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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

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Theme: “COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES AND
SPEAKING FLUENCY”

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2021

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Declaration page

I declare this undergraduate dissertation entitled “COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES AND SPEAKING FLUENCY” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility



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Dedication

To my beloved parents and my dear siblings, who have supported me unconditionally during that process. To my whole family for motivating me to keep going and never give up.

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Date:

ABSTRACT

Communicative Teaching Language is considered as a successful approach to develop real communication through different activities. The main purpose of applying activities based on communicative approach was to determine the incidence of them to improve the speaking fluency. Besides, fifteen students from 10th grade EGB of the Unidad Educativa “Huachi Grande” were considered as subjects of study. The research applied a qualitative-quantitative approach and experimental methodology to collect data. In addition, the research applied pre-test and post-test of KET speaking exam (A2 level), by Person. In the same way, a survey was applied to diagnose the use of communicative language teaching activities in class. To interpret the data gathered, the researcher used IBMSPSS software to identify differences between pre-test and post-test. Then, to verify the hypothesis the T-student test was applied. Based on findings, students improved their speaking fluency using communicative activities.

Keywords: CLT approach, communicative activities, teaching-learning process, speaking fluency.

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RESUMEN

La enseñanza del lenguaje comunicativo está considerada como un enfoque exitoso para desarrollar una comunicación real a través de diferentes actividades. El objetivo principal de la aplicación de actividades basadas en el enfoque comunicativo fue determinar la incidencia de las mismas para mejorar la fluidez del habla. Además, se consideró como sujetos de estudio a quince estudiantes del décimo grado de EGB de la Unidad Educativa “Huachi Grande”. La investigación aplicó un enfoque cualitativo-cuantitativo y una metodología experimental para recopilar datos. Además, la investigación aplicó una preprueba y una post prueba del examen oral KET (nivel A2), validado por Person. De la misma forma, se aplicó una encuesta para identificar el uso de actividades de enseñanza del lenguaje comunicativo en el aula. Para interpretar los datos recopilados, el investigador utilizó el software IBMSPSS para mostrar las diferencias entre la prueba previa y la prueba posterior. Luego, para verificar la hipótesis se aplicó la prueba T-student. Según los hallazgos, los estudiantes mejoran su fluidez al hablar mediante actividades comunicativas.

Palabras clave: enfoque CLT, actividades comunicativas, proceso de enseñanza-aprendizaje, fluidez oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

After a careful review of research papers and academic articles, it was evidenced that there are similar studies. All these previous research studies help to support this current investigation. Besides, these are focused on the use of communicative activities based on CLT approach to improve speaking fluency, which are detailed below.

García (2019), led an investigation to analyze the Communicative Approach (Communicative Language Teaching) as a method to improve Speaking skills. The researcher applied the qualitative and quantitative methods to know the participants' attitudes towards to CLT methodology. After that, the researcher selected two groups of 30 participants. In this phase, a pretest was applied at the beginning of the situation with the 60 participants. In addition, a survey was considered just to apply in the treatment group. Findings states that:

- The absence of the CLT approach was evident when applying the pre-test, since the students did not develop the oral production activities, either because of fear or shame, preventing them from being able to communicate using the language.
- The activities based on the CLT approach help develop speaking skills. Condoning that these activities should be carried out in a participatory way so that everyone speaks and improves their level of producing the language.

- When students apply the activities based on the CLT approach, they are motivated since they showed interest and confidence in themselves to improve their speaking.

Therefore, it can be said that after the analysis and data collection the results were in favor and the use of communicative activities had a positive effect to develop oral skills, in addition to the fact that in the applied survey the students mentioned that they felt motivated with the application of those activities based on the CLT approach.

Myatmyat, Zinmar, and Myint (2019) carried out research to compare the speaking skills of first-year students in the University of Computer Studies Myanmar with a group of 35 students by using communication activities such as discussion, problem-solving, and role-playing. Second, to study students' attitudes in teaching English speaking skills. The researchers applied a mixed-method design, whose data came from an oral test. The qualitative data were taken from a learning record where a semi-structured interview and the teacher's diary were used. In addition, a pre-test and post-test were applied, accompanied by a skill test and an attitude questionnaire. Main findings concluded that: Speech gaps were significantly higher after the use of communicative activities and the positive attitude of students in teaching English speaking communication skills using these activities. Consequently, it can be said that the use of communicative activities helps to create an environment that adapts to the situations that occur within real communication and to create a certain degree of trust in workgroups. Besides, this allows researching with a population low in language level especially when producing it as learners do not feel confident.

Ortiz (2019) conducted an investigation to determine the impact that oral fluency has on young foreign language students with the application of information gap activities based on the communicative approach as well as task-based learning. For this research, twenty-three 8th grade students from a public school in Chile acted in a multicultural context. After that, the researcher carried

out his research work with the application of a pre-test, post-test with a focus group. This application took a semester of ten weeks where students balanced their speech level between a level A1 and A2. The main findings conclude that: After the application of the pre and post-test, the students notably improved their fluency, showing a positive attitude towards activities to develop oral expression. In addition, the information gap activity helps students not feel overwhelmed and frustrated when participating due to their poor fluency performance.

Al-garni and Almuhammadi (2019) led a research study to examine the effect of using CLT activities on EFL students' speaking skills. The researchers conducted the study applying the quasi-experimental method. After that, they applied a pre-test and a post-test to two classes each of 21 students; where one class was the experimental group and the control group. The experimental group worked with communicative activities like role-playing, interviewing, problem-solving while the control just worked with traditional methods. The main finding concluded the following: communicative activities help students feel comfortable participating. According to the scores, this research had a significant difference between the two groups.

Owen and Razali (2018) conducted a study to implement communicative activities, especially in language games and information gap and the effect on speech performance. The study was carried out in a secondary school in Libya, Malaysia. The researchers used a quasi-experimental study design. The language games and information gap activities, which were 8, were based on the principles of the teaching of communicative language or the CLT approach. Consequently, a pre-test and a post-test were applied to 42 high school students. The results were analyzed with the paired samples T-test. The main finding concluded that when applying communicative activities such as language games and information gap they allow students to experience the use of the English language in real communication. It can be said that the speaking performance of the students was enhanced after implementing those kinds of activities.

Wacana and Ika (2020) developed a study to investigate how students develop their speaking skills through the CLT approach in the students of Sintuwu Maroso Poso University. The work was carried out with the qualitative method based on the CAR (Classroom Action Research) type of research. In addition, for the collection and analysis of data using instruments such as observations, questionnaires, field notes, and a pre and post-test was applied to the students to see the progress in developing their speaking skills based on the components of fluency, accuracy, and comprehension. The results were positive due to at the beginning only 66.7% of the students passed the test with a minimum grade. Meanwhile, when applying the CLT approach during three sections with the application of different activities, a great improvement was already noticed since 91% of the students managed to pass the test. The main finding concludes that the students managed to develop their abilities to speak in English since the communicative approach promotes the practice of the language.

To summarize, the studies detailed above contribute to the present investigation. All these investigations show an improvement on students' speaking skills using activities based on the CLT approach. In addition, these studies have a similar aspect to this investigative research. Most of them were experimental research carried out in schools, they used a pre-test and a post-test to collect data. Besides, this research study is developed with CLT activities and its incidence on speaking subskills mainly fluency. Moreover, the studies that were carried out on face-to-face environment. However, this research will be online due to Covid 19 pandemic.

1.2 Theoretical framework

Independent variable theoretical support

1.2.1.1 Language teaching

Oxford (2020) states that language teaching is considered an instructional principle that is used in practice by language teachers and linguists within the education system. Within this process, the use of methodologies, approaches, strategies, and techniques help students develop their skills when learning a new language. In the teaching process, it is important to recognize that the English language occupies a second place in the school curriculum as well as in higher education. Children begin to learn the new language from the age of six, although in some cases they range from three years of age. Moreover, teachers must consider approaches, methodologies, and strategies according to levels of English, age, and educational needs of learners to develop the teaching process in the best possible way (Kumar, 2006).

Ariska (2020) mentions that in the language teaching process based on the CLT approach, the teacher must consider three aspects that will help to cope with the activities within the class:

- **Pair or group work:** to strengthen and motivate students to practice communication in activities such as information gap or role-plays.
- **Fluency:** an emphasis should be placed on the fluency in which students speak, as it will help to verify how comfortable and confident, they are when participating.
- **Meaningfulness:** students must focus more on the meaning of what they want to convey, rather than doing a mechanical practice of the language.

