



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Communicative Activities to Enhance Speaking Skills in The EFL

Classroom at The Tenth Level of Basic Education at San Francisco de

Sales High School

Trabajo de investigación previo a la obtención
del título de Licenciado en Ciencias de la
Educación en la Especialidad de Lengua y
Literatura Inglesa

Tutor:

Mstr. Diego Patricio Ortega Auquilla

Autor:

Jesús Adriano González Ortiz

Cuenca – Ecuador

2015



RESUMEN

Las actividades de comunicación deben ser tomadas en cuenta a la hora de desarrollar el idioma extranjero en los estudiantes. Sin embargo, la mayoría de profesores de inglés únicamente se enfocan en el área de la gramática lo que vuelve muy rutinario y aburrido las clases. Mediante una encuesta realizada a catorce estudiantes y una entrevista realizada a 4 docentes se logró recolectar información valiosa que sirvió para descubrir el nivel de los estudiantes así como cuáles son las actividades que a los estudiantes les gusta realizar durante las clases. De esta forma, se propuso el desarrollo de actividades que servirán como un material extra que el docente puede usar para desplegar y mejorar el uso del idioma extranjero en tareas donde los estudiantes deben usar la habilidad de hablar con el propósito de expresar sus pensamientos e ideas de una forma clara y concisa.

Palabras Clave: Actividades Comunicativas, desarrollar, idioma extranjero, encuesta, entrevista, nivel, material extra, mejorar, habilidad de hablar.



ABSTRACT

Communicative activities must be taken into consideration when developing the target language in the students. However, most of the English teachers only focus on the grammar area which causes that the class becomes routine and boring. Through a survey presented to fourteen students and an interview presented to four English teachers, the research teacher could collect important data that served to find out the level of the students as well as the most appropriate activities that students like to perform in the class. In this way, communicative activities were proposed to be developed as extra material for English teachers. Thus, they might use them in order to develop and improve the use of the target language in different tasks where learners must use the speaking skill with the purpose of expressing their thoughts and ideas in a clear and concise way.

Key words: Communicative Activities, develop, foreign language, survey, interview, level, extra material, improve, speaking skill.



Contenido

INTRODUCTION	10
CHAPTER I: THE PROBLEM	11
1.1 Topic:	11
1.2 Description of the problem:.....	11
1.3 Justification:	13
1.4 Research question:	15
1.5 Objectives:	15
1.5.1 General objective:	15
1.5.2 Specific objectives:	15
CHAPTER II: COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP THE SPEAKING SKILL.....	17
2.1 Communicative Language Teaching	17
2.1.1 History of the Communicative Language Teaching (CLT)	17
2.1.2 Phase 1: Traditional Approaches (up to the late 1960s)	17
2.1.3 Phase 2: Classic Communicative Language Teaching.....	18
2. 1. 4 Theory and Principles of Communicative Language Teaching	20
2.1.5 It is important to mention Ten Core Assumptions of Current Communicative	23
2.2 Studies about communicative language teaching	26
2.3 Benefits of Communicative Activities	27
2.4 Developing the Speaking Skill through Communicative Language Teaching.....	28
2.5 Linguistic Competence vs Communicative Competence	29
2.5.1 Linguistic Competence.....	31
2.6 Inductive and Deductive Grammar Teaching	32
2.7 CLT and Motivation	33
2.8 CLT Teacher`s Personality	34
2.9 Techniques to Develop the Speaking Skill through Communicative Language Teaching (pages 177-187)	37
CHAPTER III: METHODOLOGY	48
3.1 Method:	48
3.1.1 Action Research.....	48
3.2 Qualitative research	50
3.3 Quantitative research	51
3.4 Characteristics of good research	52
3.5 Analytic-Synthetic method	53



3.6 Human resources:	54
3.6.1 Description of the students.....	54
3.6.2 Description of the English teachers	56
3.6.3 Description of the interview with Dr. Lee Dubs and English Teachers	57
3.7 Data gathering techniques.....	58
3.7.1 Description of the teachers` interview	58
3.8 Methodology applied in the booklet	58
CHAPTER IV: RESULTS: Analysis and Interpretation of the Data	60
4.1 Analysis and interpretation of the surveys	60
4.2 Results: Analysis and interpretation of the data	77
4.2.1 Analysis and interpretation of the interview	77
4.2.2 Description of the survey.....	80
Chapter V: Discussion	82
5. Discussion:	82
Conclusions:.....	82
Recommendation:	83
Chapter VI: Booklet.....	85
Works Cited	121
Appendices.....	124



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Jesús Adriano González Ortiz, autor del trabajo de investigación "Communicative Activities to Enhance Speaking Skills in the EFL Classroom at the Tenth Level of Basic Education at San Francisco de Sales High School", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal C) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en la Especialidad de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicara afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, a 11 de Noviembre del 2015

Jesús Adriano González Ortiz

0302419502



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN
SECRETARÍA

Autor: Jesús Adriano González Ortiz

5



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Jesús Adriano González Ortiz, autor del trabajo de investigación “Communicative Activities to Enhance Speaking Skills in the EFL Classroom at the Tenth Level of Basic Education at San Francisco de Sales High School”, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, a 11 de Noviembre del 2015

Jesús Adriano González Ortiz

0302419502



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN
SECRETARÍA

Autor: Jesús Adriano González Ortiz

6



ACKNOWLEDGEMENT

The author would like to thank the English Language and Literature faculty of Universidad de Cuenca for their dedicated effort in the academic formation of the students. Moreover, especial thanks must be given to Mstr. Diego Ortega for his valuable input as the tutor of this thesis project.

This work could not have been written without the love and support of my family and friends. A sincere gratitude will always reside in my heart.



DEDICATION

To God, who has always been in my heart supporting me.

To my family, for making me be who I am and for their endless love, support and comprehension that gave me the strength to complete this project.

Specially, this work is dedicated to my beloved parents who are always in my heart.

Jesus Gonzalez



INTRODUCTION

Communicative activities are important to develop the speaking skill in students. Therefore, the research teacher designed this work with the purpose of improving the target language in the scholars of tenth level of basic education at San Francisco de Sales High School. Moreover, this project was completed in order to help English teachers with worthwhile material that can be used in classes.

The complete information was taken from different sources that help to elaborate and finish this project. The data collected has been selected according to the preferences of the students likes and dislikes as well as the teachers' ideas that support this work.

The project has included six chapters. The first chapter is about the problem that motivated this investigation. Moreover, the justification and the general and specific objectives of the thesis project are mentioned in this part. The next chapter relates to the literature review section of the project. This chapter presents different aspects that are related to communicative language teaching, approaches, principles, studies, benefits and definitions that are related to communicative activities. In the third chapter of the project, the methodology of the investigated fieldwork is explained. The method that was mainly used is action research and qualitative and quantitative method due to the fact that a survey and an interview were presented to fourteen students and four English teachers and analytic – synthetic method. The results of the survey and interview are mentioned in chapter four. In this part, the results are demonstrated in charts and graphs, and it presents the analysis and interpretation of the results. In chapter five, the discussion is presented where



the conclusions and recommendations are mentioned. Finally, in the last part is presented the booklet containing all the communicative activities that will be used in the teaching-learning process.

CHAPTER I: THE PROBLEM

1.1 Topic:

The researcher is going to work on this topic due to the fact that it is necessary to create a booklet with communicative activities that will serve teachers to develop the speaking skill in students from the tenth level of basic education at San Francisco de Sales High School.

1.2 Description of the problem:

As some educators have seen, it is difficult to develop the speaking skill in students. This situation can be related to the preparation of teachers who are not always using the correct methodology. It means that, the methodology that teachers use is a traditional and boring way to teach English. Nowadays, students do not like the same old methodologies; they want a different and original way to learn a foreign language. Nevertheless, some teachers do not take into consideration what students like.

Also, it is important to mention what Ana Maria Calle says in her paper "English Teachers and Their Performance as Educators." She says that educators who do not have an English teaching degree in this subject can teach. One important problem is related to the fact that speaking the language does not guarantee that a person can teach. There are only 63.93 % of teachers who have a degree as English teachers and there are 37.07 % who



teach English but who do not have the required degree. It is necessary to keep in mind that to teach a foreign language an educator does not need only to know the language, but that person needs to know how to teach and which methodologies and strategies are best to give a correct input (Calle 8-9).

Another problem that Ana Maria Calle mentions is that the percentage of teachers who use the traditional methodology is 45 % while the other 55 % use different strategies or methodologies to teach. This situation needs to be changed in the other aspects of the language. In spite of the teachers' affirmations where teachers said that they use appropriate strategies, the author of the article claims that there is no results in the students who have to demonstrate that instructors are working on the speaking skill. For instance, in the research there were only a few teachers who use role plays as an interactive strategy while the other educators do not use any kind of strategy to develop the speaking skill. These teachers only focused on the grammar part but not on the oral ability (Calle 11-12).

One of the hardest problems that Ecuadorian teachers have when teaching English is that students are not in contact with the target language outside the classroom, and this is a significant problem because if students just practice in the classroom the development of the foreign language is going to be more difficult. This is an issue because students do not have real input and output to foster the foreign language into their knowledge. Consequently, teachers must challenge themselves in order to facilitate students to learn the target language.

When students are learning another language it is a custom to use the mother tongue because when they want to communicate they cannot do it in the



foreign language, so they use their first language. It is common to see this; however, teachers have to change that by setting some rules while they are in the class. Students will never develop the speaking skill if they do not use the target language to communicate with others. That is an important factor to taken into account by teachers.

1.3 Justification:

Teachers usually do not know how to develop the speaking skill in the students. Therefore, the investigator will create a booklet including a certain number of communicative activities with their respective procedures. For this purpose, the researcher will select the best activities to improve the speaking skill of the students based on the interviews completed by the teachers, the survey applied to the students and the information collected from the research. By doing this work, the researcher will try to help teachers to create a better environment and teach the students using the appropriate communicative activities to develop the speaking skill. This skill is one of the most important because through it people can communicate their ideas and thoughts to others. As most of teachers stated this skill is one of the most difficult to teach during the teaching-learning process. Therefore, it is important to state that students need to have motivation.

In this part, it is important to mention that Rosenya Faith holds the view that developing communication skills is essential for postsecondary academic pursuit among teenagers and their future career. Such skills are also essential to make it easier to interact with friends and other peers. Start early by using a variety of games and simple activities to help the teens get comfortable with



communicating and working on effective communication in a variety of different situations (Faith”title”).

In this part, it is worth stating what Dr. Freeman says about motivation – this is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each individual is motivated in different ways, it is important to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment in which to learn (Freeman 2).

Moss, D., & Ross-Feldman point out that offering well-designed and well-executed communicative activities can help turn the English classroom into an active, safe, and enjoyable place where literacy- and beginning-level learners can learn what they need and want to learn (Moss and Feldman1-2).

Will Pearson says that, somewhere between scholarly studies of how people learn and the frontline experience of teaching, the issue of how EFL learners actually acquire and keep language is confronted in activity design. Language practice activities come in many forms, and their design should take into account learning aims, the most important being language production. In this part, Pearson also mentions that to develop the communicative skills, teachers must use the correct communicative activities due to the fact that students get more interested when the activities are interactive (Pearson).

The purpose of this work is to give resources to teachers at San Francisco de Sales High School in order to help students develop and improve their speaking skill as part of their knowledge of English as a foreign language. This booklet will not only give the teachers the chance to work in the classroom,



but it will also serve teachers to encourage students who are not really interested in learning the foreign language.

This work is going to be part of teachers' material when teaching English as a foreign language, and all the communicative activities in this booklet are going to be created according to the curriculum and book of the tenth level of basic education at this institution. And this will be also based in the results from the ten interviews applied among English teachers and students. Therefore, teachers can use any activity at any time. The teacher only has to select the most appropriate communicative activity according to the topic that the teacher is teaching at that moment, or the teacher can use as many activities as he or she wants. By using the activities from this booklet, it is hoped that the teacher will witness that students can develop the speaking skill; they just need to have appropriate material.

1.4 Research question:

Which are the most effective communicative activities to develop the Speaking Skill in students from the tenth level of basic education at San Francisco de Sales High School?

1.5 Objectives:

1.5.1 General objective:

To facilitate the development of tenth graders' speaking skill through the creation of a booklet, containing communicative activities, which will be available for English teachers for a subsequent implementation.

1.5.2 Specific objectives:

To carry out bibliographical research to support the use of Communicative Activities when developing the speaking skill.



To analyze the curriculum and texts of the tenth level at San Francisco de Sales High School to determine the topics to be taken into account in the development of the communicative activities.

To carry out interviews with four English teachers the most appropriate communicative activities based on their experiences.

To take a survey to fourteen students at San Francisco de Sales High School to determine strategy preference when developing the speaking skill.

To collect, adapt, and create 30 communicative activities based on the insights obtained from the administration of an open-ended interview to one expert and three experienced English teachers, as well as from the data gathered by means of a survey administered to fourteen study participants.

To compile these communicative activities in a booklet



CHAPTER II: COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP THE SPEAKING SKILL.

2.1. Communicative Language Teaching

2.1.1 History of the Communicative Language Teaching (CLT)

In the last 50 years or so, many changes have been done in language teaching about syllabus design and methodologies. The CLT has encouraged a restructure of approaches to these areas. Investigators have divided some trends in language teaching in the last 50 years or so into two phases: (Richard 6)

Phase 1: Traditional Approaches (up to the late 1960s)

Phase 2: Classic Communicative Language Teaching (1970s to 1990s)

2.1.2 Phase 1: Traditional Approaches (up to the late 1960s)

The grammatical part had more importance in the traditional approaches to language teaching at the time to develop the target language. Some authors thought that the grammar ability could be learned through a methodology where students had to do repetitive exercises (Richard 6).

The approach to the teaching of grammar was a deductive one: teachers focused on the grammar part first, when students got some knowledge of grammar, learners started practicing the oral ability using the grammar rules. The more pupils practiced using real situations the more they developed their speaking abilities along with the creation of new structures using the knowledge of grammar. Oral drilling and controlled practice was fundamental for a perfect basic command of the language. All the skills were introduced in a sequence of speaking, listening, reading and writing (Richard 6).



2.1.3 Phase 2: Classic Communicative Language Teaching (1970s to 1990s)

“In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion”(Richard 7). At this time, teaching of grammar rules was in doubt because the communicative competence involves more than only grammar competence. The grammar part is important to form correct sentences, but it is not enough. Pupils were good at carrying out drills, but they failed to generally communicate inside and outside the classroom. “What was needed in order to use language communicatively was communicative competence” (Richard 7). This was more important than only grammatical competence. It treated the manner that somebody uses to speak and how to say it correctly according to the context, participants and the role of each single member in the process (Richard 7).

By that time English as a Foreign Language, teachers used to focus on the grammar part more than the speaking part; however, through time that was changing due to the fact that communication was getting more important. People needed to develop the speaking skill to communicate thoughts and ideas. When students start to learn another language their speaking structure is not good, but as students keep practicing that skill gets better and that is the key to mastering the target language. It does not matter if mistakes are committed because when someone says something ungrammatically the listener can get the idea from the other person.

There is a question that must be taken into consideration in order to solve the problem; that question is, “What would a syllabus that reflected the



notion of communicative competence looks like and what implications would it have for language teaching methodology?”, and the best manner to solve it is by using communicative language teaching. This method has created “a great deal of enthusiasm and excitement” by the time it just showed up as a new approach to language teaching some decades ago. It helped to develop and improve the materials for the language teaching in order to confront the situations of institutions. For instance, in beginning courses the grammar part was not the main goal at all, but the development of communication (Richard 7, 8, 9).

Language teaching needs a new structure of approaches that will help to improve the process. Pupils do not need just to master the grammar part, but there was a problem because there are some aspects that need to be considered in order to have a good development of communicative competence (Richard 7).

1. It is important to consider what the pupils need to know about the target language because each student has different perspectives about their future plans; so students must learn what is going to be helpful for them.
2. Certain phrases and vocabulary should be given, depending on the context that a person perceives.
3. The social part needs to be reflected due to the fact that students must learn how to interact with others. Which language to use to talk with different people in order to avoid misunderstandings.
4. The different contexts in which students have to be part of, such as meetings, educational situations, vacation, and so on. Students must have a certain level to hold a conversation in any of these situations.



6. The capacity to deliver a topic that has been assigned to the speaker has to be well presented.
7. There are two principal skills that need to be taken into account: “discourse and rhetorical skills”, in order to perform in a good manner.
8. Pupils must get certain knowledge of the different kinds of target languages that have some changes according to the region.
9. Teachers must give the necessary grammatical content, so students can use the language correctly.
10. Dialects and idioms that students must know, so they can understand some phrases and words with diverse meanings. The lexical content, or vocabulary, that will be needed.

