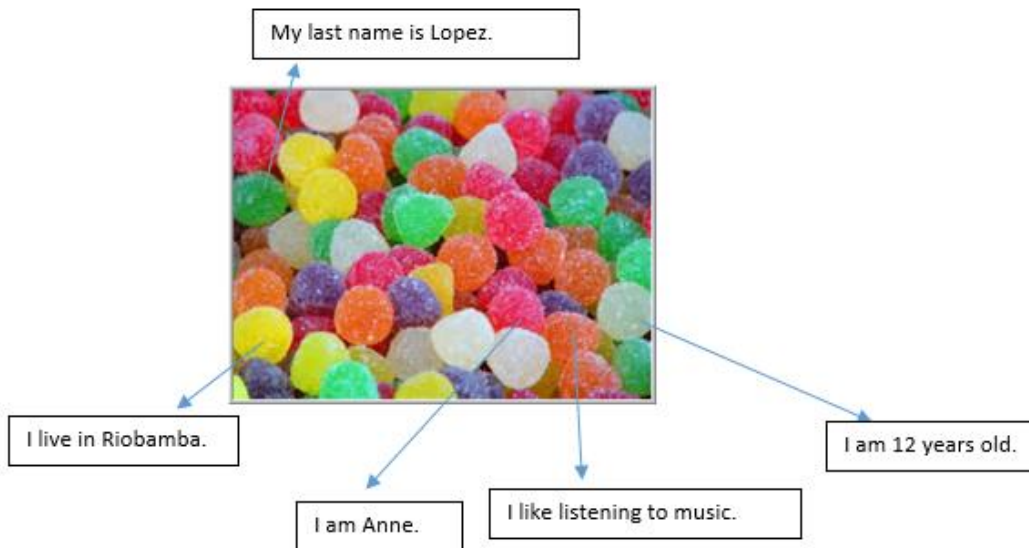
OBJECTIVE: SWBAT talk about their personal information

NICE TO MEET YOU!

Activity 1. Take one candy and say your own information according to the words in the vocabulary box.

VOCABULARY BOX

Red: name
Green: last name
Yellow: city
Orange: hobby
White: age



Activity 2. Read and identify the key words of the previous activity in the texts below.

Hello! My name is Mark. I am 12 years old. I live in Japan. I am a student. I like watching movies. I also like skateboarding.
My favorite color is blue. I have a cat and a dog.



Hello! My name is Marie Lincoln. I am 11 years old. I live in New York. I am a student. I like listening to music. I also like skateboarding.
My favorite color is red.

Activity 3. Read the information in the Activity 2 and complete the following table.

STUDENT'S NAME	AGE	CITY	FAVORITE COLOR	HOBBY

Activity 4. Take turns to ask to a partner and take notes about his or her information.

Then, report your partner's information to the rest of the class.

Use the following questions:

1. Are you Mary?. So, what is your name?
2. Are you 10 years old? So, how old are you?
3. Where do you live?
4. What is your favorite color?
5. What do you like to do in your free time?