1.2.1.2 Communicative Language Teaching Approach

CLT is an approach to language teaching in which **interaction** is given the highest importance as a means and as an end goal in learning language. This means that the learning of the foreign language is evaluated considering what is learned, transmitting a competence, which is defined as the ability that the student must use to communicate with the knowledge of it. The term "**communicative competence**" argues that it is related to linguistic competence; that is, the rules for describing and combining sounds in morphemes in sentences. These rules can be used appropriately in a linguistic context. In addition, the principles and knowledge of communicative competence justify the theory of the new approach Communicative Language Teaching in the teaching languages as a second language and the new strategies and didactic materials compatible with communication (Hymes, 1972).

Farooq (2015) mentions that the CLT approach also emphasizes learning a language for communicating purposes with others. Within the classroom often takes the form of pair and group work, which means that it requires negotiation and cooperation between learners. Fluency-based activities encourage students to develop their confidence and knowledge through interesting activities such as talking about their daily routines, learning about them, discussing current events, or discussing something about a video they watched or a book they read. Students practice and develop language functions as well as explicit use of activities focused on meaning but considering grammar and punctuation that reinforce speaking skills (Farooq, 2015 as cite as Nunan, 1991).

Alamri (2018) states that CLT's most important communication purposes focus on speaking through activities in which teachers emphasize the meaning of language rather than the form of language. Consequently, in the CLT approach fluency gains much more meaning". This is more evident in students of a more advanced level, who have a greater ability to communicate fluently and interact in English. Although students tend to make mistakes regarding the form of the

language, as they practice, they can improve their grammar skills through the development of interactive activities.

1.2.1.3 Communication

Communication is the exchange of information where verbal and non-verbal symbols can be used. It is also considered as a form of social interaction that implies a degree of unpredictability and above all creativity to give shape and meaning to the message that you want to emit. Besides, communication includes production processes and understanding of the language. Communication occurs in discursive and sociocultural environments or contexts that limit the appropriate use of language and provide essential keys for the correct use and interpretation of message (Richards & Schmidt, 1996). On the other hand, communication is also carried out under psychological conditions that can limit aspects of memory or cause distractions when issuing the message. However, communication will always work for a purpose whether it be to persuade, engage or establish social relationships.

1.2.1.4 Communicative activities

There is a large number and variety of activities that help improve **communicative skills**. The objective of these activities is to apply them based on the curriculum since they must be to engage students to participate in relational and communicative scenarios. Martínez (2019) remarks “Communicative classroom activities are normally structured to focus on the completion of a given task where students are required to negotiate and share information”. In this case, considering that more communication activities focus on two main aspects which are social interaction and functional communication. In the social interaction activities, there are activities such as roleplay, discussions, dialogues, identifying pictures, sharing information, among others. While within functional communicative activities the most common is the use of pictures or

images to establish comparisons, making students interact by finding similarities or differences between them.

CLT activities are considered functional communication activities and are based on the principle that teachers should create situations in which students can practice dealing with information gaps and solving problems. In addition, communication activities should involve students to interact and use the language they have learned Firiady (2018). Furthermore, the CLT approach integrates activities aimed at seeking results focused on students. Considering as an integral part of the language acquisition process the following activities such as role plays, information gap, short conversations, group conversations with cards, which facilitate the use of language for communicative purposes. (Walia 2012).

Spratt, Pulverness, and Williams (2011) point out that in communicative activities the student develops their productive skills. In this case, speaking skills, which frequently follow a pattern to reach communication:

- 1. Lead-in activities:** activities that help the teacher to introduce the new topic. E.g., information gap or mingle survey.
- 2. Practice activities:** these are activities carried out by the students, many times they are not very controlled by the teachers, but they follow an order so as not to lose the context of learning. E.g., project work.
- 3. Post-task activities:** these are activities carried out by students with the knowledge already acquired using the language. E.g., discussions.

Information gap

According to Ismaili and Bajrami (2016), reflect that information gap is an activity that engages students to use language to exchange information. Promotes classroom interaction based on a real-world context. It focuses on the understanding and transmission of information, so students focus more on the meaning than on structured grammar. The degree of learning is most evident when students learn new vocabulary through this activity. Besides, Xiaoqing (1997) considers that information gap is a communicative activity that occurs when the

receiver is unaware of certain information from the sender. Inside the classrooms, this activity consists of saying something to the other student that they do not know or do not say under certain conditions.

Role-plays

A role-play is a spoken activity where participants assume specific roles to enter a scenario with a simulated situation, it also helps participants to speak and act based on the new character, as it simulates the real world by assigning them particular roles. By assigning them these roles they think about a certain topic and what the character will say according to the student's practical knowledge and the curriculum (Harmer, 2007).

Group conversation with cards

It is an activity that is based on dialogues or group discussions supported by the observation of images. The activity focuses on the use of the language and the interaction with each other since the students must analyze each image to give their opinion. Thus, it helps to reduce inhibitions with students who are not willing to speak either out of fear or embarrassment in class (Hadriana, 2008).

Short presentations

It is an activity that helps to focus both on pronunciation and clarity as well as confidence, so that students can introduce themselves and talk about a topic in class. Additionally, the activity strengthens the collaborative environment by motivating them to create effective oral presentations to articulate the thoughts of what they will say in their presentation (Blaszczynski & Green, 2010). While, Hayton (2020) considers that those made by students in different classes generate confidence. These short presentation activities in addition to practicing language areas such as speech, fluency, phonology, vocabulary, and grammar help develop speaking, listening, writing, and reading skills. The main objective of making presentations in class is to challenge students to express their understanding of a topic. In addition, presentations can be given naturally based on learning tasks.

1.2.1.5 Strategy

Brown (2000) defines strategies as more specific methods to address a problem or task within the class, also strategies are modes of operation to achieve a particular goal, as well as planned designs to control and manipulate certain information. Moreover, within the process of learning a second language, there are two categories of strategies which are learning and communication. Thus, learning strategies refers to input language while communicative strategies are related to output or how language is produced. Which means, that the strategies are a variety of factors that work together with the purpose of the lesson and the motivation to engage students.

For applying activities based on the CLT approach, it is important to develop communicative strategies. They constitute a subset of language use strategies, whose purpose is to transmit meaningful information. The strategies generate a great impact on student learning whereas there is use of the vocabulary or communicative expressions to promote it (Cohen, 1996).

Dependent variable theoretical support

1.2.2.1 Language learning

Burns and Richards (2018), contemplate that learning a language is a mechanism of communicating. This is associated with the development of new knowledge as it facilitates interaction through discourse with new communities or groups. Furthermore, language learning is considered as a process that takes place throughout life. In language learning, students learn the language as they use it to communicate their thoughts, feelings, and experiences, build relationships with family and friends, and strive to make sense and order in their world. Therefore, within the classrooms, it is necessary for students to be exposed to language

through communicative activities that allow them to become familiar with the language.

In the process of learning a language, each student develops certain needs that influence the learning process, which can be personal, learning, the need to be more fluent when speaking and making presentations in class (Spratt et al., 2011). On the other hand, in this process, motivation plays a very important role since it is considered a fundamental key for learning to be successful. Learners show that learning a language goes beyond knowing a grammatical structure but rather being able to understand it and use it in a real context. They focus on achieving factors such as confidence: which is a feeling that motivates them to continue learning, autonomy: which refers to the responsibility that oneself have for their learning and achievements: that the successes fulfilled from the work done. These being the main components of a good language learning process.

Kumar (2006) points out that language learning involves a process, especially in the learning and development of speaking skills. This consists of a learning as a sound system following a basic pattern of sentences and the vocabulary of the language. Moreover, the author mentions learning includes language functions to:

1. Develop the four basic skills (listening, reading, writing, and speaking).
2. Enable a person to engage in communication and express thoughts, feelings, ideas, and expressions.
3. Acquire language by imitating.
4. Continue practicing by expressing, imagining, and thinking.

All these features help for understanding pronunciation “phonemes”, spelling “morphemes” and the correct use of grammar in the process of learning a language.

1.2.2.2 Communicative competence

Communicative competence refers to the ability to use the language correctly and appropriately to achieve communication objectives (Bonavetti, 2015). According to Hymes (1972), communicative competence does not only imply knowledge of the language code but also how it is said and used in each context. Communicative competence deals with the social and cultural knowledge that speakers have to help them use and interpret linguistic forms. In addition, the fact that a normal child learns about sentence order, not only grammar but also learns about the suitability of its use in a particular context.