All the facts mentioned are necessary to offer a good teaching process. A good teacher always studies carefully the aspects that are required to give the students a correct input, so students' outcomes reflect the teachers' work.

2. 1. 4 Theory and Principles of Communicative Language Teaching

As Holmes says, teachers need to look for activities that students are interested in. If students find good activities they are going to get involved in the class, and they are going to be motivated to work in the class. Holmes also mentions that, as the students are the main characters, institutions should let them work according to their level, with no pressure and giving them the possibility to participate and create their own material to work with. This author shows a number of activities that can help students develop their speaking skill. Holmes says that warm-up activities, word-phrases and sentences, grammar and speaking, interactive role-play, traveling and touring, finding the right words,



fables-tales and stories, talking tasks, pronunciation, improving diction and sound and rhythm are some of the best activities to make students develop their speaking skill(Holmes 2-7). Educators sometimes need some help in order to make the class more interesting and make students feel comfortable in the class.

James Welker emphasizes that if teachers want their students to learn to speak English, the students have to be in touch with the language; therefore, teachers have to model the language through activities that enhance the attention of the students. Moreover, teachers have to create an environment where students have living English, thus, they can get familiar with the language and all the activities employed by the teacher will help them to develop the speaking skill. Furthermore, this author mentions some strategies that the teacher can use in order to develop and improve the students` speaking skill. Some of them are to always use English when opening and closing the class; use handouts for written English communication to teach grammar in English, and challenge students and teachers. All are some of the strategies mentioned by this author (Welker n. p.).

On the other hand, there are different authors as well as different perspectives of what activities will be better used by teachers in their work. For that reason, the investigator has to select different activities from diverse sources and let the teacher choose the better methodologies to use in their English classes. For example, Jo Budden has found a certain number of activities that can be very useful for teachers who need help in the class. Some of them are good manners, one word story, a shopping role play, the new student role play, people-room-lives, story in a bag picture dictation, family tree,



bingo mingle, doctors and patients, etc. All of these are communicative activities that can really help to improve the students` level and also help the teacher to work with students who need to get better in learning the second language (Budden n.p.).

Teaching English in a country where access to English is limited is not an easy task. Students are in contact with the foreign language just a few hours within a week; therefore, English is not relevant for high school students. Yun-Fang Sun says that students just memorize words and grammar structures, they say simple sentences and they read; however, they don't learn to use the language communicatively. The lack of motivation directly affects the students' performance. Students should be motivated to learn and use the language communicatively with the guidance of their teachers; nevertheless, motivation is not applied in most English classrooms. Students feel unable to learn and give up from the first moment. Motivation will help students to be interested in learning English, and the teachers` task will be easier. Reading this book, educators learn how to motivate students to improve their skill and focus on in speaking, while they are learning English (Yun-Fang Sun n.p.).

Furthermore, Istvan Kecskes says that teachers must try to avoid the use of the mother tongue in the English classroom. English and Spanish have more differences than similarities; therefore, it will be more difficult for learners to improve their skills. It means that, by the time pupils are learning the target language it would be easiest if the teacher avoided using the mother tongue due to the fact that students get used to it, which is a negative point. When teaching English, the class should use just English; it will allow students to learn faster. The teacher has to control the mother tongue behavior; during the



lesson, he has to motivate students to speak just in English and to talk as much as pupils can, since it is the only time that they have to practice the foreign language (Istvan Kecskes n. p.).

2.1.5 It is important to mention Ten Core Assumptions of Current Communicative

Language Teaching (Richard 22-26)

1. Interactive communication in a meaningful way is important to encourage and engage students to participate in the class.
2. Appropriate activities generate students to get involved in the class and interact with their peers to negotiate meanings and to realize some grammatical errors that can be corrected by a partner.
3. The content acquired by students needs to be internalized to create an interesting and purposeful “Meaningful Communication”.
4. The ability to communicate involves a complete use of language skills.
5. To develop and internalize the target language depends on activities that help to foster the “inductive or discovery learning of underlying rules of language use and organization”, and the study of the language through analysis.
6. In the teaching – learning process pupils are going to commit errors that will help them to foster their learning. Errors are important to get better and improve the ability to use the target language “both accurately and fluently.”
7. Pupils usually follow their own path to learn the target language and have their own methodology to develop it.
8. Teachers must use appropriate strategies to develop the speaking skill in the learners.



9. The role of the teacher in the class is that of a facilitator, who has to organize and set the activities and context for the students` performance.

10. The place of learning is where students share and help each other as a community to develop knowledge.

It is necessary to consider some characteristics that will serve teachers to avoid using traditional methodologies that are out of fashion (Richard):

- Educators have to achieve a main goal which is the connection of the grammatical competence to the ability to communicate. This can be done through the use of activities where students will practice the grammar part in communicative tasks.
- Through role plays, question and answer, information sharing, and problem solving activities students have the opportunity to communicate, interact and negotiate meaning with their peers.
- Two great opportunities are provided: “inductive as well as deductive learning of grammar.”
- The content used in the books reflects the students` lives and likes.
- Students are allowed to use their knowledge to create their own style of learning.
- The main materials that students work on are books which motivate students to participate, using samples from the same books.

Methodologies to teach English as a foreign language focus on the variety of techniques that can be used in order to practice and develop the target language. Jacobs and Farrell mentioned some components that can be useful to achieve this aim (Richard 23-24).



1. Students must concentrate totally, and the teacher must take into consideration that the student is the center of the class, not the teacher. The teacher is only a facilitator.
2. It is important to focus on the teaching process rather than the products that students create. This process is called “product-oriented to process-oriented instruction.”
3. Centering more attention on the students as human learners rather than students as individuals.
4. Consider that students are different, so each single pupil has different abilities to learn, and do not see that as a problem, but as a challenge that needs to be achieved.
5. Do not give too much importance to the content that is written in books. Instead of that, try creating one`s own content based on the students` ideas and thoughts, so it will be easier to assimilate.
6. A significant point is that teachers ought to connect the school with real world situations, so students will realize how the world really is and they will develop the speaking skill in a similar way.
7. The purpose of the process has to be clarified by teachers.
8. A good in-depth process involves the participation of students where they can have a meaningful process using material that will help them understand the function of contents.
9. The meaning of some content needs to be considered as part of the learning process.
10. The challenge of teachers is to prepare students to confront the world.



2.2 Studies about communicative language teaching

Paul Rhea says that a large body of researchers has demonstrated that didactic activities can help students develop the speaking skill. “When learning the target language students start producing the language with some difficulty; however, as pupils practice the language they will learn how to produce correct structures, and they also will be able to pronounce words better”. When students have some difficulties in pronouncing or understanding a structure the teacher must try a different strategy to clarify the topic, but never leave something incomplete (Rhea, Interventions to Improve Communication).

Interactive activities are needed to improve the speaking skill; however, learners must practice the language for a certain time in order to develop the speaking skill. Therefore, educators must select the best activities and give students more time to practice because that is what they need to improve their speaking ability.

Greta Gorsuch mentioned that teachers are implementing communicative activities in Japan in order to develop and improve the speaking skill. These teachers want to do this because of the lack of pronunciation and fluency in using the target language. This is only the beginning to get where everyone wants to reach, and that is to get to a higher level of education. All of this happened because students did not have a good level of the target language. For that reason, teachers in Japan started creating activities that can help students improve the speaking skill (Gorsuch, tesol quarterly).

Also, there is a project of five years related to an exploration of teaching English as a Foreign Language which was planned, carried out and reviewed regularly by a group of Expects English Teachers that have the support from the



“Regional Institute of English, Bangalore and the British Council in Madras”, which was done in India. Prabhu said that learning the target language does not only require systematization of language or full time practice of the language, but pupils must work in conditions where learners can make some effort to deal with real communication. In the process of that work the researcher realized that there were only grammatical norms that are not enough to develop the communicative ability which is important to have a good understanding and to convey meaning (Prabhu 89).

2.3 Benefits of Communicative Activities

According to Moss & Ross-Feldman, if the activities are well designed students will feel comfortable and will enjoy the class because pupils are receiving an active input to develop the speaking skill (2).

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.

By own experiences of some English teachers the ability to communicate is very important because through this skill speakers can transmit their thoughts. Communication serves to teach and to learn as well. Without this ability people could not tell what someone thinks. It is very complicated to tell something to someone without knowing the language of that person. For that reason, teachers say that the main skill that learners should focus on is the



ability to communicate. Of course, it is one of the most difficult skills to develop, but teachers should find out the activities and methodologies to develop this ability.

2.4 Developing the Speaking Skill through Communicative Language Teaching

These principles are basic to understand how teachers should work with students to develop the communicative skill. However, the researcher has only selected the ten most important principles of Communicative Language Teaching (119-121).

- The first principle to start developing the speaking skill is to use real language; it means that teachers should use a language that students can use in real contexts or situations. It will help to be able to interact with others in any situation.
- Also, it is important to keep in mind the intention of the speaker during the speech or presentation.
- Another important point to mention is that the target language is vital to enhance students into a process where learners can communicate among each other during the class.
- The teacher has to clarify that the language can have different meanings depending on the situation. For that reason, students must learn not only one form of the language, but the other meanings as well with the purpose of holding a conversation.
- An interactive form to introduce the language is through games which are very funny and students enjoy learning in this way. Also, it is a good system to make students speak in the other language.



- If students commit errors during the process of learning the target language the teacher has to be patient because mistakes and errors are a natural result of this process.
- Teachers as the mentors in this process must create situations where students can hold a good communication using real life events.
- When students interact among each other they can help themselves through explanations or negotiating some information that they can share to have a better understanding.
- In the class the teacher is a moderator, the educator just establishes some conversations using real contexts, and gives advice during the oral practice.
- Finally, when a speaker has to say something about any topic, that narrator has not only to focus on what to say, but the lecturer has to take into account that it is important to know how to say it in order to get the attention of the people.

2.5 Linguistic Competence vs Communicative Competence

One of the main ideas and, as Veronica Valdez quotes, is that the linguistic Competence belongs to the Communicative Competence. It means that the linguistic competence is only a component of the Communicative Competence (Blog). In this part it is important to mention that Communicative Competence is made up of the following areas: Linguistic, sociolinguistic, discourse and strategic competence. The linguistic competence studies the correct use of the grammatical structures as well as the syntax and vocabulary of the language (Blog).



Also, it is important to mention Dell Hymes who is the father of Communicative competence. (1) Moreover, Canale and Swain mentioned the four components of Communicative competence which need to be mentioned and give a brief definition of each single component (Canale & Swain 2).

- Linguistic Competence: this first characteristic has to deal with the knowledge of the language that a speaker has. It means, the knowledge in vocabulary, grammar rules, spelling and pronunciation which are the most important aspects that are considered by this component.
- Sociolinguistic Competence: in this part, it is important to know how to use the language, as includes vocabulary, style, politeness and register, which are used according to different situations due to the fact that every single person has distinct forms to interact with others.
- Discourse Competence: it is the ability to combine the language in different text structures where the speaker finds coherence and cohesion.
- Strategic Competence: it is the ability to know how to deal with language problems when the verbal or nonverbal communication fails. This component is important due to the fact that it facilitates the introduction to other methods to have good communication.

One of the components that are related with communicative competence is important to the study of this work; for that reason, it is necessary to mention the linguistic competence. One interesting phrase that must be taken into account, said by Noam Chomsky, is “linguistic competence refers to the innate



linguistic knowledge that allows a person to match sounds and meanings” (about education, Richard Nordquist).

2.5.1 Linguistic Competence

According to Phillips and Tan linguistic competence is the ability to understand what other people say in a certain language. The first author who mentioned this concept was the linguistic Noam Chomsky who quoted that linguistic competence is related with the language, it means that it studies structures of a language (Phillips & Tan quoted Chomsky).

On the other hand, it is necessary to mention that for Chomsky competence does not need any ability or skill to be developed; however, for this author the only acceptable characteristic that linguistic competence needs is full of knowledge which is indispensable to develop competence. The more knowledge a person has the more that person will develop the language skills. Therefore, Chomsky also cites to Humboldt who said that the ability to develop the language comes from the demand of humans’ minds that leads to use the language according to what people think because as everybody knows that every single order comes from the mind (Phillips & Tan quoted Chomsky).

Moreover, there are two important facts related with generative grammar that need to be added in this part: first, the complexity of grammar, in this part the reader has to discover the form to get into the deep grammar in order to analyze the surface grammar of a sentence, it means that some grammatical structures are too complex and need to be analyzed to understand its meaning. Secondly, the controversial grammar that has different forms to structure only



one sentence is finite. It means that from a simple sentence an author can divided and create new forms of structures with the purpose to understand the diversity of grammar that a language has (Phillips & Tan quoted Chomsky). Linguistic competence is an important feature of language due to the fact that it is necessary to develop the ability to speak and communicate thoughts and ideas.

2.6 Inductive and Deductive Grammar Teaching

When teaching a foreign language the grammar part has always been a problem that needs to be solved because each language has its own grammatical rules. When a native speaker learns to use the language the learner does not learn the grammar rules; for that reason, the grammar part has been taken into discussion with the purpose to learn the correct form to use the language using all the grammatical rules (English Language & Applied Linguistic 2).

First of all, there are two ways to present the grammatical rules. These two approaches are the inductive and the deductive method. The inductive approach refers to letting the students discover the grammatical rules by themselves. Students learn to use the language correctly as they practice exercises where they have to realize how the rules of grammar are used in an accurate arrangement. First of all, students are given some samples that show the rules of grammar. By studying those samples, the students realize how the sentences are formed. After that, students work on their own sentences that show that they are able to use the grammar rules. This kind of approach is an active method because students are creating their own knowledge (English Language and Applied Linguistic 3).



On the other hand, there is the deductive approach which is more like a passive method because students only learn what the educator teaches them. This approach is known as a traditional method because students do not do any effort due to the fact that the teacher is the main character in the class. Furthermore, according to Thornbury there are three basic principles that need to be considered. First, the teacher is the person who introduces the grammar rules. Second, through the examples the teacher highlights the grammar rules that must be learned. Finally, using the rules given by the teacher, the students practice doing some exercises and at the end of the class the learners produce their own sentences using the rules that were learned (English Language and Applied Linguistic 3).

2.7 CLT and Motivation

When learning another language it is important to build confidence and motivation in the students. When students have a motivation to do an activity they feel good with themselves. For that reason, teachers must use a variety of interactive activities with the purpose to get the students interested in the class. There are some techniques that help to involve students in the activity. Moreover, motivation is a key to encourage students to participate and be more active during the performance of any kind of activity (Roberto Rabbini and Robert Diem 185).

According to Roberto Rabbini and Robert Diem motivation is essential for a successful participation and performance. Also, it is important to create a better environment where students feel comfortable to learn the target language. An important factor that teachers must keep in mind is that scholars do not like to waste time doing the same activities every single class because



instead of motivating pupils, tutors are demotivating them. Educators must use different techniques and activities in order to create interest in the learners. Furthermore, there is a big error that many teachers are committing, and it is that they focus only on the grammar part. Professors believe that the grammatical part is the most important; however, they do not realize that if students do not practice the content and structures that educators have taught them, it will be impossible to ask pupils to use the language in real contexts (Roberto Rabbini and Robert Diem 189).

Educators must create situations where students use the structures that they learn. Teachers have to provide the correct activities with the purpose to make students participate and use the target language in real contexts. These kinds of activities will motivate pupils to have a better interaction not only in the class but also in the real world. When learners are motivated, they feel sure of what they do. Besides that, by doing these kinds of activities, students develop their self – confidence that is fundamental to have a good performance in different activities (Roberto Rabbini and Robert Diem 189).

Finally, instructors do not have to forget that motivation is necessary to do a good performance and necessary to have a good learning process. Every single class, students must have motivation, and tutors are in charge of that through the activities that they will use in the course.

2.8 CLT Teacher`s Personality

According to Michelle Maxon, when teaching English an educator does not need to know the language of the learners. The educator only needs to know the language that the professor is teaching, in this case the target language. “Some schools use the students` language in the classroom but that is by no



means typical of the TEFL industry as a whole, and it is positively discouraged in most cases” (Maxon 19).

Keep in mind that teachers have to work in different environments and situations. During professors` careers they can face different situations and students; for that reason, educators should be well prepared to confront all kinds of challenges (Maxon 19).

Something very important that a teacher must have is “a sense of humor” to show the class. Also, a good EFL teacher feels comfortable and happy during the class because that educator is doing something he likes to do (Maxon 22).

On the other side, the personality is not too important in this case. The principal feature is that teachers must use a methodological strategy that is based on activities and time which is used to prepare the class, present the activities to the class, and produce the target language according to the content of the class. Therefore, “in a way, good teachers of English are also good students of their subject” (Maxon 22).