STUDENT'S NAME	AGE	CITY	FAVORITE COLOR	HOBBY

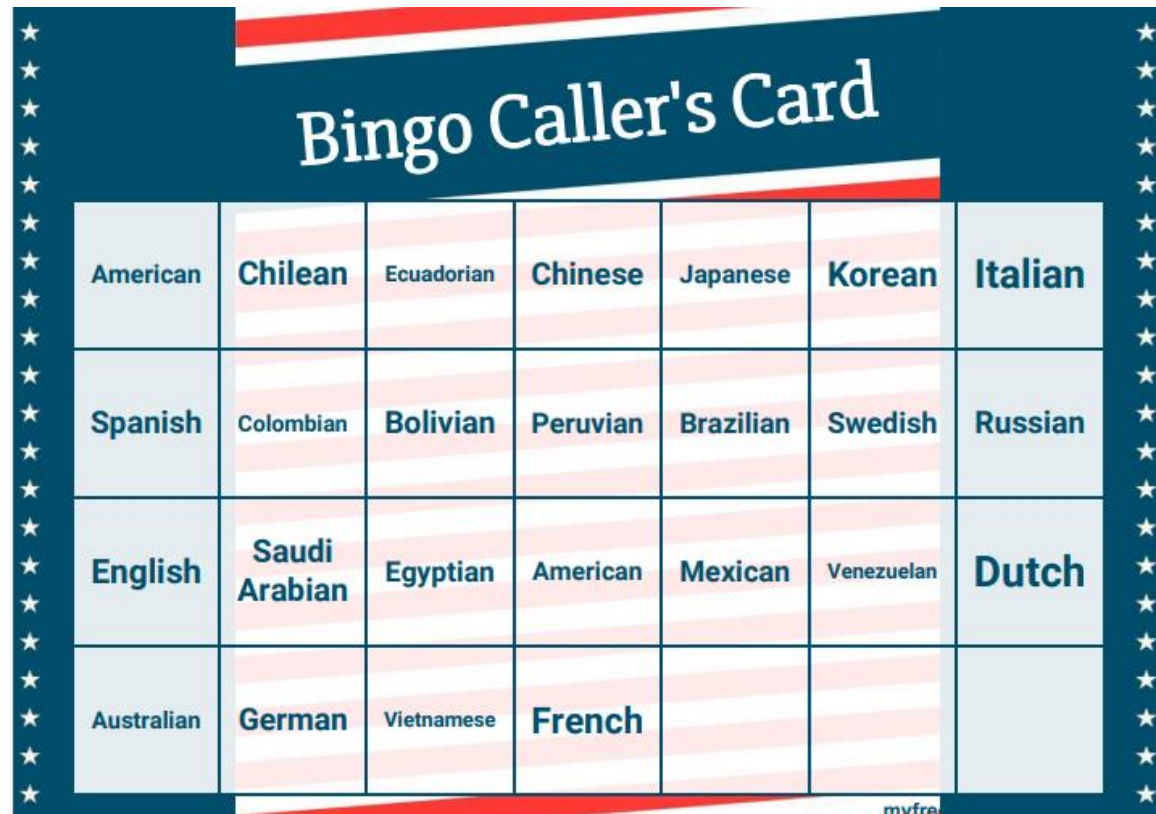
LESSON 2

TOPIC: Countries and nationalities

Objective: SWBAT talk about countries and nationalities

COUNTRIES AND NATIONALITIES.

Activity 1.- Pay attention to the words and play BINGO with your teacher.



<https://myfreebingocards.com>

Activity 2.- Read the nationalities on your Bingo card and write their corresponding country.

COUNTRY

NATIONALITY

Ecuador

Ecuadorian

Colombia

Colombian

Peru

Activity 3.- Look at the picture below and talk to your partner to answer the following questions.



Source: <https://englishstudypage.com/vocabulary/countries-nationalities-and-languages-in-english/>

a. Where is she/he from?

He is from China.

He is Chinese.

Activity 4. Look at the pictures below and match with the sentences.



www.toolsforeducators.com

- | | | |
|---|--|---|
| <input type="radio"/> I am from Canada. I am
canadian. | <input type="radio"/> I am from Mexico. I am
mexican. | <input type="radio"/> I am from Vietnam. I am
vietnamese |
| <input type="radio"/> I am from France. I am
french. | <input type="radio"/> I am from Spain. I am
spanish. | <input type="radio"/> I am from Korea. I am
korean. |
| <input type="radio"/> I am from America.
I am american | <input type="radio"/> I am from Japan. I
am japanese. | <input type="radio"/> I am from Egypt. I
am egyptian. |

Activity 5.- Make a presentation with countries and nationalities. Look for clothes from different countries and role play a presentation of people from different nationalities.

Ex. Let's welcome to Mary. She is 13 years old. She is from the United States of America; so, she is American.

ASSESSMENT RUBRIC

Countries and Nationalities Show

Teacher's Name: **Ms. Jeaneth Guilla**

Student Name: _____

CATEGORY	4	3	2	1
Enthusiasm	Appeared enthusiastic about presentation at all times. Moderated level of excitement to hold audience's attention.	Appeared enthusiastic about presentation most of the show. Moderated level of excitement to hold audience's attention.	Appeared enthusiastic about presentation. Moderated level of excitement to hold audience's attention.	Does not appear enthusiastic about presentation. None level of excitement to hold audience's attention.
Content Relates to topic, detailed, and accurate	Presentation relates to topic. Includes many details and relied heavily upon unsupported opinion.	Presentation relates to topic. Includes few details and relied heavily upon unsupported opinion.	Presentation included few details and relied heavily upon unsupported opinion.	Presentation does not relate to topic. Do Does not include few details and relied heavily upon unsupported opinion.

Source: https://rubric-maker.com/samples/oral_presentation_sec.pdf

LESSON 3

Topic: My family

Objective: SWBAT talk about their family

MY FAMILY!

Activity 1. Look at the pictures, read the descriptions and match them.



a. This is my father. His name is Juan.
He is 31.

b. This is my mother. Her name is Liseth.
She is 30.

c. This is my grandfather. His name is
Roberto. He is 57 years old.

d. This is my brother. His name is Henry.
He is 5.

e. They are my sisters. Their names are
Sonia and Anita.

f. This is my grandmother. Her name is
Marie. She is 55 years old.

Activity 2.- Read the words in the word box and complete the family tree.