According to Ahmmed (2018), Communicative competence refers to the ability that students use to understand the language in an appropriate way in different social and school environments. This process of developing communication skills not only allows us to focus on the correct use of grammar rules, but also on the correct use of them when speaking and for whom it is spoken. It is important that the communication styles are intrinsically linked and that together with the communicative competence, the speaker must develop his intercultural communicative competence for an excellent understanding of the language.

1.2.2.3 Speaking Skill

According to Bailey and Christian (2003), "Speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning". Thus, when speaking, people use simple utterances to say something. In addition, Speaking is a human behavior that happens unpredictably since it occurs spontaneously including several mental, psychological, physical, cultural, and social factors that are aligned to work at the moment of speaking.

Khamitovna (2021) mentions that productive skills also called active skills mean the transition of information that a language user produces in either spoken or written form. Mentioning productive skills also refers to the four main skills that students develop when learning a new language. For the development of these skills, the role of the teacher is necessary since the communicative activities that better promote their development will depend on him/her.

In the teaching of foreign languages, speaking is an important necessity to develop oral communication or known as verbal communication where individuals participate in it when they speak or give a unilateral discourse to other people.(Göktürk, Çalışkan, & Öztürk, 2020) Further, speaking competence mainly covers accuracy and fluency with which it is spoken facilitating both the acquisition and development of language (Wang & Han, 2021).

1.2.2.4 Speaking subskills

Speaking to communicate meaning to other people involves the use of speech, including the use of body language such as eye contact, gestures, facial expressions, and movements to convey the message clearly or emphasize the meaning of the message (Spratt et al., 2011). Moreover, the author considers some speaking skill subskills like:

- The use of grammar, functions, and vocabulary.
- The use of appropriate register to speak.
- The use of connected speech.
- The production of text types.
- Oral fluency related to speaking at normal speed with little hesitation and self-correction.

1.2.2.5 Fluency subskill

Fluency is about how comfortable and confident students are when they speak English. This is developed by creating activities in the classroom in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication failures. Additionally, fluency practice is contrasted with precision practice, which focuses on creating correct examples of language use. Thus, one can notice the differences between activities that focus on fluency and those that focus on: the natural production of language, focus on communication, use of communication strategies, and meaningful use of language (Richards, 2006).

According to Martínez (2019) speaker fluency is developed through the creation and implementation of classroom activities where students use communication strategies to convey meaning and maintain comprehensible communication. There are specific characteristics that help students participate in activities focused on fluency such as:

1. The natural use of language.
2. Focused on complying with communication.
3. Practice language not focused on a single part of grammar.
4. The use of communication strategies.
5. Produce the language without predicting it.
6. Use language according to a context.

1.3 Objectives

General objective

- To determine the incidence of the use of communicative language teaching activities to improve the speaking fluency in the students of 10th grade of Unidad Educativa Huachi Grande.

Specific objectives

- To identify the use of communicative language teaching activities using a survey.
- To evaluate the level of speaking fluency before and after applying communicative language teaching activities.
- To describe the advantages of communicative language teaching activities to improve speaking fluency.

CHAPTER II

METHODOLOGY

2.1 Resources

This research was developed with human and technological resources. The participation of students of 10th grade EGB of the Unidad Educativa “Huachi Grande” to collect data through experimental research where a survey was directed to students with a pre and post-test that helped to obtain real data on the incidence of applying communicative language teaching activities to improve speaking fluency. Within the technological resources a computer, zoom platform, google docs, Wizer app, and WhatsApp were used.

2.1.1 Population

In this research, the participants were 15 students from 10th grade EGB at Unidad Educativa “Huachi Grande”.

Table 1: Population

Population	Number of Students
10 th grade EGB	15
Total	15

Author: Sánchez M. (2021)

Source: Unidad Educativa “Huachi Grande”.

2.2 Instruments

A survey was validated in order to identify the use of communicative language teaching activities. Google forms platform was used to apply the survey. This survey had 4 questions about communicative language teaching activities

and their impact on speaking fluency, as well as their participation and interaction within the class.

KET speaking test with A2 level was applied. Wizer application was used to elaborate the pre and post-test. The pre-test and a post-test were applied to know the level of students' speaking skills from 10th grade EGB at Unidad Educativa "Huachi Grande".

An adapted rubric taken from KET test to grade students pre-test and post-test. The rubric consisted of four criteria such as grammar and vocabulary, pronunciation, interactive communication, and fluency, each criteria over five points.

The zoom platform was used to communicate and interact with the students in each session. It should be noted that the project was carried out virtually because of the Covid-19 pandemic.

WhatsApp was also used to send information and communicate with the students in case of doubts. In addition, as an agenda or reminder of the activities to be carried out in the next session.

2.3 Procedure

The application of the study was developed in fifteen days. The researcher worked on six sessions of 40 minutes. In addition, all sessions were virtual using the zoom platform.

Session 1: The teacher sent the link with the survey and made students to fill it out. After completing the survey, the teacher asked students to respond to the pre-test in Wizer app. Students had to complete two parts in the test. The first part contained 10 questions which took 15 minutes. The second part students had

to work in pairs in order to looking at a picture, asking a question and responding it.

Session 2: The teacher divided the session into two sections. In the first session she applied information gap activity. In this activity students talked about their trips, and they collected the information in online worksheets. Each student has a different form in order to ask his classmate. The second section, the teacher some introduced characteristics and parameters of a role-play. This was to prepare students for the next session.

Session 3: The teacher presented a new video about how to develop a role-play. In addition, she gave guidelines to prepare their own role-play. Students had to work in pairs. They were free to participate and present their work in 2 to 3 minutes. At the end, the teacher gave feedback about their presentations.

Session 4: It was focused on the application of group conversation with images. The teacher created five groups to work in the breakout rooms. Students had to talk about some cities in Ecuador and their tourist places. The objective of the activity was to promote dialogue with classmates. After that, they had to work on their presentations to advertise tourism in a city for the next class.

Session 5: The teacher started the class by making questions concerning to the previous class. Then, the teacher gave some guidelines for the presentations. The teacher had parameters such as fluency, how they present the information and the time. At the end, the teacher gave feedback about how to improve their presentations.

Session 6: The teacher gave instructions to take the post-test. Then, the link was sent to the students to take the KET speaking test. The exam was the same as the pre-test.

2.4 Methods

2.4.1 Research approach

This research is a qualitative-quantitative approach. Qualitative because it considers creativity as one of the most relevant characteristics of the human personality, collecting and analyzing the reality of social phenomena. Quantitative because it tries to determine the problem based on statistical data and the samples are considered as a general and sufficient view of the population. In addition, in social science studies the researcher uses qualitative and quantitative methods to response the studied phenomenon (Aspers & Corte, 2019).

2.5 Research modality

2.5.1 Bibliographic research

According to Allen (2017), the bibliographic research compiles information published in books, scientific journals, articles, or essays. All that information helps the researcher to analyzed and support the topic studied. In this research it is useful for reviewing the incidence of Communicative Language Teaching Activities (independent variable) and speaking fluency (dependent variable).

2.5.2 Experimental research

Tanner (2018), mentions that the objective of experimental research is to investigate the cause-and-effect of the variables. In this type of study, the researcher must include a hypothesis and a variable that must be manipulated. To measure the variables the investigator can compare or calculate within a controlled environment. The data collection is verified to support or reject the

hypothesis. In this research a hypothesis is included, a manipulated variable (Communicative Language Teaching Activities) and an experimental group (students of the 10th grade of the U.E Huachi Grande) were considered.

2.6 Field modality

This research was obtained from a real education context. Therefore, it was carried out on students from 10th grade EGB at Unidad Educativa “Huachi Grande”, in order to determine the incidence of the use of communicative language teaching activities to improve speaking fluency.

2.7 Level or type of research

2.7.1 Descriptive research

According to Nassaji (2015), descriptive research focuses on knowing how and why a phenomenon happened. The tools for gathering information in this level of research are observation and survey. These data are collected qualitatively through frequencies, averages, percentages or other statistical analyzes. It would be useful to describe the advantages of communicative language teaching activities to improve speaking fluency.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis of results

3.1.1 Students' survey results

This section presents detailed statistical information from the students' survey, which was applied to fifteen students from Unidad Educativa "Huachi Grande". The data collected was tabulated and analyzed in order to diagnose the use of communicative activities for teaching English language during class.