Moreover, Michelle Maxon says that, to be a good teacher depends on the level of English that a teacher has at the time to teach, and in what situation. Most people want English teachers that have a good level of vocabulary and pronunciation. Educators must have a certain level of the language according to the level that they teach. For instance, English teachers ought to have a higher level of English to teach teenagers or adults due to students of that age already have a good knowledge of the target language (Maxon 22).

Another important fact that Michelle Maxon mentions is that, in spite of not being a native speaker, an English teacher must have a “clear speaking voice” because students should understand what the teachers is saying;



otherwise, pupils will not get the knowledge that is being transmitted. Nevertheless, the teacher must use a certain level in their voice to create a friendly environment with the pupils (Maxon 23).

Jacobs and Farrell say that Communicative Language Teaching has had eight mayor changes that need to be mentioned:

1. Learner autonomy: teachers must let their students work on things and activities that teenagers like to do. Students have the ability to learn and acquire the best knowledge that will serve them to develop their abilities in the use of the target language. Also, it is important to give them the chance to evaluate their development with activities where they have to see their progress.
2. The social nature of learning: sometimes, teachers do not like to make students work in groups, and that is a bad action taken by teachers because pupils learn more when they are interacting with others. In that way, they are sharing and cooperating with others to increase their knowledge.
3. Curricular integration: when teaching English as a foreign language it is important to link it with other branches of the contexts. By doing this kind of activities students will have the opportunity to get prepared to use the language in different situations.
4. Focus on meaning: there are a variety of meanings of some words that people do not understand or do not know when to use; for that reason, it is important to work with some words and phrases in several situations, so students can realize the distinct meanings of various words and phrases.
5. Diversity: there is not only one way to teach or learn. Students have different abilities to learn, so teachers must use distinct methodologies to make students



internalize the new knowledge instead of making students learn through boring activities that students do not like to do.

6. Thinking skills: there are two main features that must be taken into consideration to develop the ability to think in a better way. These are “critical and creative thinking”. It means that students learn the target language not for scholarly purposes but for real context situations where their learning can be reflected.

7. Alternative assessment: English cannot be assessed by the same traditional forms to evaluate the students` progress. Teachers must take into consideration and focus on new ways to judge the scholars` abilities.

8. Teachers as co-learners: nowadays, teachers are seen as facilitators to help students develop their own knowledge (Richard).

The changes already mentioned served to create series of different methodologies that that will help to develop CLT models that will give better opportunities to get better outcomes in the class. This will serve to avoid some issues that were mentioned before (Richard).

2.9 Techniques to Develop the Speaking Skill through Communicative Language Teaching (pages 177-187)

Teaching English as a foreign language is not an easy task; for that reason, there have been created different activities and methodologies that can help to acquire the target language. Also, there are different activities to develop each single skill in the students through the use of appropriate methodologies. Some of the best methodologies have been selected in order to develop the speaking skill in the students. These methodologies will serve the teacher to



use them in the class and make students participate in the class. Each single activity has its own procedure to facilitate the work of teachers:

Role Play:

This kind of activity is very useful to develop natural speech in students using different contexts and vocabulary.

To prepare a role play it is important to explain the information about the situation that students have to work on. This will serve them to bring to mind the vocabulary they have to use in the presentation. However, there is no need to explain every single step and leave something for the students' imagination, so they can create something based on their own experiences. This kind of activity also helps students to put into practice the vocabulary on their own. Besides that, students must take notes during the preparation of the presentation, but they only have to write main ideas, not a complete script because if so, they just start reading, which is not a good strategy. If students work on role plays the teacher must help them construct their fluency by practicing unexpected language.

Moreover, acting out the topics that students are learning in the class and using real scenarios will encourage students to keep working on deeds like this. Also, before starting the role plays the teacher has to be sure of the scenario that student are going to act out and teach them the necessary phrases and vocabulary, so they can do a good performance. The most important is to make students use realistic language.

For example, sometimes teachers use situations such as when in a restaurant:



- A: Hello, welcome to Madonna's Restaurant. What can I do for you?
- B: I would like to have a cheese cake.
- A: Would you like any cream or drink with that?
- B: Yes, please. I would like a little cream.
- A: Your total is \$5.50.
- B: Here you go.
- A: Thank you so much. Have a nice day.
- B: Thanks, you too.

Discussion

This is another kind of technique that teachers use to get students talking.

Practice, making students get in groups to practice for a certain time a topic set by themselves or teacher.

Prepare, telling them that they have some minutes and then they will have to present their work in front of the class.

Task, students presenting their work to the class.

Furthermore, this kind of techniques can be performed in three different ways

Repetition:

The first one is "Buzz groups".

Encourage students to come up with ideas to work in a discussion.

The second one is controversial groups.

Prepare and give the students some questions about a positive topic or situation, so they have to discuss it.

The third technique is debate



Make groups and give the students an interesting topic to discuss. Students will prepare for or against arguments and select a head member, so that head will give a speech mentioning the facts of the discussion.

STORY RECONSTRUCTION

This technique is divided into some stages to have a chronological order.

First stage

- Divide the class into groups according to the number of students.

Second stage

- Every single group receives a picture, so students have to talk about the picture.

Third stage

- After some minutes the teacher gets back the picture from each group.

Forth stage

- In this part, the teacher makes groups with one different student from each group. (ie. One from A, one from B, etc)

Fifth stage

- The new groups are formed by students from different groups. They have to talk about the picture that they saw, and create a story.

Sixth stage

- Finally, the groups have to tell their stories in front of the class.

POEM RECONSTRUCTION

This is an easy task where students have to put in order some sentences given by the teacher. This can be written in their notebooks or on the board, but



the students have to read aloud the sentences in the correct order, and the students who tell the poem correctly wins. This is a helpful technique because students participate in the class.

TALKING ABOUT ONESELF

In this activity students can work in pairs in order to exchange information about each other. For example:

They can ask personal information about the other student such as names, ages, where they live, where they study, etc.

Also, as they work in pairs they can ask information about what they have in common such as music, sports, movies, food, etc.

This is very interactive because they start talking about things they like, so it encourages them to practice. However, the teacher must go around the class checking that students are using the target language.

How many words in a minute?

DESCRIPTION

This activity can be performed in groups or individually. It depends on the number in the class. If working in groups, give the first person in each group a topic, so they have to say words related to the given topic. Each group will have one minute to tell as many words as they can about the theme. As the students tell the words the teacher has to count the words that each group says. At one minute yell "STOP!", count the words, and give one point for each correct word and the group that has more points get an award.

MATERIALS



No material is needed

How many words can you make?

DESCRIPTION

In this activity the teacher has to write some words on the board and the students have to create new words using the ones on the board. They cannot repeat the letter from the word already given as an example, e.g. “scientist” or “sophisticated”, so students have to use the letters from these words and form new ones avoiding repetitions. Some other words that can be used are: GENERALIZATION, DETERMINE, or INTERNATIONALIST.

ASSESSMENT

The student who has created more words wins, or if a student found some difficult words, the teacher can give some extra points to that student.

MATERIALS

The whiteboard, chalk and, if the class is large students have to use dictionaries.

REMARKS

Another form to play this way is by using composed words such as: “Happy birthday”, “happy new year”, “good morning”.



WORD ASSOCIATIONS

DESCRIPTION

Students have to associate words according to the given words. For example: “SCHOOL”, “HOUSE”, “and PARK”. Students have to say any other words related to the given words. If the word is school, someone has to say a word such as teacher, which is a word related to the given word.

Also, this kind of technique can be used in order to teach a new structure.

For example: (simple present)

- What do you have at school?
- What do you have in your house?

OPTIONS

For high level students the teacher can use different topics and students have to say words related to the topic. The topic can be changed by the teacher if necessary.

CATEGORY GAME

DESCRIPTION

Divide the class into groups according to the number of students. Tell the first member of each group to stand up. The teacher asks a questions to the first participant of the group, and if the student answers the questions correctly that student can sit down. Set a time limit to answer the questions for each student. When the first round finished, continue with the second member of the group and so on. At the end, the group with the highest number of points wins.

REMARKS



Something useful can increase the students` participation such as, give less time to answer the questions. In this way, more students will participate in the activity. Counting aloud and saying aloud time`s up can increase the attention of students during the activity.

Example: mention something you can cook:

- Eggs, rice, meat, chicken, potatoes, etc.

Mention something that need electricity:

- Car, radio, TV, computer, phone, etc.

Mention something about your body

- Arm, head, eyes, mouth, leg, knee, etc.

FIND THE UNRELATED WORDS

DESCRIPTION

Call out a group of words, e.g. tiger, pig, pen, cow. The student has to find the unrelated word from the group. .

This kind of activity can be used at different levels of students by selecting the appropriate vocabulary and categories.

Example: tiger, dog, lion, elephant (wild animals)

Blue, white, rice, green (colors)

OPTIONS

This activity can be played in groups or by calling one students at a time.

MATERIALS

Set a list of words or categories.

SCRAMBLED WORDS

DESCRIPTION



In this activity the students have to spell some words in a correct way. They will receive a list of scrambled words where they have to order the words and then they have to say the words correctly. The student who has more correct words wins.

Another option is to use the same topic that they are studying in the class. If they are learning something related to food, sports or body parts, the teacher can use vocabulary about that topic. This can help to foster the students' interest in the topic.

Example: Food

CERI (rice) CKENCHI (chicken) GEGS (eggs)

ILKM (milk) BLESGETAVE (vegetables) TAME (meat)

SCRAMBLED SENTENCES:

Also, the teacher can work with scrambled sentences:

- Money gave buy to food the She me some
- She gave me some money to buy the food.

REMARKS

This can be very useful if the teacher links it with the topic from the text as an extra task and practices the vocabulary as well.

CONCENTRATION

DESCRIPTION

First, get into a circle and demonstrate the following: rhythmically and slowly, strike your lap once with your palms, clap once, and snap your fingers twice. Explain that everyone does the first two together, but on the snap, each person in turn must say a word loudly and clearly. If someone loses a beat, repeats a word, or cannot think of a word, they are out.



You can also try this with numbers. Have the students number off. In place of saying a word, the first student must say his number and another of his choice, e.g. snap-snap (1,6); snap-snap (6,13); snap-snap (13,17), etc. You may not call a number next to yours or the number of the person who has just called on you. After sufficient practice, you can eliminate those who make a mistake. Calling an eliminated number also means “out”.

OPTIONS

For advanced classes, limit the words to a category. The speed and verbal-only nature of this game can be a bit daunting for beginners. You may wish to write out the words, and tape them to the front of the desks so that everyone can see the vocabulary the others have. The written words will help the students remember what words they can use, but they will have to memorize a few of the words, because the speed of the game will not allow time for reading the words. Instead of eliminating the students who miss, have them change seats so that they stay in the game and yet cannot just memorize one word and get by.

OBSERVATION

DESCRIPTION:

This kind of activity is used with intermediate and advanced students.

Draw some pictures about different people on the board or ask students with skillful abilities to do it. Divide the class into small groups and tell them to describe the picture.

MATERIALS:

Picture on cardboard or it can be drawn on the board.



OBSERVE AND REMEMBER

DESCRIPTION

This game can be played using different objects or charts with pictures about different situations that students have to identify. Place the picture or chart in front of the class and give them a couple of minutes, so students can observe the details. When they already have watched the picture, ask students to mention some things from the picture. The more words the students can remember about the image, more points they will get. Of course, when the students start mentioning the objects the picture has to be covered.

OPTIONS

Also, the teacher can show a picture of someone and the students have to describe the picture and the student who mentions more things about the picture wins.

MATERIALS

Objects, pictures on cardboard or charts and collection of small objects.

REMARKS

The objects and time have to be appropriate according to the level of the students.

Beginners: 12-15 objects; Intermediate: 15-20objects; Advanced: 25-30 objects.



CHAPTER III: METHODOLOGY

3.1 Method:

3.1.1 Action Research

According to P. Juenemann this type of investigation is used by teachers with the purpose of collecting information about the strategies that a certain school or institution uses.

The main objective of action research is to help teachers to find solutions to different problems that are presented in the everyday teaching process. It can be directed to students` learning or the teacher`s teaching methodologies that are used in the classroom. Also, this type of research is intended to help any practitioner who encounters difficulty in the teaching-learning process, so that he or she can use it in order to find out a solution for an identified issue (Juenemann 508).

Furthermore, there are some characteristics about action research; however, the meaningful ones will be mentioned with the purpose of having a better understanding.

First, action research is persuasive and authoritative; it means that teacher researchers look for data that can help to improve the results of the students. Therefore, the information found by teacher researchers are only used for their own problems in the classroom (Juenemann 509).

Second, action research is relevant due to the fact that researchers do not focus on the main problems that teachers have. Kennedy says that investigators look for the actions that can increase and improve the outcomes of



the students through the use of different techniques or strategies that satisfy the teachers' needs as well (Juenemann 509).

Third, action research is accessible because it addresses different concerns about accessibility. First, it does not affect the teachers' values or beliefs. Second, the concern that teachers cannot access research findings; and the last point is that despite the fact that some teachers know the problems that need to be changed they keep using the same methodologies that do not work (Juenemann 509).

On the other hand, it is necessary to mention the process that this research uses. The steps that must lead this process are identifying an area to focus, data collection, data analysis and interpretation, and action planning. These steps are the basis that leads teachers to proceed with inquiries done by them (Juenemann 512).

The benefit of using this kind of methodology is that teacher investigators are encouraged to keep investigating through different ways. This kind of method is practical due to the fact that it can help researchers to follow a process that can lead to an outcome that brings better results in their professional performance.

Also, this kind of methodology is known as Participatory Action Research (PAR) which is used to improve the performance and practice of others in environments of research (Parkin 2).

Furthermore, Meyer mentions that action research can help in detecting problems as well as looking for solutions and systematically manage the appropriate strategy to correct the difficulties that need to be changed to have a better performance. (Meyer 2). According to Parkin the purpose of this



methodology is to improve the study contexts where researchers perform through systematic ways that can help enhance different environments to get a better performance by the members of a certain classroom (Parkin 1).

Action research is also known as “a collaborative approach to inquiry or investigation” which provides professionals with the necessary information to corroborate their works and to solve some specific problems that they face in their everyday routines. However, it does not mean that this method is going to fix all their problems; it just will help them to formulate the effective solution that will increase the capacity to build new methodologies to solve their problems (Stringer 8).

The fact that action research is necessary in education is that it helps institutions and educators to find solutions to different problems that they have to confront in their everyday performances as professionals. Sometimes, it is very difficult to find solutions to problems; however, this method has helped numerous professionals (Stringer 1-2).

This project is action research because it is going to propose a solution for the researcher’s issue with the purpose of improving the level of the students from the tenth level of basic education at San Francisco de Sales High School using the target language in oral activities.

3.2 Qualitative research

This kind of research uses different types of approaches in order to collect information about a given research phenomena. Thus, this type of research is defined as a method to collect nonnumerical data from different sources, and the main objective of this process is to explore and discover facts that must be taken into consideration for their study. Moreover, all the results



obtain from the study in a real context has a hypothesis based on the observation and study of the research (Johnson, Christensen 388).

The other approach that is going to be used by the researcher is a survey that will be done with the students from the tenth level of basic education at San Francisco de Sales High School. This survey will be completed with the purpose of obtaining meaningful information in order to proceed with the correct content that contributes along with, other material, to the students from the level already mentioned.

According to Dr. Nick Pratt, qualitative research has to deal with real situations. It means situations that occur in society. During this process the researcher has to get involved in the investigations, and take one perspective from that situation and put it into study with the idea of obtaining results that will help to solve a certain problem (Qualitative Research).

Another perspective of qualitative research has been taken from another source in which Quinn and Cochran said that qualitative research is the method used by researchers with the purpose of obtaining significant data. The main objective of using this method is that the researcher collects content from real life situations rather than numbers (Quinn & Cochran 2).

3.3 Quantitative research

The application of this method is for the purpose of analyzing the numerical information through graphs and tables that the researcher will obtain from the investigation. The researcher has to tabulate the collected data that will serve to know the results of the survey.

According to Aliaga and Gunderson a quantitative research is “explaining phenomena by collecting numerical data that is analyzed using mathematically



based statistics” (PDF). It means that the researcher has to explain the facts that have been taken from a particular study in order to offer a solution. On the other hand, there is another step that needs to be taken into consideration which is the analysis of the information that is based on numerical data. That information has to be analyzed using mathematical methods in order to determine a certain situation.

3.4 Characteristics of good research

In this section, it is important to quote Guba, who says that there are four principal factors that must be taken into consideration when carrying out research. Those factors are credibility, transferability, dependability, and confirmability (quoted in Shenton 63).