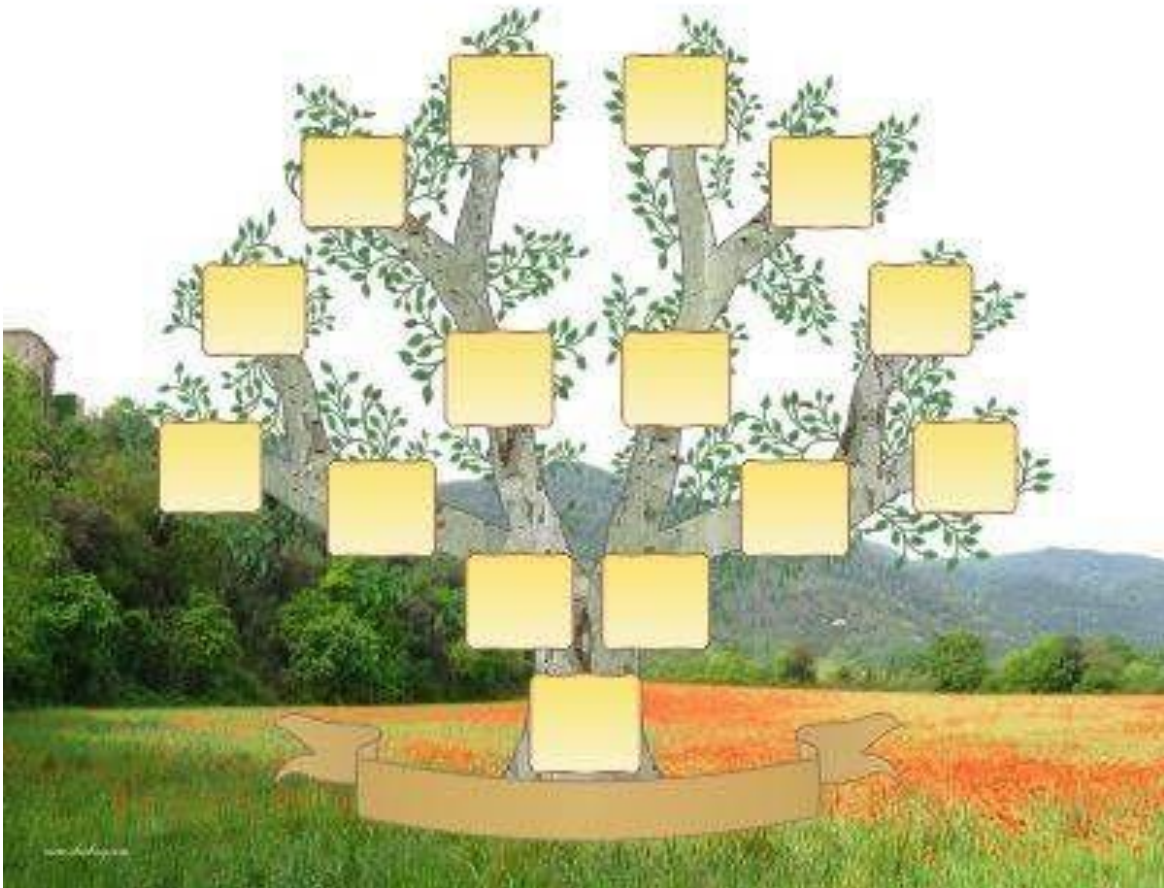
Grandfather – grandmother – mother- father- brother – sister



Source: <https://www.pinterest.com/pin/390335492690783916/?lp=true>

Activity 3.- Draw your own family tree and present it to the rest of the class.

Include names and age in your family description. *Ex.* This is my grandfather. He is 75 years old. He is from Colombia...



Source: <https://www.pinterest.com/pin/470978073518908703/?lp=true>

ASSESSMENT RUBRIC

Oral Presentation Rubric : My family

Teacher's name: **Jeaneth Guaila**

Student's name: _____

CATEGORY	4	3	2	1
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Date Created: **May 24, 2019 09:27 pm**

Source: <http://rubistar.4teachers.org/index.php?ts=1558751173>

LESSON 4

Topic: Physical descriptions

Objective: SWBAT talk about physical descriptions.

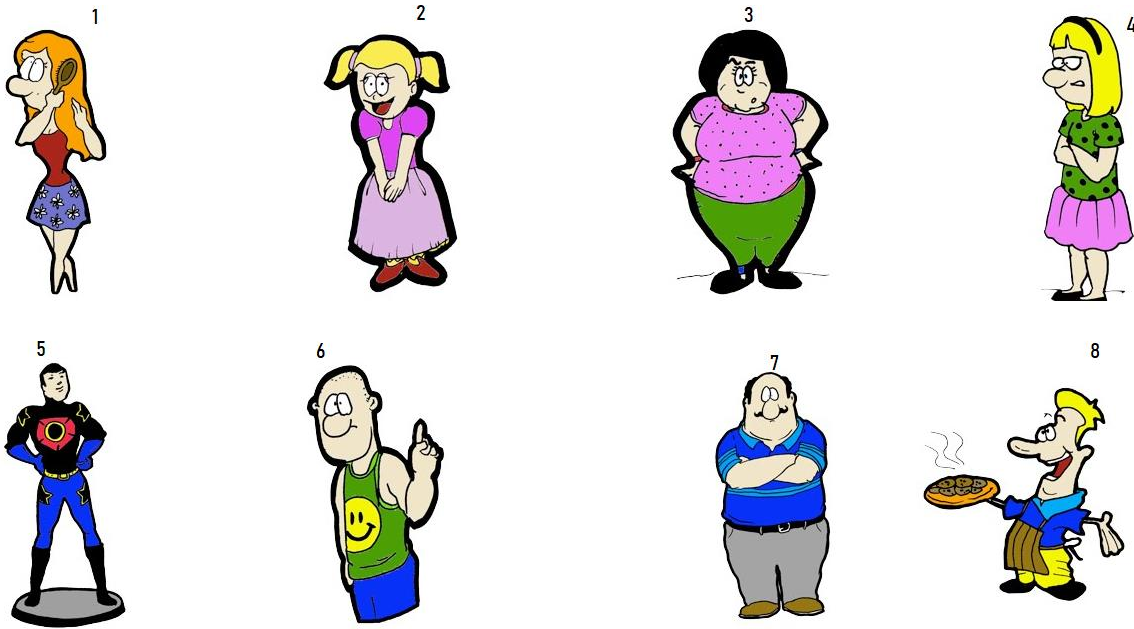
HOW I LOOK LIKE!