Statement 1: How often does the teacher carry out communicative activities within the class?

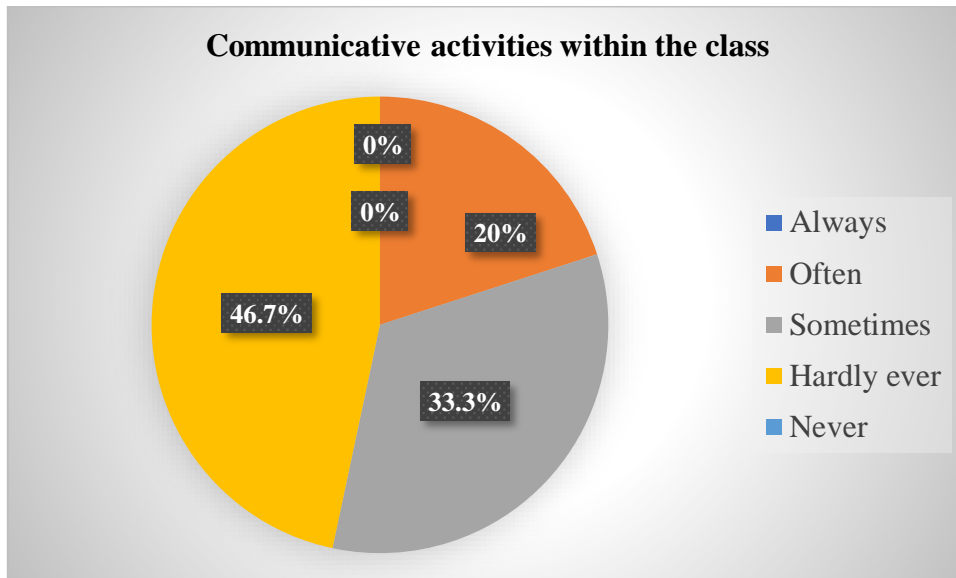
Table 2: Communicative activities within the class

Frequency	Students	Percentages
Always	0	0%
Often	3	20%
Sometimes	5	33.3%
Hardly ever	7	46.7%
Never	0	0%
Total	15	100%

Author: Sánchez M. (2021)

Source: Unidad Educativa "Huachi Grande".

Figure 1: Communicative activities within the class



Author: Sánchez M. (2021)

Source: Unidad Educativa "Huachi Grande".

Analysis and interpretation:

Figure 1 shows that 3 students, who represent 20% of the class said that the teacher often carries out communicative activities during class. Meanwhile, 5 students who correspond to the 33,3% answered that the teacher sometimes carries out communicative activities during class. And finally, 7 students, who are equivalent to the 46.7% answered that the teacher hardly ever carries out communicative activities during class.

According to these results, communicative activities are almost never applied during class hours and evidence that students are not very frequently exposed to this type of activities

Statement 2: How often are the communicative activities developed collaboratively within your class?

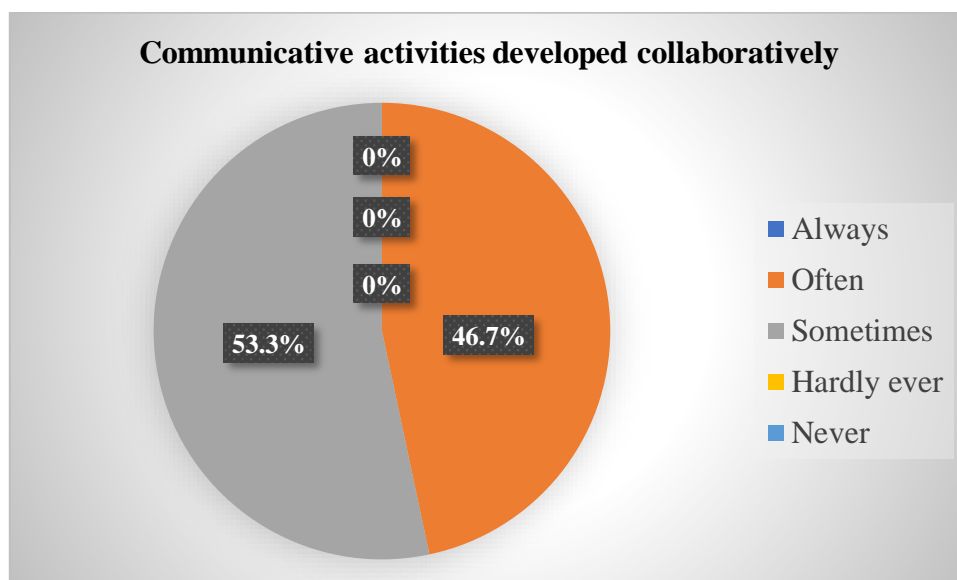
Table 3: Communicative activities developed collaboratively

Frequency	Students	Percentages
Always	0	0%
Often	7	46.7%
Sometimes	8	53.3%
Hardly ever	0	0%
Never	0	0%
Total	15	100%

Author: Sánchez M. (2021)

Source: Unidad Educativa “Huachi Grande”.

Figure 2: Communicative activities developed collaboratively



Author: Sánchez M. (2021)

Source: Unidad Educativa “Huachi Grande”.

Analysis and interpretation:

Figure 2 shows that 7 students, who represent 46.7% answered that communicative activities are often developed collaboratively within class. Meanwhile, 8 students who correspond to 53,3% answered that communicative activities are sometimes developed collaboratively within class.

In conclusion, according to these results, students are not often exposed to collaborative communicative activities within class.

Statement 3: How often do you feel comfortable and confident when participating in communicative activities?

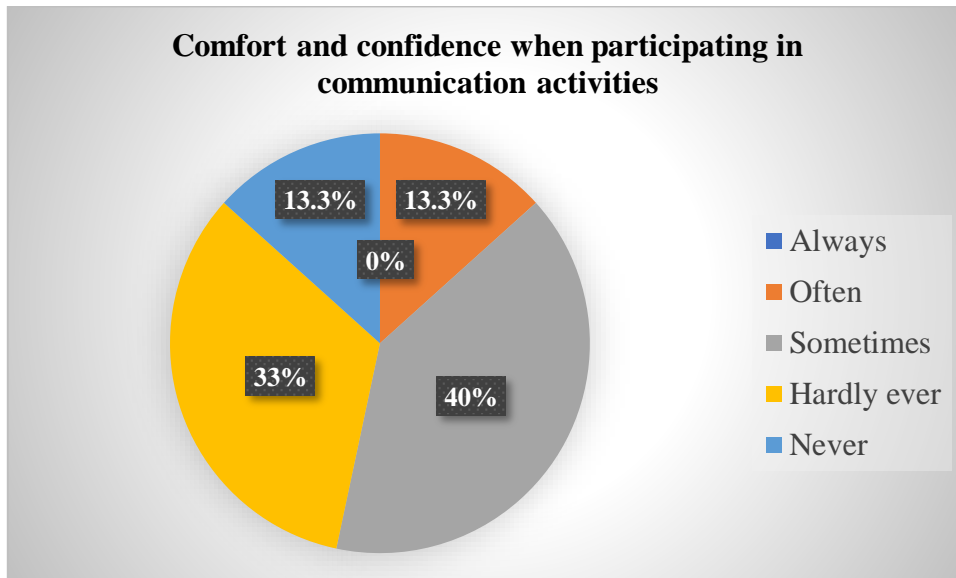
Table 4: Comfort and confidence when participating in communication activities

Frequency	Students	Percentages
Always	0	0%
Often	2	13.3%
Sometimes	6	40%
Hardly ever	5	33%
Never	2	13.3%
Total	15	100%

Author: Sánchez M. (2021)

Source: Unidad Educativa “Huachi Grande”.

Figure 3: Comfort and confidence when participating in communication activities



Author: Sánchez M. (2021)

Source: Unidad Educativa "Huachi Grande".

Analysis and interpretation:

Figure 3 shows that 2 students, who represent 13.3% answered that they often feel comfortable and confident when participating in communicative activities. Meanwhile, 6 students, which is equivalent to 40% answered that they sometimes feel comfortable and confident when participating in communicative activities. Also, 5 students who correspond to 33% responded that they hardly ever feel comfortable and confident when participating in communicative activities. And finally, 2 students who represent 13.3% answered that they never feel comfortable and confident when participating in communicative activities.

According to these results, students sometimes feel comfortable and confident when participating in communicative activities. This can be due to that they are afraid to speak in front of the class or because they feel nervous.