According to Merriam, credibility has to deal with the question, “How congruent are the findings with reality?” It refers to the relationship that the information has with the context where the research has taken place (quoted in Shenton 64). Also, it has credibility because the researcher has investigated a real situation in the tenth level of basic education in San Francisco de Sales High School, and this work will help to improve the speaking skills in this group.

Based on the authors already mentioned, this work has credibility because the material that is being collected is going to be used in a real context, so it has to connect with reality due to the fact that teachers are going to be in charge to put it into practice through activities. Additionally, some English teachers who have taught for some years have collaborated to confirm the validity of this work. Their opinions have helped to develop this project.

Another crucial factor that is necessary for good research is transferability which “is concerned with the extent to which the findings of one



study can be applied to other situations” (Merriam 69). It means that, the process is not only applied in one context, but it can be applied to others. The methodology used in this work can be applied in other contexts; although identical outcomes are not expected.

The next point that is indispensable to point out for good research is dependability which is a system that leads to consistency. This work is dependable because it is a requirement to obtain a bachelor`s degree at the Universidad de Cuenca which is an institution of prestige. Also, all the information explained in this work is checked by a tutor in the subject with the purpose of continuing working on it. On the other hand, before obtaining the degree, this work has to pass through a thorough assessment that will serve to prove that this work is valid.

Finally, confirmability, that is “the qualitative investigator`s comparable concern to objectivity” (Patton 72). At this point it is fundamental to mention that anyone who wants to review the physical evidence of the collected data has to ask for the corresponding permission in a written form.

3.5 Analytic-Synthetic method

The analytic and synthetic method has been taken into consideration in this work due to the fact that the researcher has to collect several resources that are intended to serve to continue working on this project. The basic methodology that uses this work is that the researcher has to select a theme which will be divided into parts or sections. After that, the investigator will gather the most relevant information that will be used in this project (Journal of International Academic Research).



Some principal factors that must be taken into consideration in this part are the curriculum and the student book with the purpose of finding out the content that will be included and will serve to complete this work. The researcher will have to study these two texts in order to make sure the information that is necessary to corroborate this work is valid.

3.6 Human resources:

3.6.1 Description of the students

The first participants that should be described are the students from the tenth level of basic education at San Francisco de Sales High School, since the product of the project is intended to help them to improve their ability to use the target language orally. These students have an average age of 14 – 15. This group is a small one. The class has 16 students. According to the National Curriculum guidance, students must be able to do the following (National Curriculum guidance 24):

- Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.
- Use simple descriptive language to compare and make brief statements about objects and possessions.
- Give short, basic descriptions of everyday events and activities within the personal and educational domains (e.g. their family, living conditions, and educational background).
- Describe plans and arrangements, habits and routines, past activities, and experiences within the personal and educational domains.



- Give a short, rehearsed presentation on a topic pertinent to their everyday life within the corresponding domains.
- Understand clear, standard speech on familiar matters within the personal and educational domains, provided they can ask for repetition or reformulation from time to time.
- Deal with practical everyday demands within the personal and educational domains without undue effort.
- Interact with reasonable ease in structured situations (e.g. an interview) and short conversations within the corresponding domains, provided they are addressed clearly, slowly, and directly.
- Answer straight forward follow-up questions within the personal and educational domains provided they can ask for clarification occasionally and are given some help to express what they want.
- When addressed directly in a formal meeting, say what they think about issues within the personal and educational domains, provided they can ask for repetition of key points if necessary.
- Follow changes of topic in formal discussion, within the corresponding domains.
- Speech is clear enough to be understood despite a noticeable foreign accent, but conversational partners will need.

However, the experience of the author who has been an English teacher to them points out that the students have not achieved what is required; for that reason, it is necessary to create this booklet.



3.6.2 Description of the English teachers

The first English teacher that was interviewed is the teacher of the students of the tenth level of basic education at San Francisco de Sales. Her name is Jannela Izquierdo. She was a student at the Universidad de Cuenca, Facultad de Filosofía in the specialization of English Language and Literature. She finished at the University, and she is working on her thesis. She is from Machala, but she has lived in Cuenca for 18 years. She is teaching English to the students from the high school where the researcher is doing the investigation. Before starting with the interview, both of them talked about some experiences that each one has lived as teachers. Each person talked about some important aspects that need to be considered when teaching English. Those aspects will be mentioned later.

The second teacher who helped the researcher with the interview was Ana Maria Calle. She is from Cuenca, Ecuador. She studied at the Universidad de Cuenca and Ohio University, and she graduated as a teacher in educational sciences in the specialization of English. She also got a master in educational and social projects management and applied linguistics. She works at the Universidad de Cuenca. Moreover, she has assisted with several tutorials, but only the latest tutorials will be mentioned. Her first tutorial was Training of Trainers that was presented by the Embassy of the United States of America in Quito and it lasted 28 hours in 2013. Furthermore, she was in an online course that was called “Shaping the Way We Teach English, 1: The Landscape of English Language Teaching”, it was done by the organization American English Institute and Department of Linguistics, University of Oregon, and it was presented last year. Also, she presented the course called “Formando Formadores”, which was organized by the “Departamento de Educacion



Continua de la Universidad de Cuenca”. It lasted 40 hours, and it was done the last year. Some other courses that can be mentioned are “New Trends in Teaching and Learning: From Theory to Practice” and “Qualitative Research”.

On the other hand, she directed two research projects. The first project was called: “Una Alternativa Metodológica para las Estrategías de Enseñanza Empleadas por los Profesores Fiscales de Inglés del Área Urbano de Cuenca” and “El Impacto de la Capacitación a Profesores Fiscales de Inglés. Un Estudio de Caso”. All these characteristics were mentioned by the teacher who was interviewed.

The last teacher who was interviewed by the researcher was Catalina Astudillo who has a lot of experience as an English teacher. She is from Cuenca, Ecuador. She worked in the University of Cuenca for several years. She also has directed many projects based on techniques and strategies to develop the target language.

3.6.3 Description of the interview with Dr. Lee Dubs and **English Teachers**

This research has a main purpose, which is to gather valid and coherent information to complete this work. For that reason, the first participant in this project was Dr. Lee Dubs. He is from the United States. Now he lives in Cuenca, Ecuador. He has lived in Cuenca for twelve years. He is an expert in language teaching. He has a Bachelor`s degree in Spanish and German. He has a Master`s degree in Spanish language and literature. Moreover, he obtained a PHD degree in Spanish language and literature. Also, he has a book store where people can find different resources. He also gives classes to foreign people. The interview was done in an office located in the book store. The interview was done at 4 pm. First of all, the researcher and interviewer



started with an introduction; after that the questions that were going to be taken into account for the interview were checked out in order to avoid misunderstanding. During the interview the interviewer and the researcher were talking about activities that are better to work with teenagers. Finally, Dr. Dubs mentioned some tips that will help to offer a better teaching process.

3.7 Data gathering techniques

3.7.1 Description of the teachers` interview

This investigation has seen it necessary to use an interview and a survey which are intended to gather appropriate data. The interview will be done with English teachers, and the survey will be directed to the students of the tenth level of basic education at San Francisco de Sales. The interview that will be used to collect data is divided into parts. The first three questions are focused on the experience and level of the language. Then the next three questions are based on assessment and evaluation. It uses the different forms that a teacher uses to evaluate students. After that, there are three more questions which are related to the usage of communicative activities in the classroom. It refers to the type of activities that the teacher must use with the purpose of getting the students` attention. Finally, there are two questions that refer to the benefits of using communicative activities in the class.

3.8 Methodology applied in the booklet

For the purpose of presenting communicative activities in the EFL classroom, a booklet was designed containing some activities that help



teachers to develop the students' speaking skills. The activities included in the booklet are based on Communicative Language Teaching (CLT).

The activities that will be used to develop the speaking skill in the students have different procedures due to the fact that not every single student learns with the same process. Therefore, the researcher has seen it important to gather several types of activities with the purpose of getting the students' attention during the class.

The booklet will be divided into a series of communicative activities, activities that can be performed in small groups or big ones. Therefore, the teacher will have the opportunity to select the best activities depending on the size of the class.

Besides that, the activities will have their own procedures well explained, so that teachers will not have problems at the time they use the activities in the class. However, there are some activities that have long procedures; for that reason, it is important to prepare the activity before using it with the purpose of doing a good performance at the time of presenting it in the class.



CHAPTER IV: RESULTS: ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Analysis and interpretation of the surveys

The surveys were completed in San Francisco de Sales High School in Cuenca. The questionnaire was answered by fourteen students of the tenth level of basic education. Twenty percent (3 girls) of the students were females and the eighty percent (11 boys) were males.

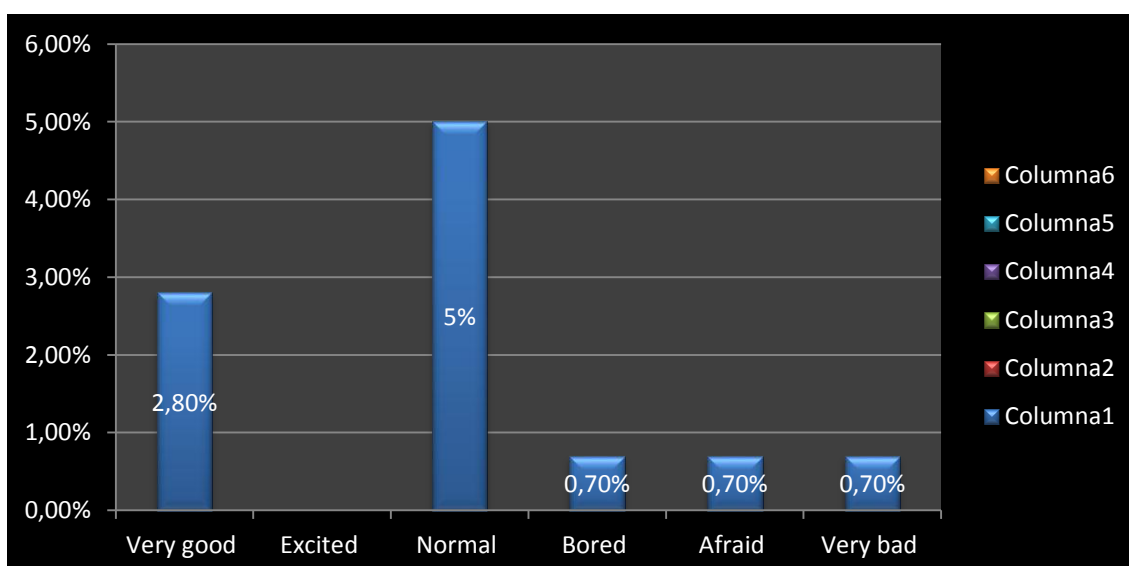
This questionnaire was administered with the purpose of identifying the students' knowledge about communicative activities, their likes and dislikes about the English language class, and the different ways they would like to learn the speaking skill in the classroom. The survey was divided into two parts.

First of all, the charts with the number of students will be presented; after that, the graphs will show the results of the surveys.

Chart: 1 How do you feel in English classes?

Very good	4 students	2,8
Excited	No students	0
Normal	7 students	5
Bored	1 student	0.7
Afraid	1 student	0.7
Very bad	1 student	0.7

Figure No. 1 How do you feel in English classes?



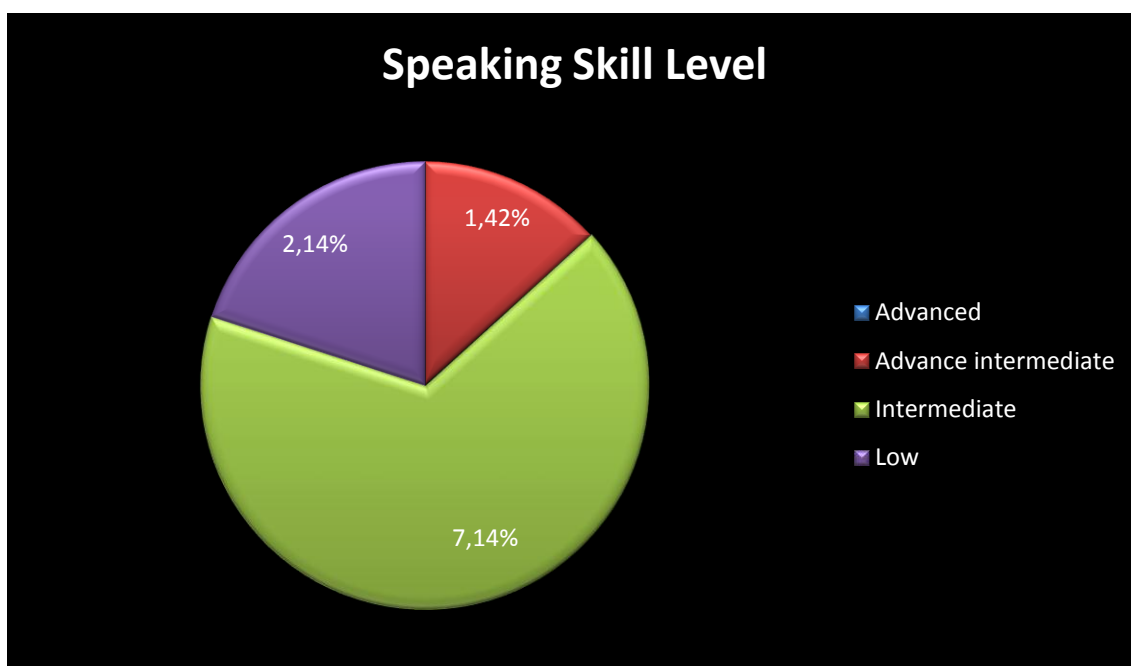
The first question was asked in order to find out how they feel in English classes.

As it is presented in the graph, there are different results. However, it is important to mention that most of the students felt normal during the class and some students felt very good which is a good result. On the other hand, there were a few students who were bored, afraid or felt very bad in the class, but it can change if the correct strategies are used by the teacher during the process.

Chart: 2 What do you think is your level when speaking in English?

Advanced	0	0
Advanced intermediate	2	1,42
Intermediate	10	7,14
Low	3	2,14

Figure No. 2 What do you think is your level when speaking in English?



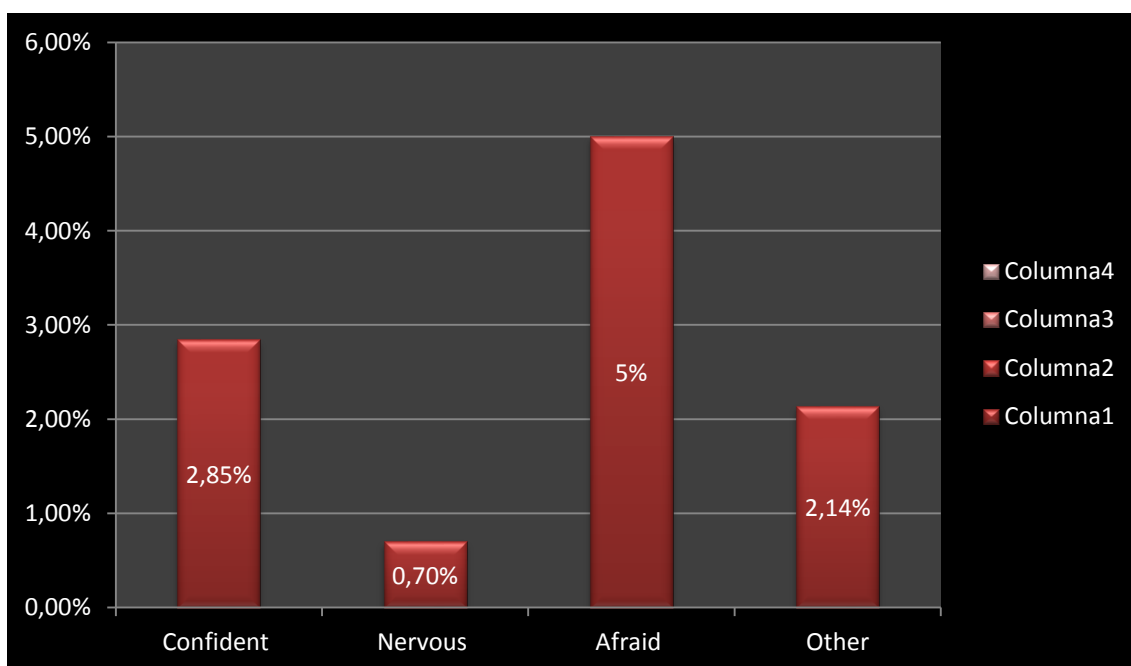
In the second question the students had to select their level when they speak in English.

None of them have an advanced level in speaking. On the other hand, it is important to mention that most of them have an intermediate level, and only a few students have an advanced intermediate and the rest of the class has a low level.