Activity 1. Find 9 words to describe physical characteristics of people. You will find the key below the word search puzzle. The student who finishes first is the winner. The winner will have a price.

B	B	B	N	C	X	G	U	I	E	M	O	S	D	N	A	H	N
K	H	S	D	W	Z	X	C	C	L	X	G	U	S	Q	M	P	G
C	A	G	E	B	I	R	E	F	Y	Z	O	L	J	V	D	M	S
D	K	U	F	W	S	H	O	R	T	S	M	R	K	N	I	H	T
C	E	Z	I	G	B	A	P	L	C	X	C	G	D	A	F	R	M
O	M	T	Q	B	E	E	T	M	Z	Z	I	R	L	A	C	B	N
E	B	A	W	L	C	L	A	W	E	J	Y	K	M	Z	I	Q	E
L	F	L	Q	C	G	V	V	U	T	V	U	B	M	F	T	C	O
T	G	L	Q	P	R	S	B	O	T	X	L	N	I	Y	E	M	Y
C	Y	D	T	A	K	G	P	W	D	I	K	Q	F	X	L	W	H
L	P	O	C	F	G	V	N	H	U	S	F	T	H	A	H	S	U
Z	U	S	D	O	T	O	E	U	P	S	O	U	G	X	T	L	C
F	X	D	S	U	Z	Y	A	U	O	G	U	N	L	A	A	B	N
S	V	N	L	N	O	F	A	T	Q	Y	C	I	E	G	X	W	U
E	U	G	H	O	A	E	A	U	E	Y	U	Z	F	O	M	G	Q

Thin	Short	Tall	Fat
Young	Old	Beautiful	Handsome
Athletic			

Activity 2.- Talk to a partner and describe the people in the picture below. Use the words that you found in the word search puzzle.



Ex. The woman in picture 1 is my sister. She is thin and tall. She is beautiful. The man in picture 6 is my father. He is short and thin. He is old.

Activity 2.- In groups of four, talk to your partners and describe to each other.

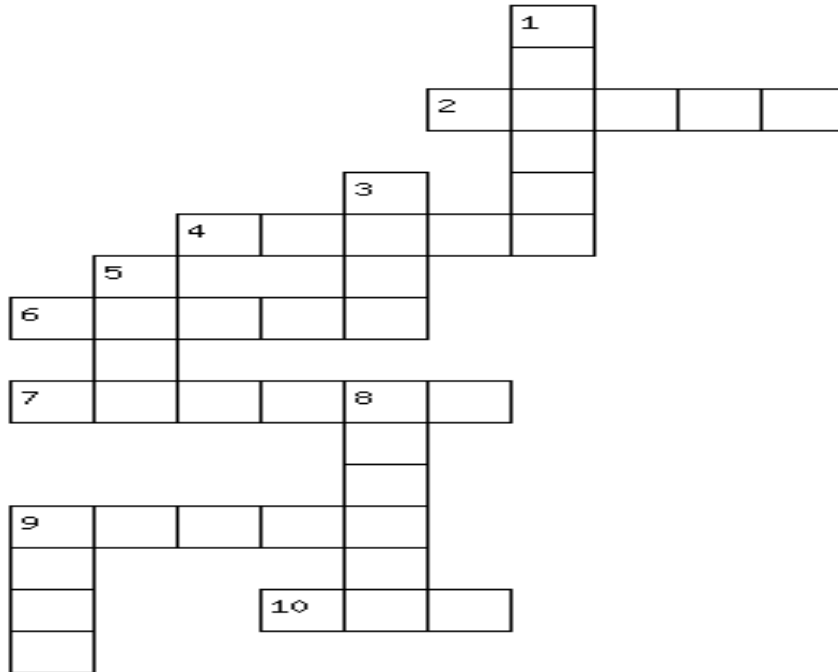
LESSON 5

Topic: Colors

Objective: SWBAT talk about details as regards people's physical appearance.

COLORS IN MY BODY!

Activity 1. Talk to a partner and solve the crossword below.