Statement 4: What communicative activities do you most enjoy doing in class?

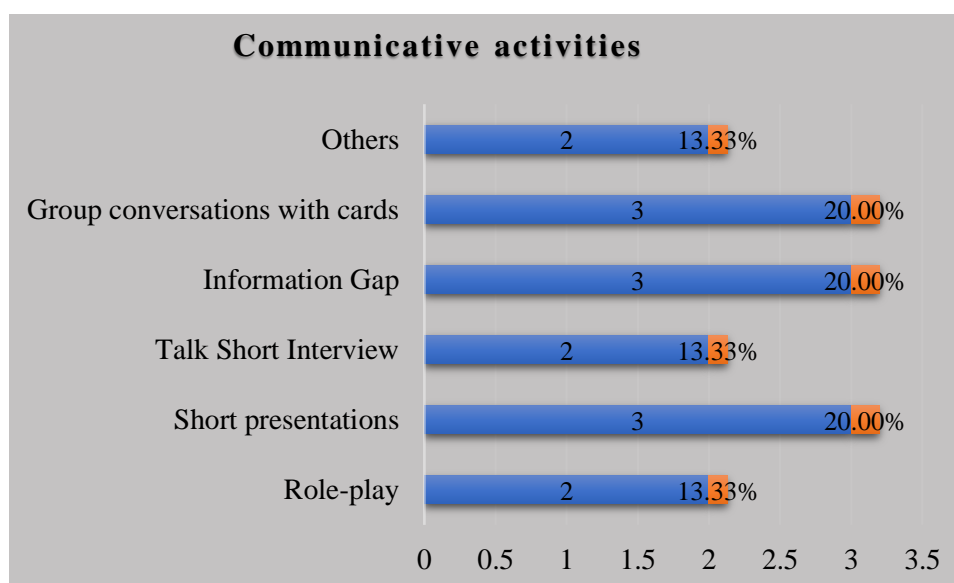
Table 5: Communicative activities

Communicative Activities	Students	Percentages
Role-play	2	13.3%
Short presentations	3	20%
Talk Short Interview	2	13.3%
Information Gap	3	20%
Group conversations with cards	3	20%
Others	2	13.3%
Total	15	100%

Author: Sánchez M. (2021)

Source: Unidad Educativa “Huachi Grande”.

Figure 4: Communicative activities



Author: Sánchez María. (2021)

Source: Unidad Educativa “Huachi Grande”.

Analysis and interpretation:

Figure 4 shows that 2 students, who represent the 13.3% answered that they enjoy making role-plays in class. Meanwhile, 3 students, which is equivalent to the 20% answered that they enjoy doing presentations in class. 2 students who correspond to the 13.3% answered that they enjoy doing talk short interviews in class. 3 students who represent the 20% answered that they enjoy doing information gap activities in class. 3 students who represent the 20% answered that they enjoy doing group conversations with cards in class. And finally, 2 students who correspond to 13.3% answered that they prefer other activities.

According to these results, students enjoy participating in communicative activities, especially they amuse doing group communicative activities such as conversations.

3.1.2 Pre-test results

This section presents statistical information about the pre-test application from students of 10th grade EGB. The KET Speaking test was applied to fifteen students before-hand to use communicative activities which evaluate students' speaking fluency. The test assessed four aspects (Grammar and vocabulary, pronunciation, interactive communication, and fluency) over 5 points. The following table shows the global average of students.

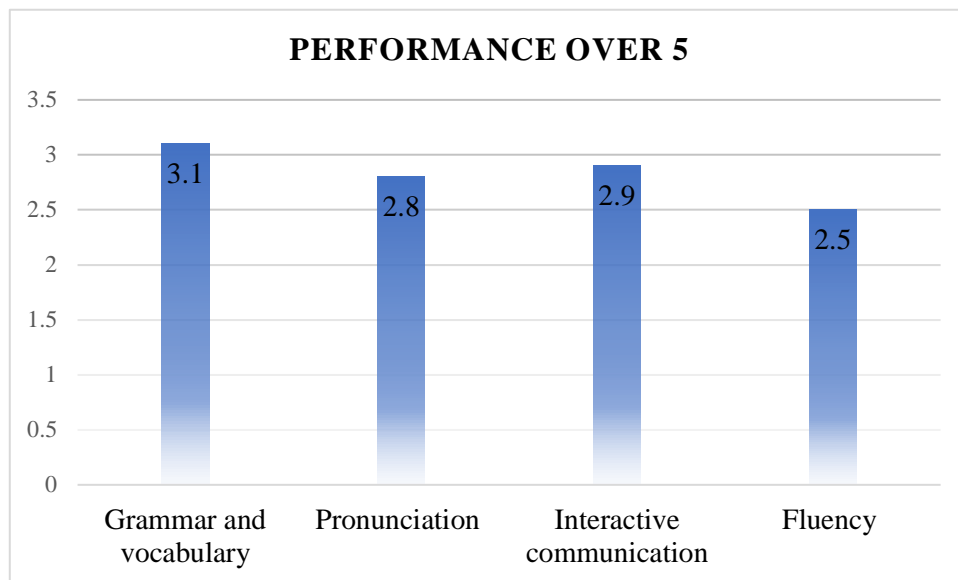
Table 6: Pre-test results

KET Speaking Rubric Criteria	Performance per criteria over 5
Grammar and vocabulary	3.1
Pronunciation	2.8
Interactive communication	2.9
Fluency	2.5
TOTAL:	11.3

Source: KET Speaking rubric pre-test.

Elaborated by: Sánchez M. (2021)

Figure 5: Pres-test results



Source: KET Speaking rubric pre-test.
Elaborated by: Sánchez M. (2021)

Analysis and interpretation:

Table 6 and figure 5 show the average from KET speaking pre-test applied to students, considering criteria such as grammar and vocabulary, pronunciation, interactive communication, and fluency with a scale from 1 to 5 per each one. The general average was 11.3/20. The average of results from the class were: 3.1 in grammar and vocabulary since there was not an efficient control of simple grammatical forms and a restricted use of vocabulary. Concerning to pronunciation, the average was 2.8 since there was not good control of the phonological features and sometimes word and sentence stress were not accurately placed. In interactive communication, the average was 2.9 since according to the rubric, the students made simple exchanges of information and needed support. Finally, in respect of fluency, the average was 2.5 since speech was hesitant and irregular many times students found it difficult to speak fluently.

According to these results, there are many deficiencies in the use of grammar and vocabulary. Moreover, students tend to confuse basic grammar forms especially when they ask questions using past simple and present simple,

another factor is the limited use of vocabulary. Regarding pronunciation, students sometimes change the word or sentence stress. These shortcomings happen when students interact and exchange information. For example, they hesitate and do not speak fluently. Therefore, they show that they do not feel confident and comfortable when they speak.

3.1.3 Post-test results

In the KET speaking post-test, 15 students were evaluated with the same criteria as the pre-test. Each item was assessed over 5 points. This test was applied after using communicative activities to evaluate students' speaking fluency. The following table shows the global average of students.

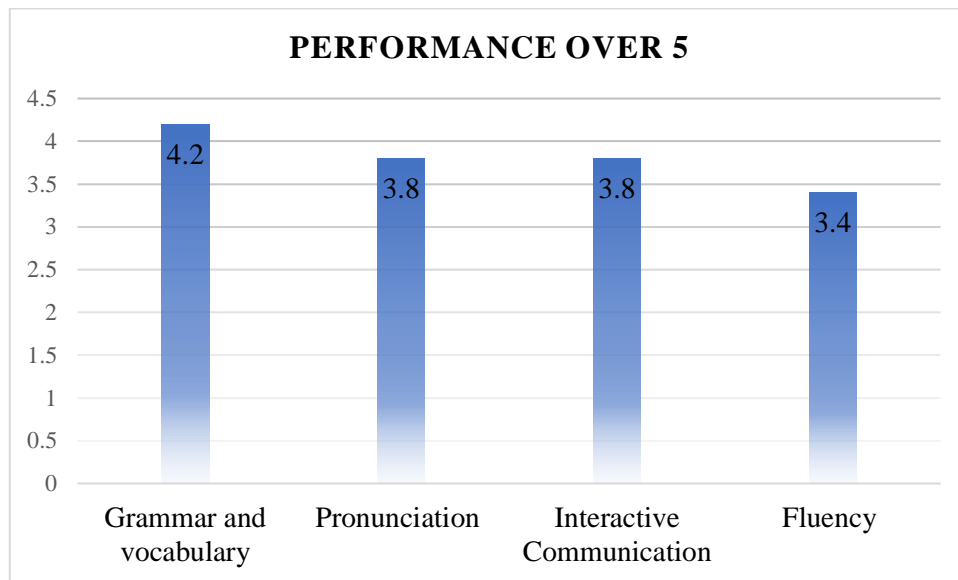
Table 7: Post-test results

KET Speaking Rubric Criteria	Performance per criteria over 5
Grammar and vocabulary	4.2
Pronunciation	3.8
Interactive communication	3.8
Fluency	3.4
TOTAL:	15.2

Source: KET Speaking rubric post-test.