Chart: 3 How do you feel when you speak in English?

Confident	4	2,85
Afraid	1	0,7
Nervous	7	5
Other	3	2,14

Figure No. 3 How do you feel when you speak in English?



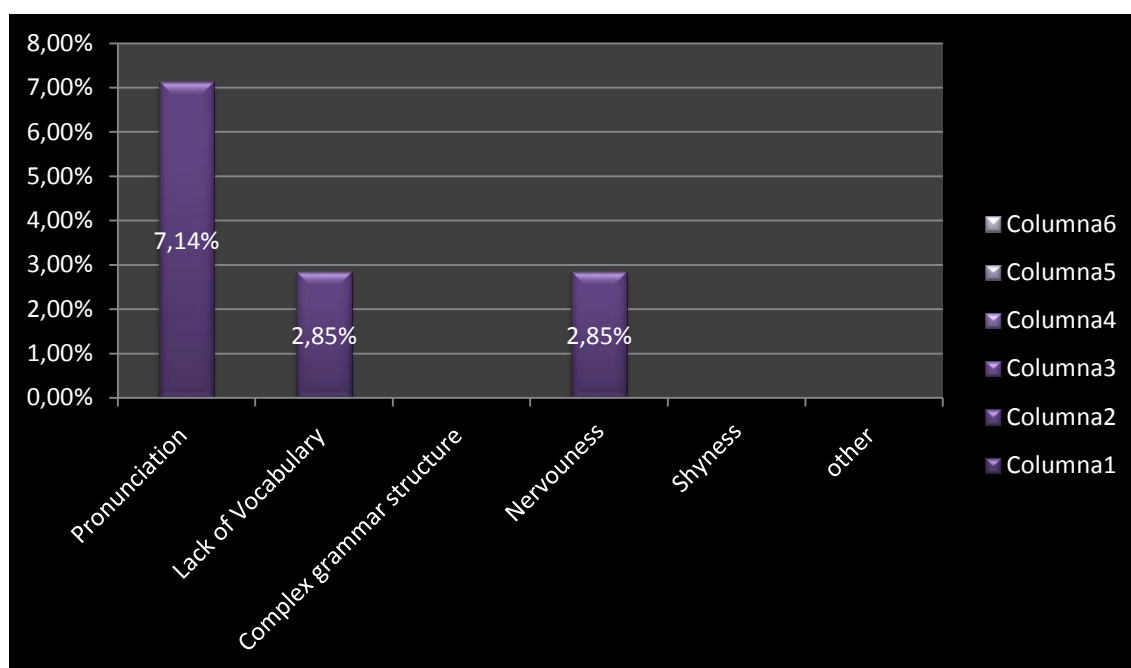
This question was asked with the purpose to find out how they feel when they have to speak in English.

As it is shown in the graph, most of them are afraid to talk in English due to different factors. Another part of students are confident when they speak in English, another percent of students is nervous and one more portion has other feelings that they have by the time they are speaking in English. All of these characteristics were gotten from the results that show that students are not the same; therefore, there are different answers.

Chart: 4 What do you think are the biggest obstacles when speaking in English?

Pronunciation	10	7,14
Lack of vocabulary	4	2,85
Nervousness	4	2,85
Shyness	0	0
Complex grammar structure	0	0
Other	0	0

Figure No. 4 What do you think are the biggest obstacles when speaking in English?



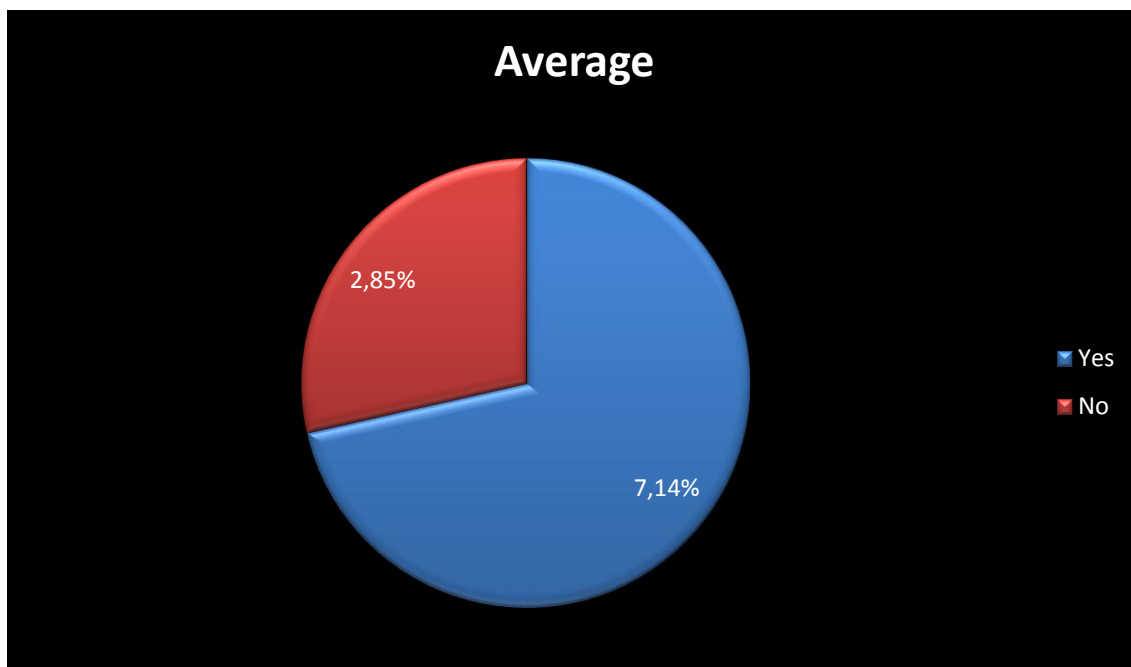
The next question was done in order to discover the obstacles that students face when speaking in English.

The majority of the class selected pronunciation as the most difficult obstacle when speaking in English due to the fact that pronunciation and writing are not the same. On the other hand, there is equality in lack of vocabulary and nervousness where the results are the same for each portion.

Chart: 5 Do you like practicing speaking?

Yes	11	7,14
No	4	2,85

Figure No. 5 Do you like practicing speaking?



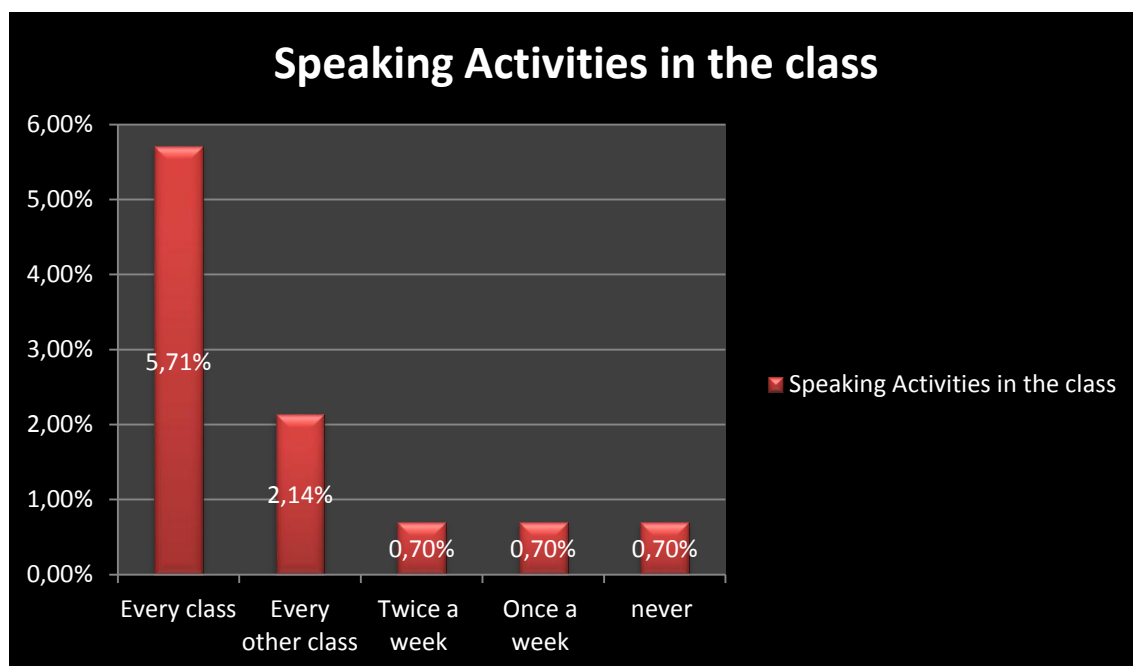
In question number six, students have to say if they like to practice the speaking skill or not.

The graph is completely clear and everyone can see that most of the students like to practice the speaking skill in the class. However, there is a problem because in spite of being a smaller number of learners, it is necessary to encourage students to practice the language by setting some activities and techniques that make students become interested in learning this skill. If the teacher uses interactive activities the students will be happy to participate in the class; otherwise, if the teacher does not use good activities, then the scholars will not feel in a good mood to participate.

Chart: 6 How often do you have speaking activities in your class?

Every class	8	5,71
Every other class	3	2,14
Twice a week	1	0.7
Once a week	1	0.7
Never	1	0.7

Figure No. 6 How often do you have speaking activities in your class?



The following question shows how often students have speaking activities in the class.

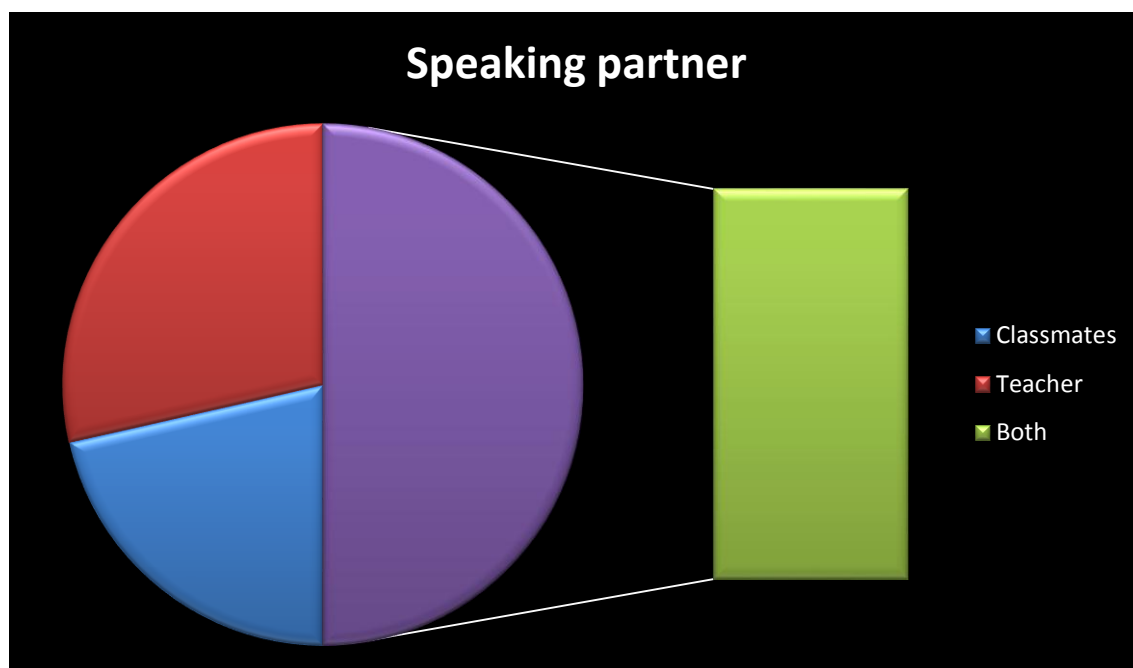
Most of the students said that they have speaking activities every single class. Secondly, students mentioned that they have to do that every other class which is very good, and the rest of the class commented that they have to perform the target language twice a week, once a week and never, although, it is only a few of them. However, it is important to change the average through

well done activities where students feel good during the presentation of these activities.

Chart: 7 Who do you feel more comfortable speaking with? Your teacher, classmates or both of them?

Teacher	3	2,14
Classmates	4	2,85
Both of them	7	5

Figure No. 7 Who do you feel more comfortable speaking with? Your teacher, classmates or both of them?



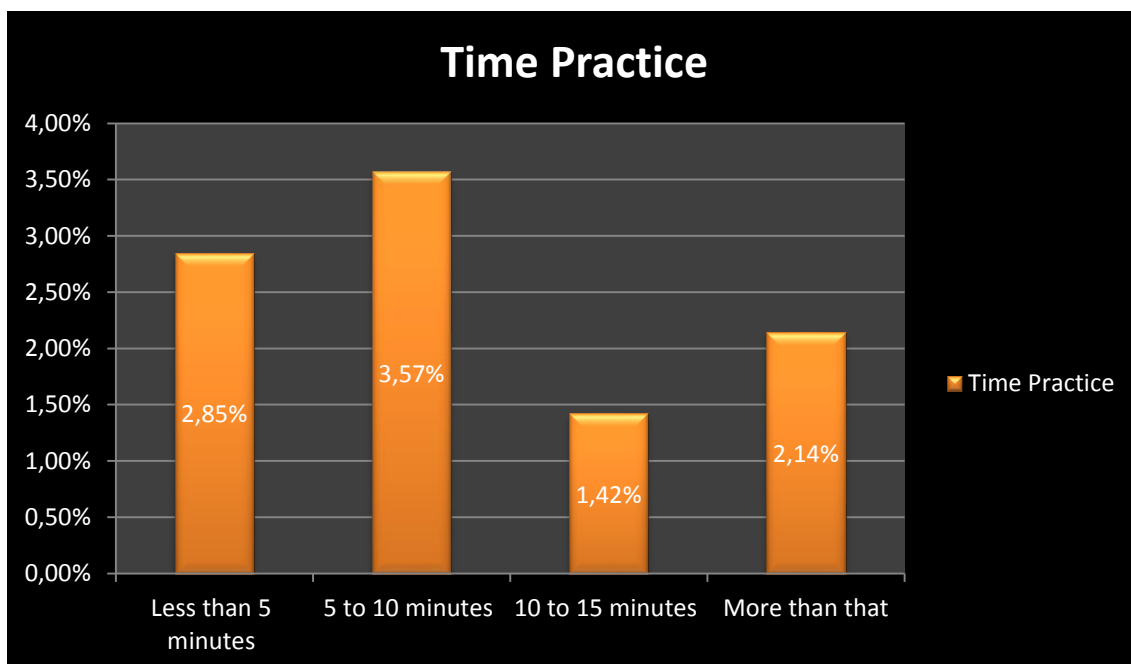
In this question students had to choose who they feel comfortable talking to.

The answer to this question is clear because the graph shows that they feel good talking to either the teacher or classmates. Only a small number of students said that they feel good talking to their classmates or only talking with the teacher.

Chart: 8 When you do a speaking activity in classes, how long is it?

Less than 5 minutes	4	2,85
5 to 10 minutes	5	3,57
10 to 15 minutes	2	1,42
More than 15 minutes	3	2,14

Figure No. 8 When you do a speaking activity in classes, how long is it?



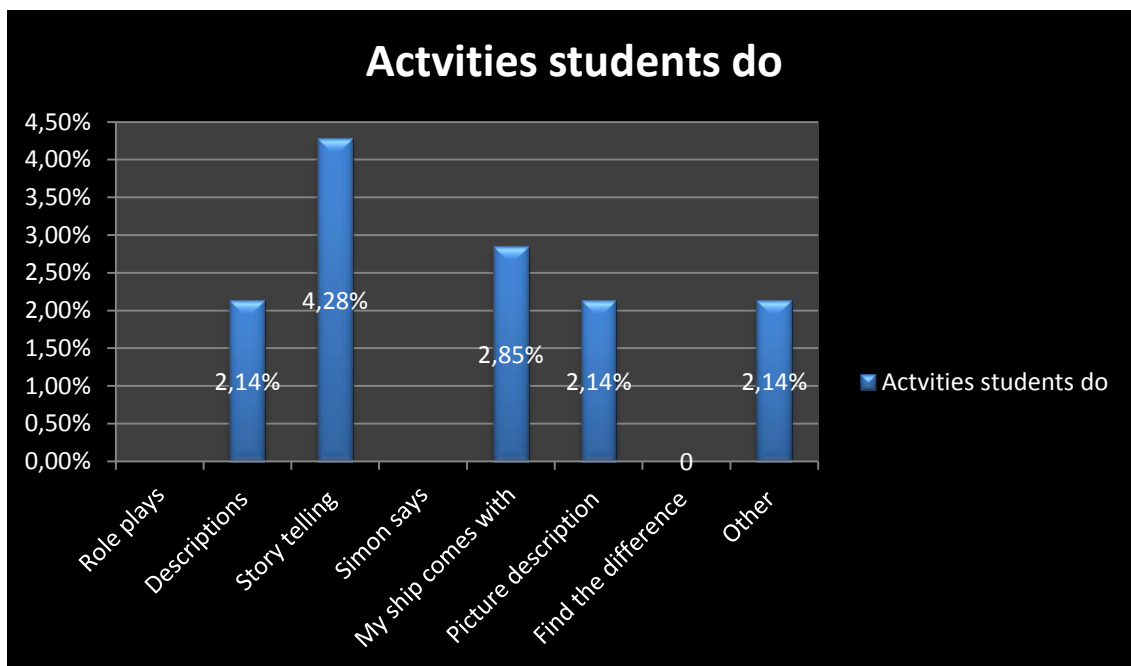
This question was asked with the purpose to find out the time that learners practice the speaking skill in the class.