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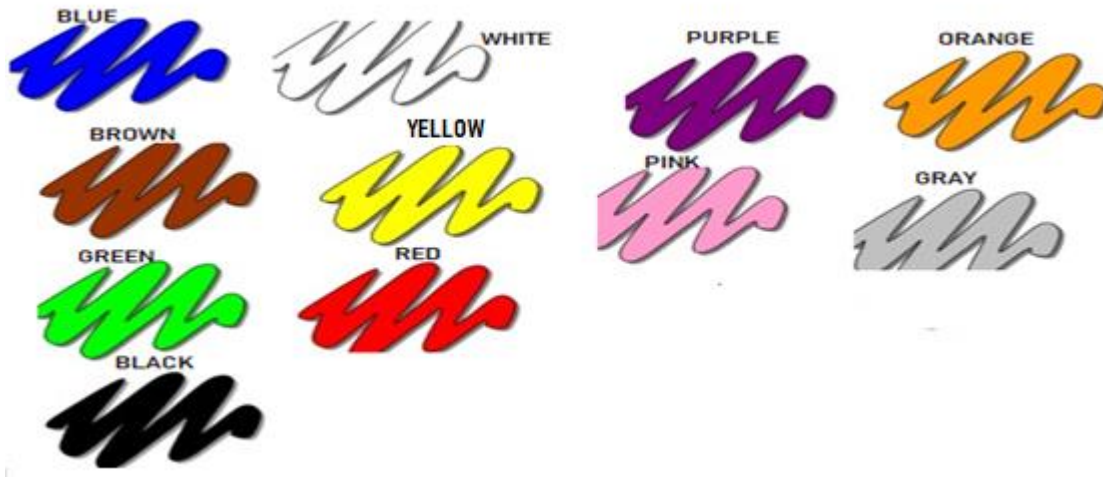
Down

- 1.- Grapes are
- 3.- The panther which I watch on TV is ...
- 5.- The sky is ...
- 8.- I like juice.
- 9.- Black and white give ...

Across

1. A coconut is
- 4.- The clouds are ...
- 6.- My hair is ;so, it is dark.
- 7.- The sun is ...
- 9.- A tree is ...
- 10.- A tomato is ...

Activity 2. Look at the colors and identify them in your partners' eyes and hair.



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Ex. Luis has black hair. His eyes are gray.

Activity 3.- Look at the picture below and describe the people in it.



Source: <https://www.slideshare.net/ypoz88/physical-description-of-people>

Ex. Daphne is 20 years old. She is beautiful. She has long red hair. Her eyes are small and black.

LESSON 6

Topic: Big families

Objective: SWBAT describe their whole family.

BIG FAMILIES

Activity 1. Read the vocabulary below and classify the words into groups according to their root.

VOCABULARY

aunt, father-in-law, mother, brother, brother-in-law, cousin, daughter, daughter-in-law, father, godfather, godmother, granddaughter, grandfather, grandmother, son-in-law, grandson, great-grandfather, great-grandmother, mother-in-law, nephew, niece, parents, sister, son, stepdaughter, stepmother, stepfather, uncle, wife, husband, stepson, sister-in-law

Mother

Father

Son

Daughter

Sister

Brother

Other

Husband

Grand

mother

Mother-in-law

Activity 2. Read and complete the statements.

My father's father is my

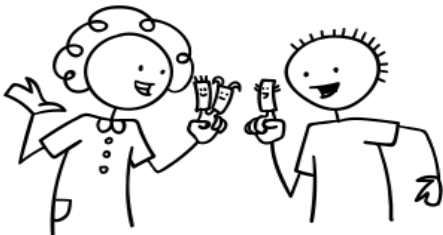
My father's wife is my

My sister's husband is my

Activity 3. Look for your own family photo and describe it to the rest of the class.

Ex. *This is my father. His name is Carlos. He is tall and young. He is 35 years old. His eyes are brown. His hair is blond.*

Activity 4. Develop a finger puppet conversation. Use the questions in the box as guide.



1. I wonder, what your name is?
2. Tell me, how old you are?
3. I want to know, where you are from?
4. What's your favorite color?
5. What does your father look like?
6. Do you have brothers or sisters?

Source: <https://www.eslkidstuff.com/lesson-plans/family.html>

ASSESSMENT RUBRIC

Puppet Show : Puppet conversation

Teacher Name: **Ms. Jeaneth Guaila**

Student Name: _____

CATEGORY	4	3	2	1
Puppet Manipulation	Puppeteers always manipulated puppets so audience could see them.	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers sometimes manipulated puppets so audience could see them.	Puppeteers rarely manipulated puppets so audience could see them.
Puppet Construction	Puppets were original, creative, and constructed well. No pieces fell off during the performance.	Puppets were original and constructed well. No pieces fell off during the performance.	Puppets were constructed fairly well. No pieces fell off during the performance.	Puppets were not constructed well. Pieces fell off during the performance.
Voice Projection	Voices of puppeteers were always audible to people sitting in the back row.	Voices of puppeteers were usually audible to people sitting in the back row.	Voices of puppeteers were sometimes audible to people sitting in the back row.	Voices of puppeteers were rarely audible to people sitting in the back row.
Expression	Puppeteers\' voices showed a lot of expression and emotion.	Puppeteers\' voices showed some expression and emotion.	Puppeteers\' voices showed a little expression and emotion.	Puppeteers\' voices were monotone and not expressive.