Elaborated by: Sánchez M. (2021)

Figure 6: Post-test results



Source: KET Speaking rubric pre-test.
Elaborated by: Sánchez M. (2021)

Analysis and interpretation:

Table 7 and figure 6 show the average form KET speaking post-test applied to students, considering criteria such as: grammar and vocabulary, pronunciation, interactive communication, and fluency with a scale from 1 to 5 per each one. The general average was 15.2/20. The results from the class were: 4.2 in grammar and vocabulary since there was an improvement in the use of grammatical forms and an appropriate vocabulary. In pronunciation, the average was 3.8 since the intonation was appropriated, but it should be noted that even words and sentence stress are not clearly placed when students ask questions. Concerning to interactive communication, the average was 3.8 since the information exchanges are given with few indications or support, so that they can start the conversation. Finally, in respect of fluency, the average was 3.4 since the fluency has improved and the speech is soft without forcing it.

Based on the results, the performance of the students improved notoriously. The use of grammar and vocabulary is according to the students' level. In pronunciation, students can differentiate individual sounds, but sentences

stress is not clear yet. However, students' fluency improves, they feel more confident and comfortable when speaking. The periods of silence and hesitations decrease.

Comparative results between pre and post-test

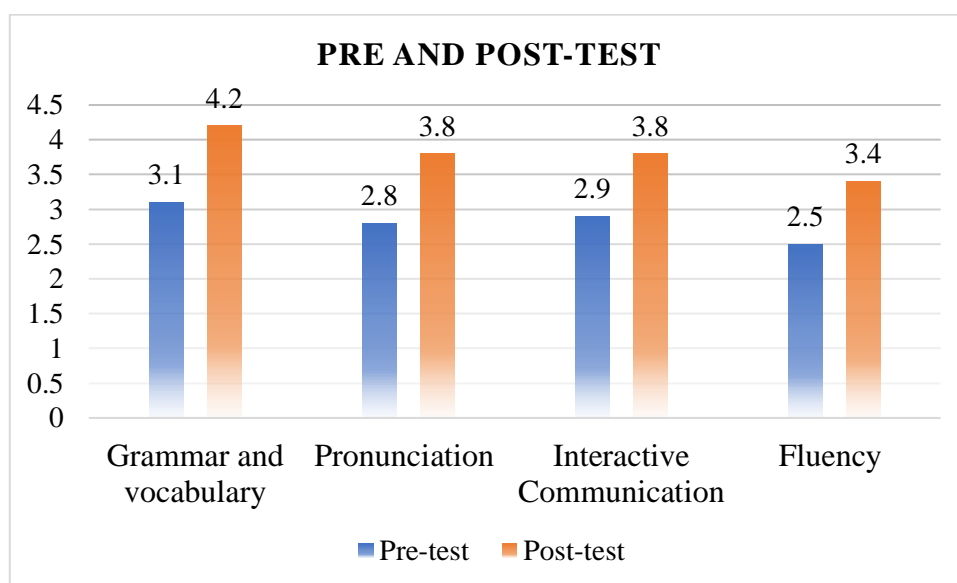
Table 8: Comparison pre-test and post-test

KET Speaking Rubric Criteria	Pre-test	Post-test
Grammar and vocabulary	3.1	4.2
Pronunciation	2.8	3.8
Interactive Communication	2.9	3.8
Fluency	2.5	3.4
Total:	11.3	15.2

Source: KET Speaking rubric pre-test and pos-test.

Elaborated by: Sánchez M. (2021)

Figure 7: Comparison pre-test and post-test



Source: KET Speaking rubric pre-test and pos-test.

Elaborated by: Sánchez M. (2021)

Analysis and interpretation

Table 8 and figure 7 show a comparison of the results obtained in the pre-test and in the post-test. The main purpose of making this comparison is to find an advance in students' fluency speaking subskills. To obtain students' grades, it was necessary to use a rubric with 4 criteria: grammar and vocabulary, pronunciation, interactive communication, and fluency.

The results showed a progress in students' fluency speaking subskills. The pre-test indicated that in grammar and in vocabulary the average was 3.1/5 (this represents 62% over 100%), and the average of the post-test was 4.2/5 (this means 84% over 100%). It indicated an improvement of 1.1. Concerning to pronunciation, it started with an average of 2.8/5 (this acts as 56% over 100%) and ended with an average of 3.8/5 (this represents 76% over 100%) (. It means that there was an increase of 1. Besides, in communicative interaction the pre-test indicated an average of 2.9/5 (this acts as 58% over 100%), while in the post-test the average was 3.8/5 (this shows 76% over 100%). It showed an increase of 1.1. Finally, fluency started with an average of 2.5/5 (this represents 50% over 100%) and finished with an average of 3.4/5 (this means 68% over 100%), with an upgrade of 0.9 (this concerns 18% over 100%).

As a general result of the class, in pre-test the average was 11.3, while the post-test was 15.2, both over 20. According to the results shown in each evaluation criteria, progress is observed after the experiment.

3.2 Discussion of results

The results obtained give evidence of the current research's problems related to the deficiency of speaking fluency in the students of the 10th grade of EGB from Unidad Educativa Huachi Grande. The data was possible to collect with the application of a KET speaking test. According to the students' survey that was applied at the beginning of the experiment, it was evidenced that students had knowledge about Communicative Language Teaching activities, but they

were almost never exposed to them. Therefore, students did not feel confident and comfortable when speaking causing problems in fluency and pronunciation.

For the application of communicative activities, the researcher relied on the antecedents obtained via survey which selected the most appropriate activities for students. The objective of applying these activities was engaging students without being forced to learn a grammatical structure, but by making students use the language they already know. Ho et al., (2018) proposes that communicative activities encourage students to participate in conversation topics that are exposed in real situations which are related to the learning processes.

After applying these communicative activities, significant progress was evidenced, specially in students' fluency, pronunciation, the use of grammar and vocabulary, and interactive communication. The results show an improvement since the initial average in fluency was 2.5 out of 5 and the final average was 3.4 out of 5. Indicating an increase of 0.9. Therefore, it was found that communicative activities help to improve speaking fluency in students from 10th grade at Unidad Educativa "Huachi Grande".

3.3 Hypothesis verification

3.3.1 Hypothesis Statement

Null hypothesis (H0)

Communicative Language Teaching Activities do not influence the development of speaking fluency in the students of 10th grade EGB at Unidad Educativa “Huachi Grande”.

Alternative hypothesis (H1)

Communicative Language Teaching Activities influence the development of speaking fluency in the students of 10th grade EGB at Unidad Educativa “Huachi Grande”.

3.3.2 Normality test

To verify the hypothesis of this study, it was necessary to perform a test using Shapiro-Wilk statistic since the sample was less than 30 participants. Furthermore, to know the degree of reliability of the study and to verify the consistency and precision of the results, the test of normality of distribution was used in the sample.

Table 9: Normality Test

	Statistic	Shapiro-Wilk	
		gl	Sig.
Pre-test	,913	15	,151
Post-test	,902	15	,101

Source: KET Speaking test
Elaborated by: Sánchez M. (2021)

Shapiro-Wilks’s test results show that if the value of significance is greater than 0.05 the distribution is normal, while the value of significance is less than 0.05 the distribution is not normal. The table 9 shows the normality considered

regular since its value is higher than 0.05. According to significance column (Sig.) which represents the value of the normal distribution, it is shown that the results obtained in this study are normal.

Table 10: Mean T-student

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	11,40	15	1,187	,307
Post-test	15,13	15	1,312	,339

Source: KET Speaking test

Elaborated by: Sánchez M. (2021)

The statistical method of the mean T-student helps to differentiate the average of the scores between the pre-test and post-test. The table 10 shows the following results, in the pre-test the mean is 11,40, while the mean in the post-test is 15,13.