The graph displays different results according to each student. A certain number of students said that they practice the speaking skill less than five minutes. On the other hand, another portion of students mentioned that they practice it from five to ten minutes, while the lower portion of students commented that they practice that skill from 10 to 15 minutes and the rest of the class said that they practice the speaking skill more than that.

Chart: 9 Mark the speaking activities you usually do in class.

Role play		
Descriptions	3	2,14
Tell a story	6	4,28
Simon says		
My ship comes with	4	2,85
Picture description	3	2,14
Find the difference		
Other	3	2,14

Figure No. 9 Mark the speaking activities you usually do in class.



This question helped the researcher to find out the most common activities that students do in classes.

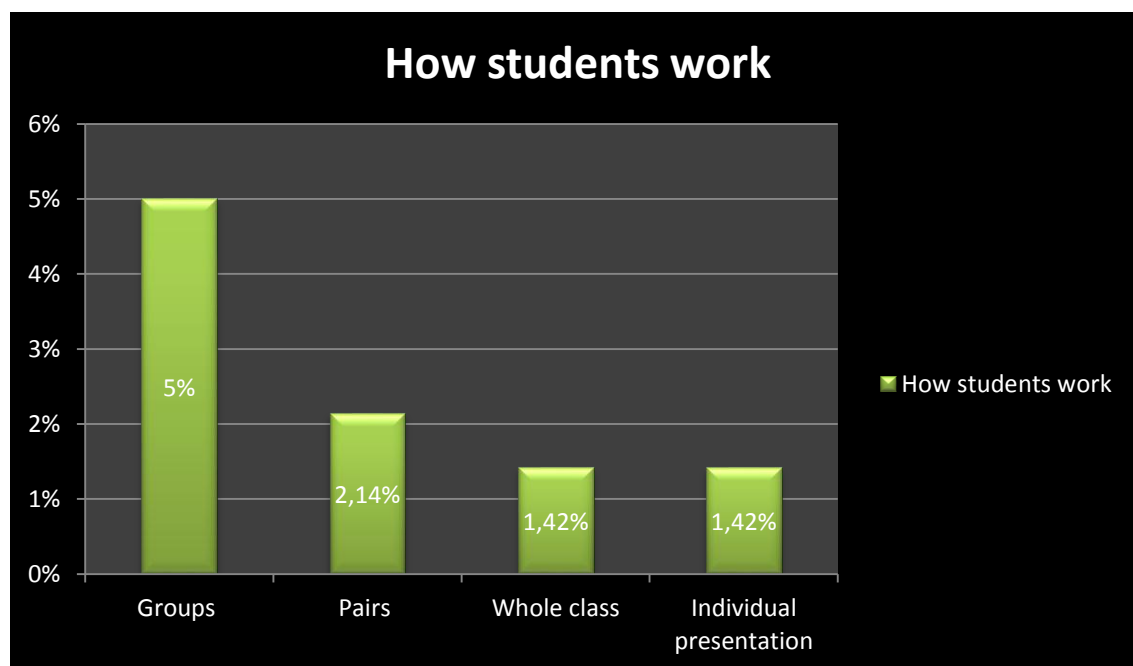
The answer varied according to each student because every single student has different types of learning. A group of students said that they like to practice the language through descriptions. Another group mentioned that they learn best through story telling that is the majority of the class. A different

portion said that they enjoy learning with an activity called my ship comes with. One more part selected picture description that is one of the activities they practice in class. And some other students mentioned other kinds of activity they usually practice.

Chart: 10 What grouping configurations are used when you perform a speaking activity?

Groups	7	5
Pairs	3	2,14
The whole class	2	1,42
Individual presentation	2	1,42

Figure No. 10 What grouping configurations are used when you perform a speaking activity?



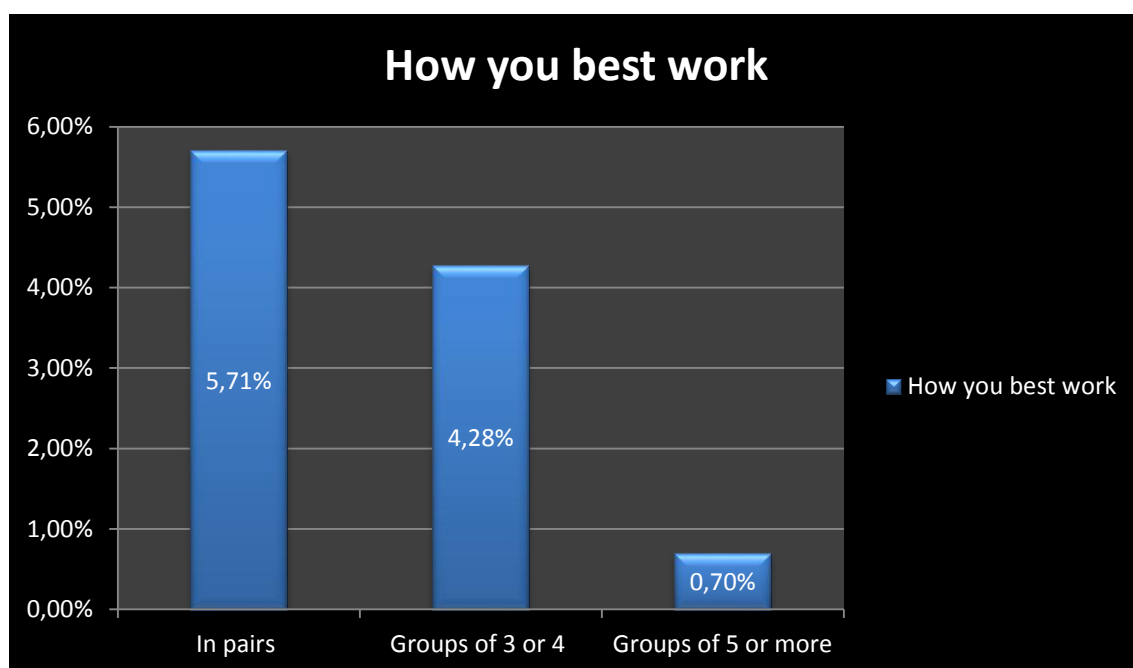
In this question the students had to select the best option to work in classes.

A big quantity of students commented that they enjoy working in groups. Other students said they like to work in pairs. Another part alleged that they like to work with the whole class and some students believed they like to do individual presentations.

Chart: 11 Do you like to take part in pair-work, small group-work (3 or 4 peers) or large group-work (5 or more peers)?

Pairs	8	5,71
Groups of 3 or 4	6	4,28
Groups of 5 or more	1	0,7

Figure No. 11 Do you like to take part in pair-work, small group-work (3 or 4 peers) or large group-work (5 or more peers)?



This question was asked with the purpose of finding out the preferences to work in groups.

Many students said that they prefer to work in pairs. Several learners said they like to work in groups of three or four and some students mentioned that they like to work in groups of 5 or more.

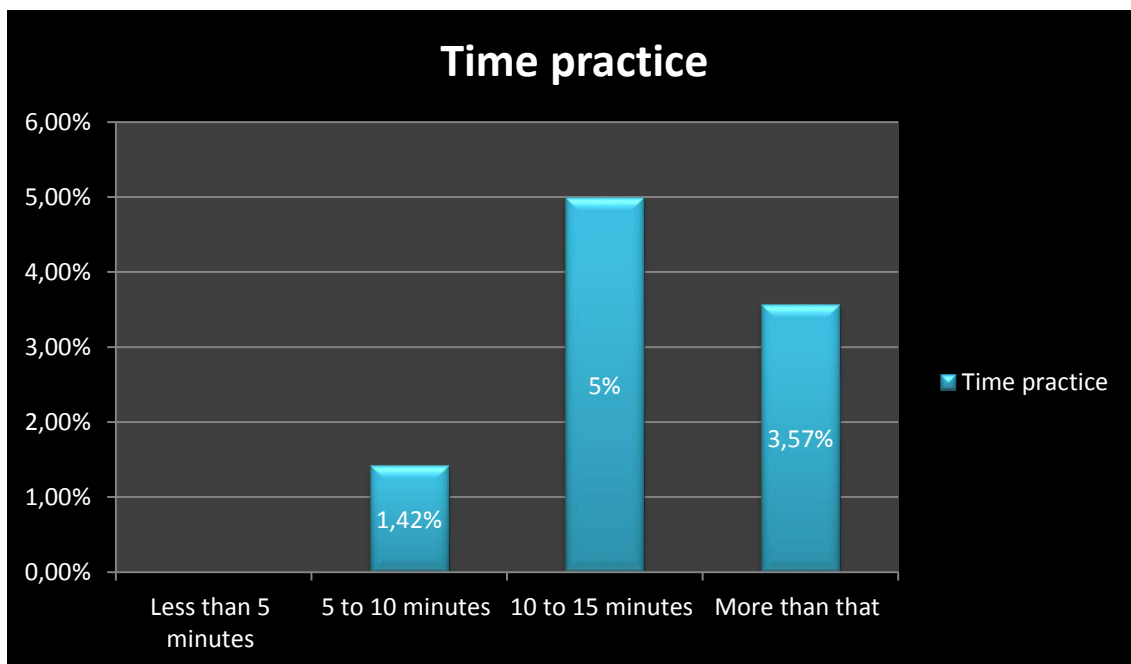
There are some preferences at the time to work in groups because some students enjoy working in small groups while others like to work in big ones. It depends on the likes of each student. For that reason, there are different results. However, the teacher must be conscious about letting them work in

groups because sometimes students do not work, but they start doing other activities that are not appropriate. In those cases, the educator has to set the rules before doing the groups.

Chart: 12 How much time would you like to practice speaking in class?

Less than 5 minutes		
5 to 10 minutes	2	1,42
10 to 15 minutes	7	5
More than that	5	3,57

Figure No. 12 How much time would you like to practice speaking in class?



According to the results and as it is exposed in the graph, most of the students alleged that they would like to practice from ten to fifteen minutes, another group selected more than that and the rest said they would like to practice from five to ten minutes.

The results show that some learners like to practice the speaking skill more than others. This happens because there are some students who enjoy

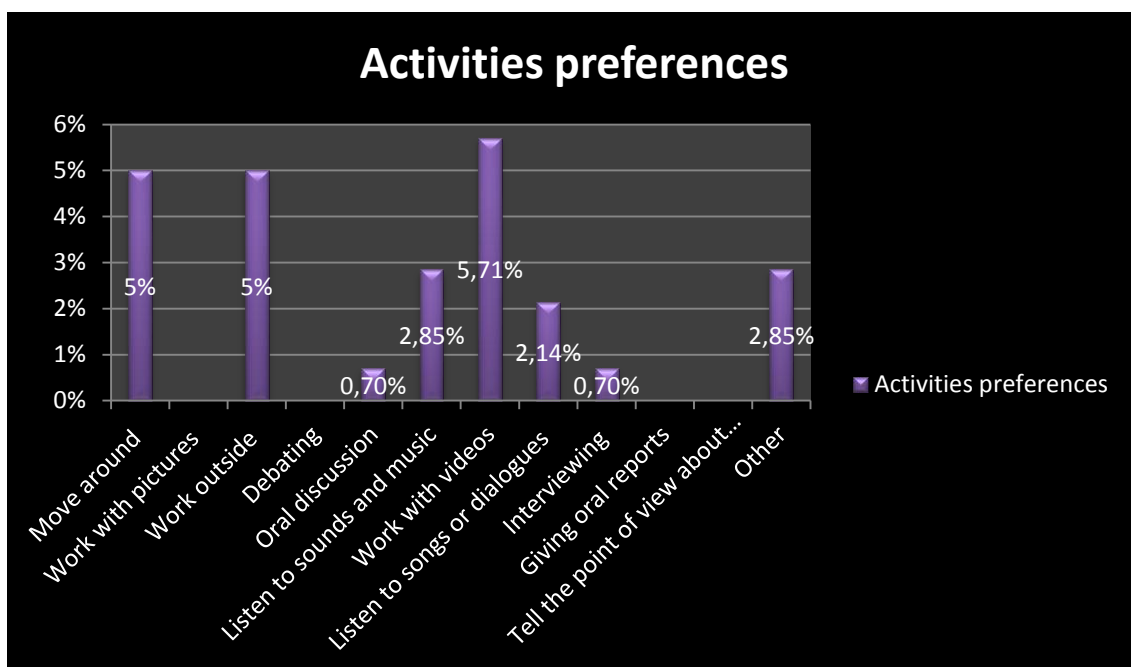


speaking and improving their fluency while others enjoy practicing one of the other skills. For that reason, the researcher got this result. Nevertheless, by using interactive activities students could change their point of view, and start practicing the speaking skill more than the other skills.

Chart: 13 When you are in class, do you like to:

Move around	6	5
Work with crafts		
Work outside	6	5
Debating		
Oral discussion	1	0,7
Listen sounds and music	4	2,85
Work with videos	8	5,71
Listen songs and dialogues	3	2,14
Interviewing	1	0,7
Giving oral reports	1	0,7
Tell the point of view of a topic	1	0,7
Other	4	2,85

Figure No. 13 When you are in class, do you like to:



This question reflects the students' preferences when they are in the class. Most of them express their like for working with videos which got the highest percentage. The next preferences are moving around and working outside and the rest of the activities got lower averages, which means that students do not like to practice those kinds of activities.

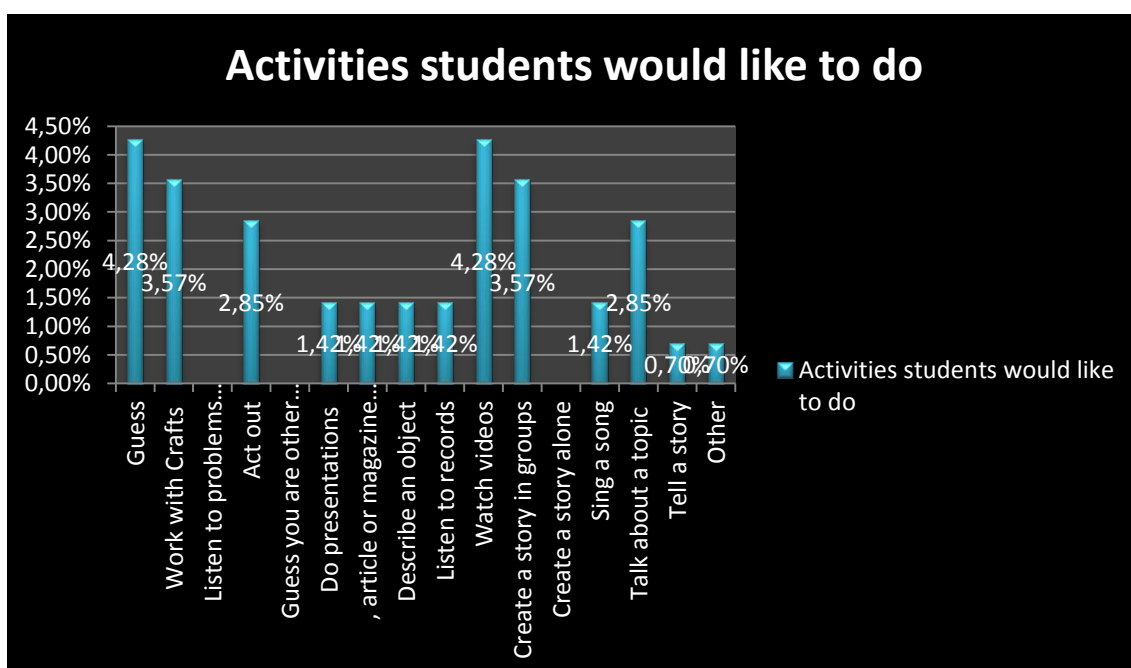
However, it is possible that when they practiced those activities, the teacher did not correctly use the activities to work with the learners. Before using the activities in the class, the teacher has to check the instructions and the steps for a good performance.