Date Created: **May 24, 2019 09:06 pm**

Source: <http://rubistar.4teachers.org/index.php?ts=1558749880>

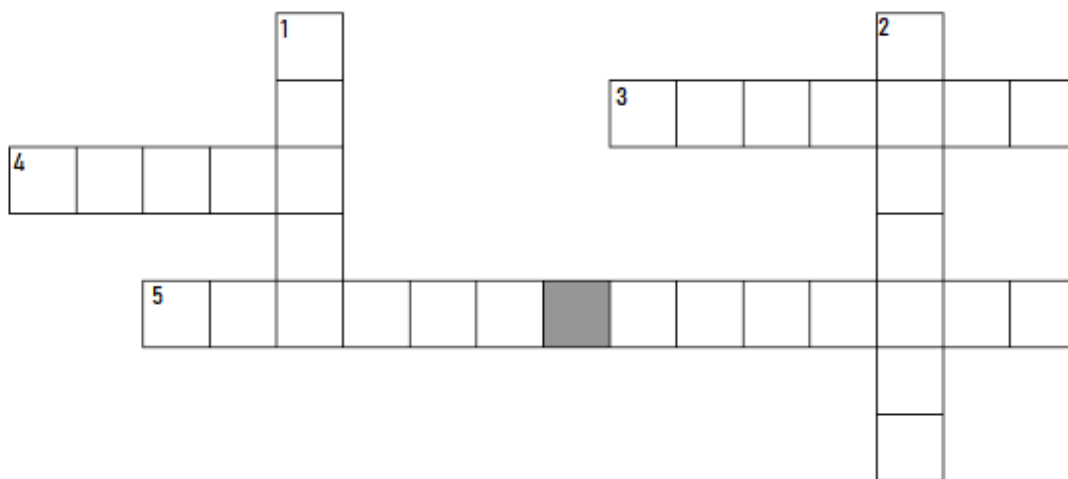
LESSON 7

Topic: Time

Objective: SWBAT talk about their leisure time activities.

IN THE SCHOOL!

Activity 1. In pairs, solve the crossword puzzle by using the key below. Answer the questions below.



Down

1. Learning about songs and rithm



2. Learning a Foreign language



Across

3. Learning about experiments and nature



4. Learning about numbers



5. Learning about Geography and History



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What time do you have Math class?


When do you have music classes?

























What time do you have Spanish class?

What time do you have Science class?

When do you have Social Studies class?

When do you have English class?

Activity 2. In pairs play the “Galactic challenge”. Throw a dice . Take turns to ask and answer. Use these phrases: *What time is it? /What is it said in this square? /It’s my turn.*

				
	Move ahead 3.			Go back to start.
				
		Lose a turn.		
Throw the dice again.				
				Go ahead 5 squares.
				
		Go back to start.		

Activity 3. Write and report your school schedule to the rest of the class.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B	R	E	A	K	

Activity 4. Look at the calendar and choose the right spelling of the months.



January
Jenuary
Janery



Febriery
Fabrery
February



Mars
Marsh
March



Abril
April
Adril



May
Mey
Migh



Jiune
Jun
June



July
Juli
Julay



August
Aogost
Ogost



Sectember
September
Seftember



October
October
Octobre



November
Nobemver
Novenver



Dicember
December
Desemester

Activity 5.- In pairs, ask and answer the following questions.

What is your favorite festivity?

When is it celebrated?

When is your father's birthday?

What time do you meet with your family?

When is your mother's birthday?


What time do you go to school?

LESSON 8

Topic: What are you doing?

Objective: SWBAT talk about the activities at the moment of speaking.

WHAT ARE YOU DOING!

Activity 1. In small groups, play the “Galactic challenge”. Throw a dice  and take turns. Use the phrase: *What is she/he doing?*

				
	Move ahead 3.			Go back to start.
				
		Go back one square.		
Lose 2 turn.				
				Move ahead 2.
				
		Move ahead 4.		

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Activity 2. Look at the people and describe what they are wearing. Use the words in the box.



Point at the man or woman and say:
What is he wearing?
He's wearing blue jeans, a brown sweater, a green scarf, a red T-shirt, and orange shoes.
What is she wearing?
She is wearing

Activity 3. In groups of 6 students, organize a fashion show and role play it.

ASSESSMENT RUBRIC

Fashion show

Teacher's name: **Ms. Jeaneth Guaila**

Student's name: _____

CATEGORY	4	3	2	1
Sentences	Four members of the group speak in English to describe what the model is wearing.	Three members of the group speak in English to describe what the model is wearing.	Two members of the group speak in English to describe what the model is wearing.	Only one member of the group speak in English to describe what the model is wearing.
Vocabulary	Speaker uses vocabulary from the lesson to describe what the model is wearing. Use of adjectives to describe the clothing and other details (weather).	Speaker uses words some vocabulary from the lesson to describe what the model is wearing.	Speaker uses few vocabulary words from the lesson to describe what the model is wearing. Does not use of adjectives to describe the clothing and other details (weather).	Speaker does not use vocabulary from the lesson to describe what the model is wearing.
Modeling performance	Group is rehearsed to present a smooth, creative, and fun show.	Group is rehearsed to present a good performance.	Group presentation is rehearsed but it needs a couple of more rehearsals.	Group presentation is not rehearsed.
Commentary	Speaker speaks clearly and loudly, and has rehearsed sentences to make sure pronunciation is correct.	Speaker speaks clearly and loudly but sentences are not well pronounced.	Speaker speaks clearly and loudly but pronunciation has some errors.	Speaker does not speak clearly and the pronunciation is not understandable.