Table 11: Pair sample test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference		t	df	Sig. (bilateral)
				Lower	Upper			
Pair 1 Pre-test Post-Test	3,733	,863	,223	3,255	4,211	16,749	14	<,001

Source: KET Speaking test

Elaborated by: Sánchez M. (2021)

The table 11 shows the test results to determine whether the null or alternative hypothesis is accepted or rejected. This result is determined by the

column of significance (Sig.) bilateral. When the significance value is greater than 0.05 the H1 hypothesis is rejected. Meanwhile, when the significance is lower than 0.05 the H1 hypothesis is accepted. In this case, the significance value is 0.001, therefore the H1 hypothesis “Communicative Language Teaching Activities influence the development of speaking fluency” is accepted.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After reviewing the results and based on the objectives established in this study research, the conclusions are the following:

- Communicative Language Teaching activities help to improve speaking fluency, since after applying communicative activities, students showed positive results. During the experiment, students were motivated to participate in these activities and focused their attention when speaking. As there were more communicative activities students can develop abilities such as social interaction and functional communication. Moreover, students felt more confident and comfortable when they expressed themselves in class.
- The survey helped to identify the use of activities in Communicative Language Teaching. The activities that students enjoy the most are role-play, short presentations, information gap and group conversations, although they are not frequently applied in classes; therefore, most students neither feel confident, nor comfortable when they speak. Based on this, they have difficulty speaking fluently.
- To find out the effect CLT activities have on speaking fluency, the researcher applied a KET speaking pre-test and post-test. The results were positive since in the pre-test a general average of 11.3/20 which represents the 5.5% was obtained, while the post-test the general average was 15.2/20 which symbolizes the 76%. Therefore, the difference between the pre-test and post-test was 3.9/20 which means 19.5% showing an improvement in students' speaking fluency, and grammar and vocabulary. The improvement in fluency was from 2.5/5 to 3.4/5. Meanwhile, in grammar and vocabulary the result was from 3.1/5 to 4.2/5.

- The advantages of applying CLT activities had been noticed speaking fluency and pronunciation likewise increasing grammar and vocabulary. When they increased their vocabulary and improved pronunciation and fluency, they were able to communicate easily. In consequence, they felt confident and comfortable at the end of the treatment. Furthermore, students can develop the correct use of grammar, functions, register to speak, connected speech, production of test types and avoid as much as possible hesitations.

4.2 Recommendations

Based on the conclusions, the recommendations for the use of Communicative Language Teaching activities to improve speaking fluency are:

- To use communicative activities, it is recommended to apply the CLT approach as a basis for promoting communicative learning in classes. It is important to know the appropriate communicative activities can be applied to improve the fluency of the students' speaking fluency, since they encourage students to participate actively. It is essential to consider students' English level to apply communicative activities.
- It is recommended that teachers in the teaching-learning process use communicative activities that are appropriate to their students' needs. Teachers should make a survey of the activities that allows to improve students' speaking skills with the objective that students can produce the language they have acquired during class.
- To evaluate students' speaking skills, it is necessary to consider criteria appropriate to the students' level and age. For this, teachers can make use of a rubric where aspects such as grammar, vocabulary, pronunciation, fluency, or other aspects of speaking are considered. If necessary, the rubric can be adapted according to the learner's needs to guarantee an effective evaluation of students' performance. The teacher can assess informally to avoid stress out students by giving conversations, asking questions, or creating dialogues.
- The application of CLT activities is recommended to improve speaking fluency subskills, because CLT approach has as main advantage to strengthen communicative learning. Moreover, activities promote the use of the language according to the knowledge of each student. Finally, to take advantage of this approach the teacher should select appropriate activities to carry out in the class.

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Annexes

Annex 1. Authorization Document

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de mayo del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales
Facultad de Ciencias Humanas y de la Educación

Lic. Myrian Jacqueline Andrade Reyes en mi calidad de Rectora de la Unidad Educativa Huachi Grande, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Communicative Language Teaching Activities and Speaking Fluency**" propuesto por la estudiante Maria de los Angeles Sánchez Pérez, portadora de la Cédula de Ciudadanía 180398327-7, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


Lic. Myrian Jacqueline Andrade Reyes
RECTORA



160032937-7
032442082
0983231741
myrian.andrade@educacion.gob.ec

Annex 2. Lesson Plans

LESSON PLAN 1	
<p>Teachers' name: María Sánchez</p> <p>Level: 10th EGB</p> <p>Date: 27/05/2021</p> <p>Duration: 40 min</p> <p>Subject: English</p>	
<p>TOPIC: Application of a survey and KET test (Speaking part)</p>	
<p>Objective: To analyze the use of Communicative Language Teaching activities and speaking fluency. To determine the students' speaking fluency subskill level.</p>	
<p>MATERIALS: Zoom platform. https://us04web.zoom.us/j/79801857324?pwd=OWI3WkpDeXNyV09PY0dHMjh2YkZPUT09</p> <p>Google forms. https://forms.gle/qQhRQMYhHKyP2zXFA</p> <p>Wizer me app https://app.wizer.me/learn/CI8XCZ</p>	
PROCEDURE	TIME
Teacher introduces herself and explains how to work during the following sessions.	5 min
Teacher sends a link to students to respond a survey based on communicative Language Teaching Activities and Speaking Fluency.	5 min
Teacher gives some instructions to take a test. Teacher sends a link to students to respond the KET test (speaking part).	30 min

LESSON PLAN 2

Teachers' name: María Sánchez

Level: 10th EGB

Date: 02/06/2021

Duration: 40 min

Subject: English

TOPIC:

Travelling: Communicative activities (Information gap and Role-play)

Objective:

Students will be able to ask to their classmates about their travels.

MATERIALS:

Zoom platform.

<https://us04web.zoom.us/j/79801857324?pwd=O>

Online worksheets

<https://es.liveworksheets.com/ve1989758da>

Role-play video

https://www.youtube.com/watch?v=GfJF_UrPoz8

PROCEDURE	TIME
Teacher introduces the topic: Traveling, asking some questions. -Where have they traveled? -What have they done in those places? -What did they like the most about those places?	5 min
Teacher sends a link with an information gap worksheet for students to talk about their travels and take some important notes. Students should work in pairs into breakout rooms.	15 min
Teacher asks to some students about the information they collected. Teacher explains some parameters and guidelines for the next activity and shows a video about how a role-play is. Students with the information they collected in the worksheet, with a different classmate they should choose one place to describe it in a conversation.	15 min
Students should present the role-play in the next session.	5 min

LESSON PLAN 3

Teachers' name: María Sánchez

Level: 10th EGB

Date: 03/06/2021

Duration: 40 min

Subject: English

TOPIC:

Travelling: Communicative activity (Role-play)

Objective:

Students will be able to ask to their classmates about their travels.

MATERIALS:

Zoom platform.

<https://us04web.zoom.us/j/79801857324?pwd=O>

Role-play video

<https://www.youtube.com/watch?v=wy398w9QcB4&t=82s>

PROCEDURE	TIME
<p>Teacher introduces the role play activity by giving some guidelines to evaluate it.</p> <p>Teacher shows a new video just to help students in their performance.</p>	10 min
<p>Students in pair present their role-plays about a city that one student visited and how was his/her experience.</p>	30 min

LESSON PLAN 4

Teachers' name: María Sánchez

Level: 10th EGB

Date: 09/06/2021

Duration: 40 min

Subject: English

TOPIC:

Travelling: Communicative activities (Group conversations with cards and Short presentations)

Objective:

Students will be able to talk about what they see in the pictures and prepare a short presentation to advertise a city.

MATERIALS:

Zoom platform.

<https://us04web.zoom.us/j/79801857324?pwd=O>

PROCEDURE	TIME
Teacher introduces a new topic: Advertising a city.	5 min
Teacher shares some pictures with students, and they should work in groups into breakout rooms to talk and discuss the most relevant things that they can do in some places or cities in Ecuador.	15 min
Students should work in groups to prepare a short presentation on Power Point or any online resource.	15 min
Teacher asks to students to present their work in the next session.	5 min

LESSON PLAN 5

Teachers' name: María Sánchez

Level: 10th EGB

Date: 10/06/2021

Duration: 40 min

Subject: English

TOPIC:

Travelling: Communicative activity (Short presentations)

Objective:

Students will be able to talk about an advertisement for a city and its tourist activities.