Chart: 14 When practicing speaking, you would like to:

Guess	6	4,28
Work with crafts	5	3,57
Listen to problems and give advice		
Act out	4	2,85
Guess you are other person		
Do presentations (exposition)	2	1,42

Read a text, article or magazine and discuss	2	1,42
Describe an object	2	1,42
Tell a story	1	0,7
Listen to records	2	1,42
Watch videos	6	4,28
Create a story in group	5	3,57
Create a story alone		
Sing a song	2	1,42
Talk about a topic	4	2,85

Figure No. 14 When practicing speaking, you would like to:



In this question the students marked the activities they would like to practice in classes. In this part, the learners said that the best activities were “guessing games” and “watching videos” that got the best percentage. Secondly, “work with crafts” and “create stories in group” got the second best



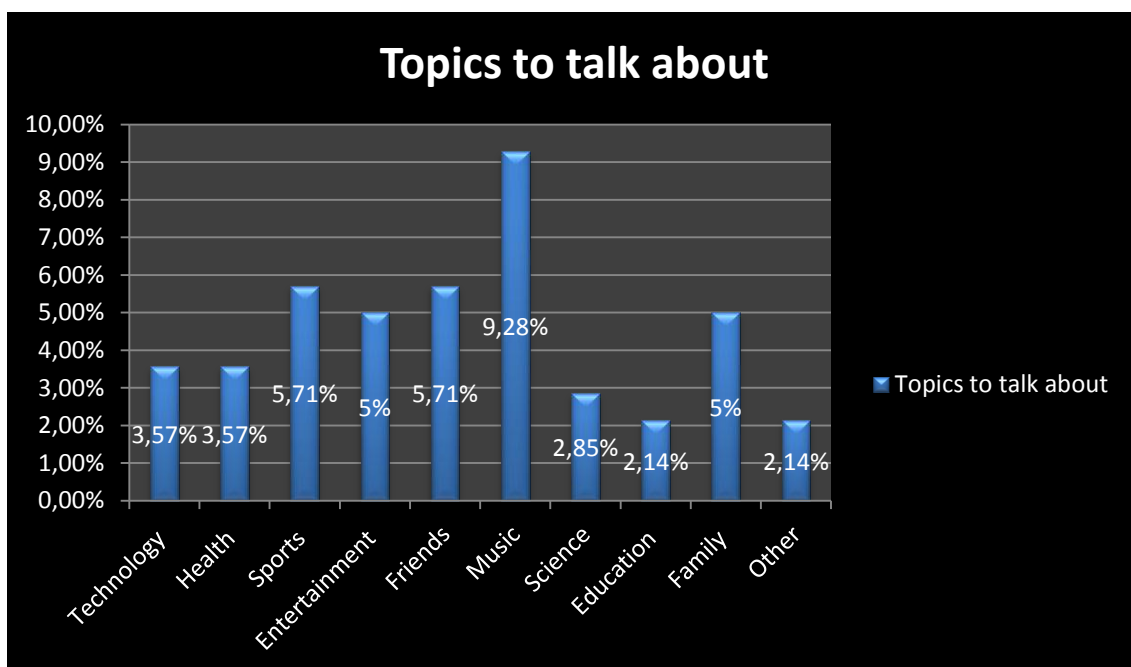
percentage. “Acting out” and “talk about a topic” are in the third position, and the rest of the activities got a common result.

In these cases, the teacher has to encourage the students to practice more activities by using interactive techniques and material with the purpose of getting the students’ interest.

Chart: 15 **Mark the topics you would like to talk about.**

Technology	5	3,57
Health	5	3,57
Sports	8	5,71
Entertainment	7	5
Friends	8	5,71
Music	13	9,28
Science	4	2,85
Education	3	2,14
Family	7	5
Other	3	2,14

Figure No. 15 Mark the topics you would like to talk about.



The last question was asked in order to find out the topics the students would like to talk about during the class. Most of them selected music, which got the best percentage. Sports and friends were in second place, while entertainment and family are in the third position. The other topics got a common result. The graph is clear and it helps the researcher to know what students would like to talk about in classes. This will be used to collect the best topics related to the themes already mentioned in the graph.

The researcher has explained the results in the graphs and also it is detailed next to each graph. This information will serve to avoid spending time on useless material that will not help to acquire a better improvement in the students' level. From this data, the investigator will take the most appropriate information to contribute to the elaboration of a well presented work that will be used in the class if educators have problems during the time the students have to speak the language.

4.2 Results: Analysis and interpretation of the data

4.2.1 Analysis and interpretation of the interview

4.2.1.1 Interview with Dr. Lee Dubs

According to Doctor Lee Dubs, communicative activities can help educators to develop the speaking skill in students. He says that, in our country,



teachers still use traditional strategies or methodologies to teach English. For that reason, it is necessary to create a booklet containing activities that English educators can use in order to work with students. This booklet could avoid boring classes and lack of attention. On the other hand, if the activities are interactive and enjoyable, the learners will pay more attention and will get more interested in learning the target language.

An important aspect that Doctor Dubs said was that students do not hate learning English or English is not boring, but teachers make the class boring. For that reason, teachers must start creating a better interactive environment to teach the foreign language through the activities from the booklet.

Another important fact are the questions used to gather the information from the interview. These questions served to collect crucial data for this work. The questions are:

1. Do you consider communicative activities important to develop the speaking skill? Why? (give reasons)
2. Which activities do you think are the best to work with teenagers?
3. In your (expert) experience, do you think that teachers need this booklet to have a better teaching process? Why?
4. What do you think teachers must do in order to create a better environment, besides using the activities?
5. Do you believe communicative activities will solve the teachers` problem which is “developing the speaking skill”?

The mentioned questions were important to determine some vital points that need to be taken into account.

4.2.1.2 Analyzing qualitative data gathered from the interviews.

This interview was carried out without any difficulty due to the fact that the questions in the interview were explained in order to avoid misunderstandings during the process. The posed questions were as follows:

1. What are your particular strengths and weaknesses as a teacher?
2. Describe the worst or best activity you have done in the class. Say why it was successful or unsuccessful.



3. How would you ensure that you respond effectively to the speaking ability of pupils?
4. Do you believe that using communicative activities will improve the students` speaking skill?
5. How would you evaluate the effectiveness of communicative activities as a strategy?
6. Do you think that working with CA`s in groups can help to develop the speaking skill? Give reasons.
7. In your conception, which are the best CA`s for you? Why?
8. How important are the CA`s to develop the speaking skill?
9. Do you think that a booklet with CA`s will be useful for English teachers?

First of all, similar opinions and points of view regarding communicative activities are to be identified among the teachers who were interviewed. After that, the differences will be presented according to each interviewer.

One of the similarities the teachers have is that they all commented that tutors have to use activities where the students use the language in real situations. The language has to be appropriate to start communicating in real life events. Also, the educators agree that the scholars have to practice the target language as much as they can, even though they commit mistakes; however, it does not matter at all due to the fact that students learn committing mistakes which is something tutors must keep in mind at the time they teach. Moreover, something that each teacher said is that if learners are well managed by the teacher, the students will improve their ability to use the language. In addition, they all mentioned that learners only have the classroom to develop the ability to use the language; for that reason, when they are in the class students have to practice the target language as much as they can. Also, the three of them mentioned role plays and jig-saw activities as the most effective communicative activities, but they also made other comments that will follow.



On the other hand, there are some differences among themselves. First of all, the teacher Ana Calle said that she is very patient and that she spends a lot of time working with the students, while the teacher Jannela said that one of her weaknesses is that she has to use the last resource which is translation because students do not understand some parts of the subject, and the teacher Catalina Astudillo could not say something about herself because it is not ethical. Also she said that there is not a best activity when teaching English because each activity is useful and helpful. On the contrary, Ana Calle said the best activities for her are role plays, and jig-saw activities which are very meaningful to develop the language. And the teacher Jannela Izquierdo said that some of the best activities she has used are “short dialogues” and “my ship is full of” are activities that encourage students to practice the target language.

Finally, as it is explained above, there are some similarities and differences that were taken into consideration as the results obtained from the surveys.

4.2.2 Description of the survey

4.2.2.1 Steps/ Criteria Employed For Designing The Booklet

The data collected about communicative activities gathered from the teachers and expert’s interviews demonstrate that the activities that they mentioned in the interviews are useful and help to improve the students’ speaking abilities due to the fact that those activities are interactive and the learners do not feel bored during the process. Also, it is said that communicative activities improve the language skill during the outcome, which is the moment they express their thoughts and ideas to others.

Meanwhile, regarding the information gathered though the students’ surveys, it is necessary to take into consideration their perspectives about the activities they would like to practice. All the activities that the pupils selected as



the best ones are included in the booklet with the purpose of developing their ability to use the language in oral performances.



CHAPTER V: DISCUSSION

5. Discussion:

Addressing the posed research question, the investigator has selected some activities that will help to develop the students' speaking skill in the learners of tenth level of basic education at San Francisco de Sales High School. The researcher has gathered a certain quality of material through a survey administered to the study participants and an interview that was conducted with some English teachers who know about this theme. The activities will be mentioned and well explained in the last chapter where it is the complete development of the booklet containing all the communicative activities to develop and improve the use of the target language.

Conclusions:

In conclusion, it is important to take into consideration some important factors about the survey completed with the students. First of all, when students are not performing in a good manner, the teacher has to find out and look for the appropriate strategies and methodologies to work with them during the process. Also, according to the researcher, the necessity to create a booklet is indispensable because the students' level is not very good as the graph exhibited. The booklet will be very useful and it will be used with the purpose of improving and develop the speaking skill in the learners. Based on the results gathered from the application of the survey, it can be stated that the lack of vocabulary affects the level of students when speaking because if the knowledge of vocabulary is not sufficient, students will not be able to talk.

Moreover, the other problem that students have when speaking is nervousness, which causes some problems during the speaking time. This issue has to be avoided by the teacher by using interactive activities to increase their knowledge and develop their ability to express their ideas and thoughts. Additionally, self-confidence is important due to the fact that some students feel comfortable talking to the teacher or classmates because they feel better or learners find a better environment talking to either one. It depends on the kind of personality that each student has.



Furthermore, based on the whole investigation and the results obtained during the research, it is important for educators to have extra material that they can use in the class in order to interact with all the learners during the process, and avoid doing activities where students do not participate and do not help them develop the speaking skill.

On the other hand, this work was developed with two principal purposes that the researcher took into consideration. First, the English teachers' need to have more resources to work with in the class. It will contribute not only to one or two teachers, but it will help different English educators that sometimes need help to develop the target language in the learners.

Secondly, the investigator's worry about the level of the teenagers using the target language in the class. It made the researcher think about the need for something helpful to develop and improve the knowledge about English language in the students.

Recommendation:

With the purpose of successfully achieving the goal mentioned in the objectives, there are some important aspects that need to be clarified.

When students are practicing the speaking skill, teachers must select the appropriate activities that will encourage and motivate them to participate in the class and accomplish the activity. Also, the variety of activities can vary according to the kind of students due to the fact that it is not possible to use only one activity because of the differences among students.

On the other hand, when educators make group-work or pair-work, it can help students learn and improve their ability to use the target language due to the fact that scholars work better if they interact with others. Working among themselves will serve to share and correct errors they make at the time of speaking in English. Teachers must keep in mind these points in order to avoid mistakes during the teaching-learning process.

Furthermore, professors must guide the performance of each activity for correct development. Finally, teachers must practice and study the procedure of



each single activity before using them in the class. It will help to avoid mistakes and misunderstandings during the presentation.



Chapter VI: Booklet
“Communicative Activities to Enhance Speaking Skills in an EFL
Classroom at the Tenth Level of Basic Education at San Francisco de
Sales High School”

The following activities will be used with the purpose of improving the students’ speaking skills and are based on the results got from the students’ surveys and the teachers’ interviews. The purpose of using these communicative activities is to help teachers with appropriate material with the aim to attain the students’ interest in the class.

Role Play:

Description:

This kind of activity is very useful to develop the natural speech in students using different contexts and vocabulary.

To prepare a role play it is important to explain the information about the situation that students have to work on. This will serve them to bring into mind the vocabulary they have to use in the presentation. However, there is no need to explain every single step and leave something for the students’ imagination, so they can create something based on their own experiences. This kind of activity also helps students to put into practice the vocabulary on their own. Besides that, students must take notes during the preparation of the presentation, but they only have to write main ideas, not a complete script because if so, they just start reading, which is not a good strategy. If students work on role plays the teacher must help them construct their fluency by practicing unexpected language.

Moreover, acting out the topics that students are learning in the class and using real scenarios will encourage students to keep working on deeds like this. Also, before starting the role plays the teacher has to be sure of the scenario that student are going to act out and teach them the necessary phrases and vocabulary, so they can do a good performance. The most important is to make students use realistic language.

For example, sometimes teachers use situations such as when people are in a restaurant:



- A: Hello, welcome to Madonna's Restaurant. What can I do for you?
- B: I would like to have a cheese cake.
- A: Would you like any cream or drink with that?
- B: Yes, please. I would like a little cream.
- A: Your total is \$5.50.
- B: Here you go.
- A: Thank you so much. Have a nice day.
- B: Thanks, you too.

Activity: **Role play**

Procedure: in this kind of activity students have to act out in a certain way according to the script the characters have. The number of students depends on the type of role play they will perform. The purpose of doing this activity is to make students use the language in a significant way.

Materials: the students will have to use the material according on the type of role play they will perform.

Assessment: the teacher uses formative assessment because all the content that is used during the activity the students have to practice in the class.

Level: beginners

For example: in the picture below, there are two kids who are presenting a role play about super heroes. This can long according to the teacher's rules and students' ability to prepare their performance as well.



Discussion

Description: This is another kind of technique that teachers use to get students talking.

Procedure: first, making students get in groups to practice for a certain time a topic set by themselves or teacher and telling them that they have some minutes to have good performance and then they will have to present their work in front of the class

Materials: the students do not need extra material due to the teacher or they only need a topic to start the activity.

Assessment: formative assessment will be used during the performance of this activity.

Level: beginners

Task: students presenting their work to the class; however, each student has to present the part that each one selected. Or it is divided into parts such as an introduction, pros and cons and a conclusion depending on the topic.



Furthermore, this kind of technique can be performed in three different ways

The first activity is “Buzz groups”.

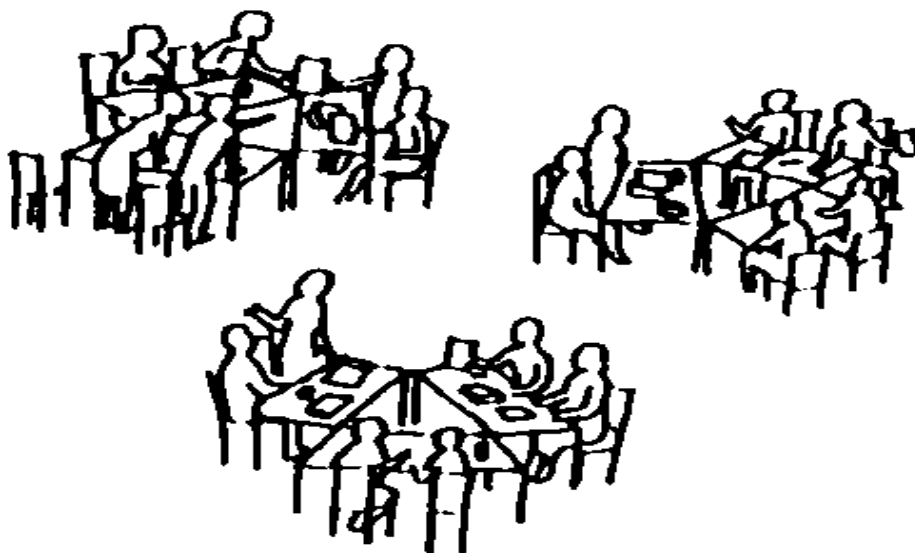
Description: Encourage students to come up with ideas to work in a discussion. As the students get into groups each group has to discuss about a different topic that will be presented at the end of the class.

Procedure: first, the students have to get into group and after that they have to make groups according to the number of classmates. Finally, learners have to present a final exposition about it.

Material: there will be some topics presented in the chart.

Assessment: the students have to perform this activity and the teacher will assess through formative assessment.

Level: beginners.



The second strategy is controversial groups.

Description: Prepare and give the students some questions about a positive topic or situation, so they have to discuss it. Some participants will agree with the topic while others will disagree with it. It is up to each student`s decision.

Procedure: the first part is to give a topic to talk about in the class. After that, the students are separated depending on each point of view and each group gives its ideas.

Material: no material is needed in this activity due to the fact that students select a topic and they only have to talk about it.

Assessment: the teacher will assess the students using the formative assessment.