Source: <https://www.rcampus.com/rubricshowc.cfm?code=YX328XW&sp=yes&>


LESSON 9

Topic: My town

Objective: SWBAT talk about places in the city.

MY TOWN!

Activity 1. In groups of four, play the race and talk about the places in your city. Throw

a dice  and take turns. Use the words and phrases to the right.



PLACES

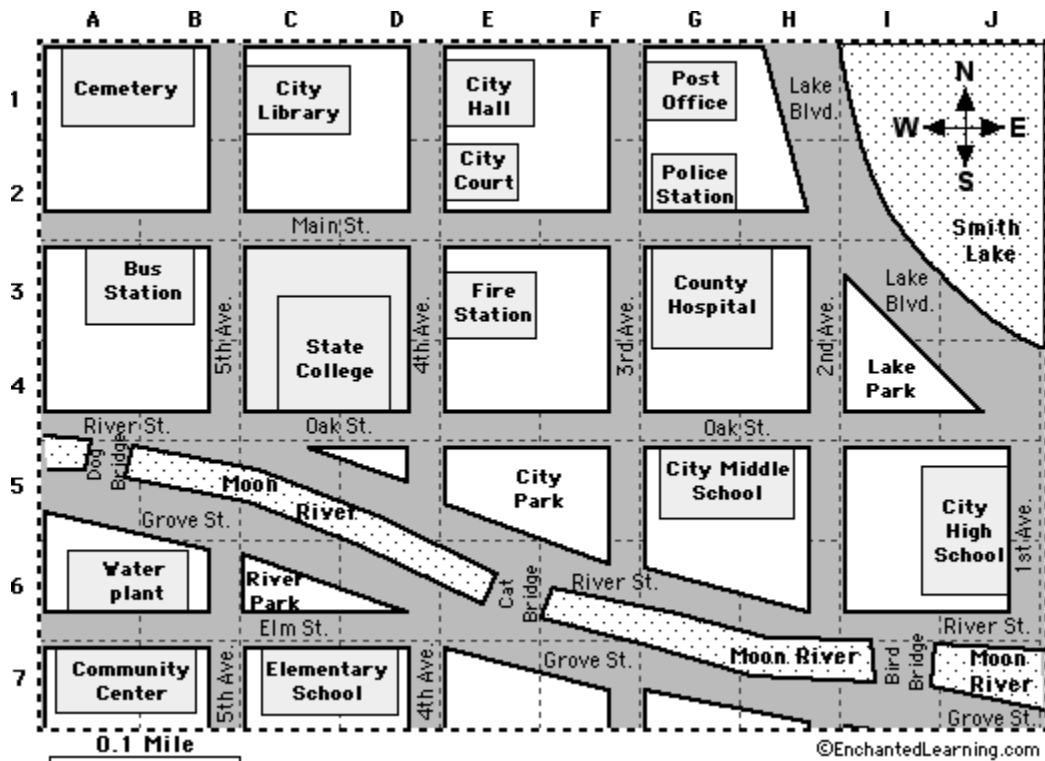
Stadium
Church
Police station
House
Temple
Bank
School
Drug store

PHRASES

It's your turn
Go
Stop
My turn

Activity 2. Look at the map and talk with your partner about it. Use the vocabulary in the box.

Next to – in front of – across from – behind – on – on the corner ofand ...
Walk – blocks – to the right – to the left



Activity 3. Draw your own map and give directions to get to your house.

ASSESSMENT RUBRIC

Giving directions

Teacher's name: **Ms. Jeaneth Guaila**

Student Name: _____

CATEGORY	4	3	2	1
Vocabulary	Directions use all the vocabulary from the lesson appropriately.	Directions use three vocabulary words from the lesson.	Directions use one or two vocabulary words from the lesson.	Directions use none of the vocabulary words from the lesson.
Street names	Speaker uses more than four street names correctly.	Speaker uses more than four street names correctly.	Speaker uses more than four street names correctly.	Speaker uses more than four street names correctly.
Commands	More than three correct formal commands were used.	Three correct formal commands were used.	Two correct formal commands were used.	Incorrect commands were used.

Source: <https://www.rcampus.com/rubricshowc.cfm?code=YX328XW&sp=yes&>

LESSON 10

Topic: My routine

Objective: SWBAT talk about their daily routines.

MY ROUTINE!

Activity 1. Look at the pictures, read the vocabulary words, and choose the right spelling.