MATERIALS:

Zoom platform.

<https://us04web.zoom.us/j/79801857324?pwd=O>

Video

https://www.youtube.com/watch?v=KwmjJvM_rLs

PROCEDURE	TIME
Teacher introduces the short presentation activity by giving some guidelines to evaluate it. Teacher shows a video to help students in their presentation.	5 min
Students should present their work for advertising a city.	35 min

LESSON PLAN 6

Teachers' name: María Sánchez

Level: 10th EGB

Date: 16/06/2021

Duration: 40 min

Subject: English

TOPIC:

Application of a KET test (Speaking part)

Objective:

To determine the students' speaking fluency subskill level after applying Communicative Language Teaching Activities.

MATERIALS:

Zoom platform.

<https://us04web.zoom.us/j/79801857324?pwd=O>

Wizer me app

<https://app.wizer.me/learn/QMQ4T1>

PROCEDURE	TIME
Teacher gives some instructions to take the post-test.	10 min
Teacher sends a link to students to respond the KET test (speaking part).	30 min

Annex 3. Students' survey

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



THEME: Communicative Language Teaching Activities and Speaking Fluency

OBJECTIVE: To gather information on the influence of Communicative Language Teaching Activities for the development of speaking fluently in students of 10h grade from Unidad Educativa “Huachi Grande”.

INSTRUCTIONS: Read carefully, fill out and choose the correct option based on your own experience.

All the answers are needed to be as genuine as possible.

Students' survey

	Always	Often	Sometimes	Hardly ever	Never
1. How often does the teacher carry out communicative activities within the class?					
2. How often are the communicative activities developed collaboratively with in your class?					
3. How often do you feel comfortable and confident when participating in communicative activities?					
	Role-play	Short presentations	Group conversations with cards	Information gap	Others (Specify)
4. What communicative activities do you most enjoy doing in class?					

Elaborated by: Sánchez, M. (2021)

Annex 4. Survey validation

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

SURVEY INSTRUMENT VALIDATION

Theme: Communicative Language Teaching Activities and Speaking Fluency

General Objective: To gather information on the influence of Communicative Language Teaching Activities for the development of speaking fluently in students of 10h grade from Unidad Educativa “Huachi Grande”.

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Mg. Xavier Sulca

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Mg. Xavier Sulca G. with identity card number: 1802447548, certify that I make the expert judgment of this instrument designed by the Student: María de los Ángeles Sánchez Pérez, with identity card number: 180398327-7 for undergraduate research titled Communicative Language Teaching Activities and Speaking Fluency, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on the 21st of May of the Year 2021.

Sincerely,



Firmado electrónicamente por:

MANUEL XAVIER
SULCA GUALE

Mg. Xavier Sulca

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

SURVEY INSTRUMENT VALIDATION

Theme: Communicative Language Teaching Activities and Speaking Fluency

General Objective: To gather information on the influence of Communicative Language Teaching Activities for the development of speaking fluently in students of 10h grade from Unidad Educativa Huachi Grande.

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Mg. Dorys Cumbe

ITE M	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Dorys Maribel Cumbe Coraizaca with identity card number: 1803694569, certify that I make the expert judgment of this instrument designed by the Student: María de los Ángeles Sánchez Pérez, with identity card number: 180398327-7 for undergraduate research titled Communicative Language Teaching Activities and Speaking Fluency, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on the 25 of May of the Year

2021. Sincerely,



Mg. Dorys Cumbe

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, how old are you?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

A, how old are you?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?
What clothes do you wear to school?

B, What time do you finish school?
What do you eat after school?

Extended Response
Now **A**, please tell me something about the homework you have to do.

Back-up prompts
Do you like maths?
Do you wear a uniform?
Do you finish school at 4 o'clock?
Do you eat snacks after school?

Back-up questions
Do you get a lot of homework every day?
Did you do any homework yesterday?
Do you like homework? (Why?/Why not?)

Interlocutor

Now, let's talk about **home**.

B, who do you live with?
How many bedrooms are there in your house?

A, where do you watch TV at home?
What's your favourite room in your house?

Extended Response
Now, **B**, please tell me what you like doing at home.

Back-up prompts
Do you live with your family?
Are there three bedrooms in your house?
Do you watch TV in the kitchen?
Do you like your bedroom?

Back-up questions
Do you like cooking?
Do you play computer games?
Did you stay at home last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⊙ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates

.....
 ⊙ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

Interlocutor / Candidates

Use as appropriate.
 Ask each candidate at least one question.

- Do you think ...
- ... playing football is fun?
 - ... playing an instrument is difficult?
 - ... playing computer games is boring?
 - ... reading is interesting?
 - ... painting/drawing is easy?

Optional prompt
 Why?/Why not?

What do you think?

Interlocutor

So, **A**, which of these hobbies do you like best?
 And you, **B**, which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⊙ Allow up to 2 minutes

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

Do you like these different hobbies?



Annex 6. KET Speaking Rubric

A2	Grammar and vocabulary	Pronunciation	Interactive communication	Fluency
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.	Speech is smooth with little effort shown. Fluency is very good.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.	Speech is mostly smooth with some effort shown at times. Fluency is good.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.	Speech is slow, hesitant and irregular at times. A degree of effort can be observed at times. Fluency satisfactory.
0	<i>Performance below Band 1.</i>			

Source: KET Speaking rubric pre-test and pos-test.

Adapted by: Sánchez María. (2021)


Annex 7. Worksheets

Information gap activity:

Student A: _____ Date: _____

Asking to my classmate....

Instruction: Put a tick if your classmate answers yes to the questions and add more information if it is necessary.

<p style="text-align: center;">Questions</p> 	✓	<p style="text-align: center;">Additional Information</p> <p>Who...? What...? Where...? When...? Why...?</p>
..... travel somewhere?		
..... enjoy the trip?		
..... play sports on the trip?		
..... stay in hotel or lodging house?		
..... plans to travel?		

Do you ...?	Did you ...?	Are you ...?	Were you ...?
Yes, I do. No, I don't.	Yes, I did. No, I didn't.	Yes, I am. No, I'm not.	Yes, I was. No, I wasn't.


Elaborated by: Sánchez, M. (2021)

Information gap activity:

Student B: _____ Date: _____

Asking to my classmate.....

Instruction: Put a tick if your classmate answers yes to the questions and add more information if it is necessary.

Questions	✓	Additional Information
		Who...? What...? Where...? When...? Why...? How...?
.....like to travel?		
.....was in another city or country?		
.....activities you do in the trip?		
..... dish you like the most?		
.....travel by car or plane?		

Do you ...?	Did you ...?	Are you ...?	Were you ...?
Yes, I do. No, I don't.	Yes, I did. No, I didn't.	Yes, I am. No, I'm not.	Yes, I was. No, I wasn't.

Elaborated by: Sánchez, M. (2021)

Annex 8. Role play model:

Student A: Hi my dear friend! How are you?

Student B: Hey! I'm fine. What about you?

Student A: That's great! I hear that you went on vacation. Where did you go?

Student B: Yes, I went to Paris.

Student A: Really? How was it?

Student B: Yes, it was fantastic, I stayed in a really nice hotel and ate at some wonderful restaurants.

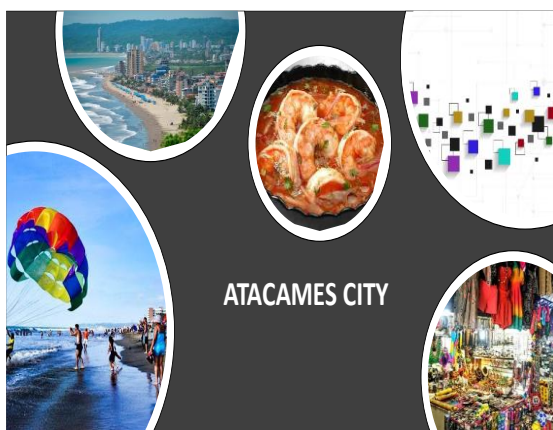
Student A: Did you enjoy the food?

Student B: Absolutely! I tried new dishes.

Student A: That sounds nice. Tell me more...

Elaborated by: Sánchez, M. (2021)

Annex 9. Pictures for advertising a city:



Elaborated by: Sánchez, M. (2021)

Annex 10. Urkund analysis



Urkund Analysis Result

Analysed Document: MARÍA SÁNCHEZ_URKUND REPORT.pdf (D111016125)
Submitted: 8/5/2021 8:44:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 8 %