	Brush hair Brash her Brus hair		Brush tith Brush teeth Brus teed
	Clin house Clean jause Clean house		Do dishes Do dises Do diches
	Du homework Do homeworke Do homework		Have breakfast Haf breakfast Have breakfast
	Do laundry Du laundry Do londry		Haf dinner Have dinner Hav diner
	Hav lunch Have lonch Have lunch		Jet dressed Get dressed Get dresed
	Go to scul Go to school Go to schul		Weik up Wake up Wake op
	Teaik a shower Take a chower Take a shower		

Activity 2. In pairs ask and answer about your daily routines and take notes.

Start like this: What do you do in a normal day?

Well, first, I get up at 6 o'clock. Then, I take a shower. After that,

Me

My partner

Activity 3. Report what you have in your notes to the rest of the class.

Start like this:

My partner's name is Samuel. He has a busy routine. First, he gets up at 6 o'clock. Then, he takes a shower. After that,

ASSESSMENT RUBRIC

Oral Presentation Rubric

Teacher's name: **Ms. Jeaneth Guaila**

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Source: <http://rubistar.4teachers.org/index.php?ts=1558758411>

Date Created: **May 24, 2019 11:28 pm (CDT)**

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Annexes

KET Speaking Part 1 &2

The KET speaking has two parts

In total, it should take **8-10 minutes**.

Generally, when you take the speaking part of the KET you will do the examination with another candidate. The two of you will meet two examiners. One will do the talking the other will take notes and assess your speaking.

Speaking part 1: A short *Personal Information* questions and answers exchange between you and the examiner.

Part 1

1 What's your name?

2 How old are you?

3 What nationality are you?

4 Where do you live?

Are you are a student?

5 Do you work or are you a student in ...?

What do you do/ study?

6 Are you married? Have you got a boyfriend / girlfriend?

7 Can you spell your family name?

8 Do you enjoy studying English? Why? Why not?

9 Do you think that English will be useful for you in the future?

10 Have you got any brothers or sisters?

11 Have you got any children?

12 How do you get to school?

13 How long does it take to come to school?

14 Tell me about your day at school/college

15 Tell me about your family

16 What are your favorite foods?

17 What are your hobbies?

18 What are your plans after school?

19 What did you do yesterday / last weekend?

20 What do you do in your spare time?

21 What do you study? What are your favorite subjects?

22 What's your job? What do you do?

Retrieved from: <https://www.englishexamninja.com/exams/cambridge/ket-practice/ket-speaking-part-1-2/>

Annex 2

Rubric for the exam

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: <https://www.cambridgeenglish.org/images/168617-assessing-speaking-performance-at-level-a2.pdf>

ANNEX 3

TEACHER'S SURVEY

Objective: To gather information about teachers' reactions on communicative activities to improve students' speaking skill.

9. Do you think that communicative activities help to improve students' speaking skill?

Yes () No ()

10. Do you consider that students learn through interaction?

Yes () No ()

11. Do you think that communicative activities have advantages in your students' learning?

Always Sometimes Rarely Never

12. What of the following, do you think students learn the best from:

Real life interactions

Books

Repeating drills

Repeating grammar pattern

13. How often do you implement communicative activities in the classroom?

Always Sometimes Rarely Never

14. What do you consider the role of the teacher should be in the language classroom?

Director Facilitator Adviser Observer

15. What of the following communicative activities do you perform in your classes to improve students' speaking skill?

Questioning

Role plays

Games

Information gap activities

Telling stories

Guessing pictures

16. What are the speaking sub-skills you emphasize in your communicative classes?

Grammar

Fluency

Vocabulary

Pronunciation

Repair and repetition

Appropriacy

Role plays

Juegos

Actividades de completación de información requerida a través del diálogo

Contar historias

Adivinar imágenes

8. ¿Cuáles son las sub-habilidades orales que su profesora de inglés enfatiza en sus clases comunicativas?

Gramática

Fluidez

Vocabulario

Pronunciación

Reparación y repetición.

Hablar con propiedad

Riobamba, 18 de Abril del 2019

Master

Elidar Becerra

RECTOR

UNIDAD EDUCATIVA PEDRO VICENTE MALDONADO

Presente.-

De mi consideración:

Reciba un cordial saludo y a la vez augurando éxitos en la función que desempeña en bienestar de toda la comunidad educativa. Yo, Lic. Janneth Mercedes Guaila Guaranga docente de Lengua Extranjera (Inglés) de la institución solicito de la manera más comedida se me permita trabajar con los estudiantes de Octavo Año de Educación Básica que están bajo mi responsabilidad con el siguiente trabajo de investigación **COMMUNICATIVE ACTIVITIES IN THE SPEAKING SKILL DEVELOPMENT**, particular que necesito previa la obtención del Título de Magister en la Enseñanza del Idioma inglés como Lengua Extranjera. La presente investigación ayudara en el rendimiento de nuevas estrategias metodológicas de aprendizaje del idioma ingles en nuestros estudiantes.

Por la atención que preste a la presente anticipo mi agradecimiento.

Atentamente,



Lic. Janneth Guaila

DOCENTE

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18 - 04 - 2019

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