Level: beginners



The third technique is debate

Description: Make groups and give the students an interesting topic to discuss. Students will prepare for or against arguments and select a head member, so that head will give a speech mentioning the facts of the discussion. Also, there is a moderator who leads the debate in order to avoid misunderstandings.

Procedure: in this part the teacher has to make groups and then the tutor has to give a certain theme that will be discussed by the students and finally, one member of each group has to present if they are in favor or against it.

Material: no material is needed because students have to select one topic from the board and talk about it.

Assessment: formative assessment will be used during the performance of this activity.

Level: beginners



"I've been informed that if in the course of the debate Mr. Bates has nothing nice to say he will say nothing at all."

STORY RECONSTRUCTION

Description: This technique is divided into some stages to have a chronological order.

Procedure or stages:

First stage

- Divide the class into groups according to the number of students.

Second stage



- Every single group receives a picture, so students have to talk about the picture.

Third stage

- After some minutes the teacher gets back the picture from each group.

Forth stage

- In this part, the teacher makes groups with one different student from each group. (ie. One from A, one from B, etc)

Fifth stage

- The new groups are formed by students from different groups. They have to talk about the picture that they saw, and create a story.

Sixth stage

- Finally, the groups have to tell their stories in front of the class. The story can vary according to the level and lesson they are studying.

Material: they will only have some cards or pictures that will serve to narrate the story or tale.

Assessment: formative assessment will be used to rate their proficiency during the performance of this activity.

Level: beginners



POEM RECONSTRUCTION

Description: This is an easy task where students have to put in order some sentences given by the teacher. This can be written in their notebooks or on the board, but the students have to read aloud the sentences in the correct order.

Option: However, it is not that easy, the students will have a certain period of time to memorize the poem in the correct form and the student who tells the poem correctly wins. This is a helpful technique because students participate in the class. In the picture below it is easy to figure out that some colored words were changed as part of reconstructing the poem.

Procedure: first of all, the teacher gives the students a poem, however, the poem is not in order, therefore, the pupils have to order the poem and present it as an exposition.

Material: the teacher will give some card-boards including the poem that students have to order.

Assessment: the teacher will use formative assessment because the students will only work with a topic.

Level: beginners

EXSLAVE

The **Whitemen** says they are going to help us out.

But they they don't **really** mean that.

Its another form of **Slavery** .

We still don't have any **Freedom** .

Living in ghettos, still being treated as animals.

The Northerners are the only ones who believe.

Hopefully the other whitemen will see this ~~wrong~~ .

TALKING ABOUT ONESELF

Description:

In this activity students can work in pairs in order to exchange information about each other. For example:

Procedure: They can ask personal information about the other student such as names, ages, where they live, where they study, etc.

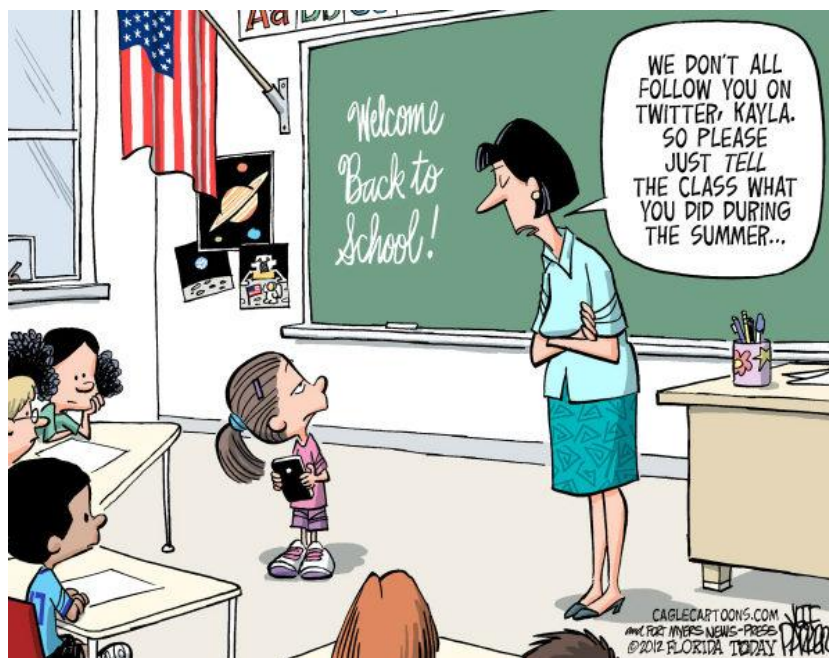
Also, as they work in pairs they can ask information about what they have in common such as music, sports, movies, food, etc.

This is very interactive because they start talking about things they like, so it encourages them to practice. However, the teacher must go around the class checking that students are using the target language.

Material: no material is needed.

Assessment: formative assessment due to the fact the students have to use only a certain structure and vocabulary.

Level: beginners



How many words in a minute?

DESCRIPTION: This activity can be performed in groups or individually. It depends on the number of students in the class. If working in groups, give the first person in each group a topic, so they have to say words related to the given topic. Each group will have one minute to tell as many words as they can about the theme. As the students tell the words the teacher has to count the words that each group says. At one minute yell “STOP!”, count the words, and give



one point for each correct word and the group that has more points get an award.

Procedure: first of all, the teacher has to explain the activity. After that, a topic is selected in order to talk about it. Finally, an student has to say as many words as possible in a minute.

MATERIALS: No material is needed

Assessment: formative assessment due to the fact the content used in the activity serves to increase the students' knowledge.

Level: beginners

Time Record

Words Correct Per Minute	
1 st Try	_____ words correct per minute
2 nd Try	_____ words correct per minute
3 rd Try	_____ words correct per minute
4 th Try	_____ words correct per minute
5 th Try	_____ words correct per minute

How many words can you make?

DESCRIPTION:



In this activity the teacher has to write some words on the board and the students have to create new words using the ones on the board. They cannot repeat the letter from the word already given as an example, e.g. “scientist” or “sophisticated”, so students have to use the letters from these words and form new ones avoiding repetitions. Some other words that can be used are: GENERALIZATION, DETERMINE, or INTERNATIONALIST.

Procedure: the teacher has to select a certain number of words that will be used in the activity. When the words are given, the students have to create new words from the given ones.

MATERIALS: The whiteboard, chalk and, if the class is large students have to use dictionaries.

ASSESSMENT: formative assessment will be used during this activity.

Level: beginners

Option:

Another form to play this activity is by using composed words such as: “Happy birthday”, “happy new year”, “good morning”.

How Many Words?

Rate of Speech	Words per minute	Words per 20 minute speech
Slow	115	2300
Average	130	2600
Fast	175	3500

WORD ASSOCIATIONS

DESCRIPTION: Students have to associate words according to the given words. For example: “SCHOOL”, “HOUSE”, “and PARK”. Students have to say any other words related to the given words. If the word is school, someone has to say a word such as teacher, which is a word related to the given word.

Procedure:

First of all, make groups according to the number of students. After that, the teacher has to give a certain main word, and the students have to associate them with other words. Also, this kind of technique can be used in order to teach a new structure.

For example: (simple present)

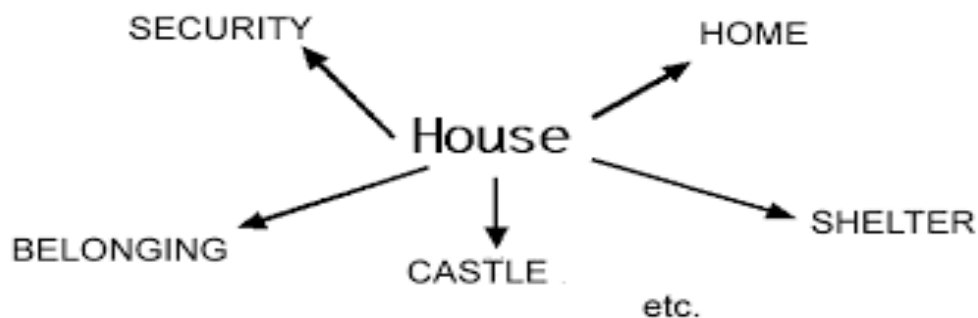
- What do you have at school?
- What do you have in your house?

Material: list of words that will be used in the activity.

Assessment: formative assessment

Level: beginners

OPTION: For high level students the teacher can use different topics and students have to say words related to the topic. The topic can be changed by the teacher if necessary.





CATEGORY GAME

DESCRIPTION: Divide the class into groups according to the number of students. Tell the first member of each group to stand up. The teacher asks questions to the first participant of the group, and if the student answers the questions correctly that student can sit down. Set a time limit to answer the questions for each student. When the first round finished, continue with the second member of the group and so on. At the end, the group with the highest number of points wins.

REMARKS

Something useful can increase the students' participation such as, give less time to answer the questions. In this way, more students will participate in the activity. Counting aloud and saying aloud time's up can increase the attention of students during the activity.

For example: mention something you can cook:

- Eggs, rice, meat, chicken, potatoes, etc.

Mention something that need electricity:

- Car, radio, TV, computer, phone, etc.

Mention something about your body

- Arm, head, eyes, mouth, leg, knee, etc.

Procedure: first, divide the class in groups. Second, give the key command to start the activity and finally, the learners have to categorize the words.

Material: list of vocabulary that will be used in the activity.

Assessment: the teacher will use the formative assessment because the content will increase the knowledge of them.

Level: beginners

FIND THE UNRELATED WORDS

DESCRIPTION: Call out a group of words, e.g. tiger, pig, pen, cow. The student has to find the unrelated word from the group. .

Example: tiger, dog, lion, elephant (wild animals)

Blue, white, rice, green (colors)

Procedure: first the teacher has to present some words in a poster and the students have to check it and see which one is the unrelated word and the student or group that say more words win.

OPTION: This activity can be played in groups or by calling one student at a time.

MATERIALS: Set a list of words or categories.

Assessment: formative assessment

Level: beginners. However, this kind of activity can be used at different levels of students by selecting the appropriate vocabulary and categories.



SCRAMBLED WORDS

DESCRIPTION: In this activity the students have to spell some words in a correct way. They will receive a list of scrambled words where they have to order the



words and then they have to say the words correctly. The student who has more correct words wins.

Another option is to use the same topic that they are studying in the class. If they are learning something related to food, sports or body parts, the teacher can use vocabulary about that topic. This can help to foster the students' interest in the topic.

Example: Food

CERI (rice) CKENCHI (chicken) GEGS (eggs)

ILKM (milk) BLESGETAVE (vegetables) TAME (meat)

SCRAMBLED SENTENCES:

Also, the teacher can work with scrambled sentences:

- Money gave buy to food the She me some
- She gave me some money to buy the food.

REMARKS

This can be very useful if the teacher links it with the topic from the text as an extra task and practices the vocabulary as well.

Procedure: one sentence or word is presented on the board. The students have to figure out the word and say it. They will have a certain time to think about the correct way to correct the word.

Material: charts or cardboards.

Assessment: formative assessment will be used during this activity due to the fact that all the vocabulary will improve the students' ability to use the language.

Level: beginners



Harder scramble	Passage scramble	Real word
Aricdocng	Aoccdrnig	According
Cgmiadrbe	Cmabrigde	Cambridge
intoparmt	iprmoetnt	Important

Aoccdrnig to a rscheearch at Cmabrigde Uinervtsy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny imprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a total mse and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

CONCENTRATION

DESCRIPTION: First, get into a circle and demonstrate the following: rhythmically and slowly, strike your lap once with your palms, clap once, and snap your fingers twice. Explain that everyone does the first two together, but on the snap, each person in turn must say a word loudly and clearly. If someone loses a beat, repeats a word, or cannot think of a word, they are out.

You can also try this with numbers. Have the students number off. In place of saying a word, the first student must say his number and another of his choice, e.g. snap-snap (1,6); snap-snap (6,13); snap-snap (13,17), etc. You may not call a number next to yours or the number of the person who has just called on you. After sufficient practice, you can eliminate those who make a mistake. Calling an eliminated number also means "out".

OPTIONS

For advanced classes, limit the words to a category. The speed and verbal-only nature of this game can be a bit daunting for beginners. You may wish to write out the words, and tape them to the front of the desks so that everyone can see the vocabulary the others have. The written words will help the students remember what words they can use, but they will have to memorize a few of the words, because the speed of the game will not allow time for reading the words. Instead of eliminating the students who miss, have them change seats so that they stay in the game and yet cannot just memorize one word and get by.

Procedure: first, the students have to sit forming a circle. Second, the teacher will explain the activity and the tutor has to show an example in order to start the activity. When the learners understand it they can start with the activity.

Material: charts or cardboards using the vocabulary studied during the class.

Assessment: the tutor will use formative assessment in the class as part of the process.

Level: beginners



OBSERVATION

DESCRIPTION: This kind of activity is used with different levels according to the knowledge of the students.

Draw some pictures about different people on the board or ask students with skillful abilities to do it. Divide the class into small groups and tell them to describe the picture.

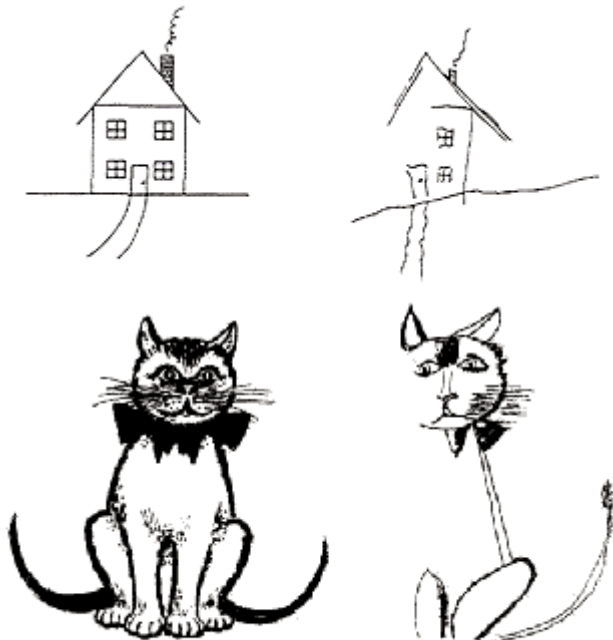
Procedure: first make groups. Second, from each group select one student to draw something on the board and the members of the group have to guess what their mate is drawing.

MATERIALS:

Picture on cardboard or it can be drawn on the board.

Assessment: formative assessment will be used in this activity.

Level: beginners





OBSERVE AND REMEMBER

DESCRIPTION: This game can be played using different objects or charts with pictures about different situations that students have to identify. Place the picture or chart in front of the class and give them a couple of minutes, so students can observe the details. When they already have watched the picture, ask students to mention some things from the picture. The more words the students can remember about the image, more points they will get. Of course, when the students start mentioning the objects the picture has to be covered.

OPTIONS

Also, the teacher can show a picture of someone and the students have to describe the picture and the student who mentions more things about the picture wins.

Procedure: first the students will have to observe an object or picture for a certain time. After that, some students will have to mention characteristics of it. The student or group with most features wins.

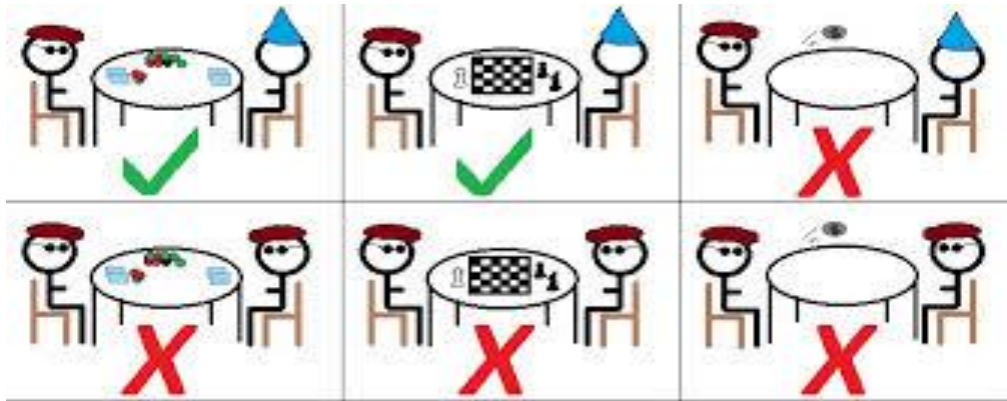
MATERIALS: Objects, pictures on cardboard, charts, and collection of small objects.

Assessment: the tutor will use formative assessment during this activity to rate their participation.

Level: beginners

REMARKS: The objects and time have to be appropriate according to the level of the students.

Beginners: 12-15 objects; Intermediate: 15-20objects; Advanced: 25-30 objects.



Information gap activity:

Description: in this game students have talk in pairs and share information about them.

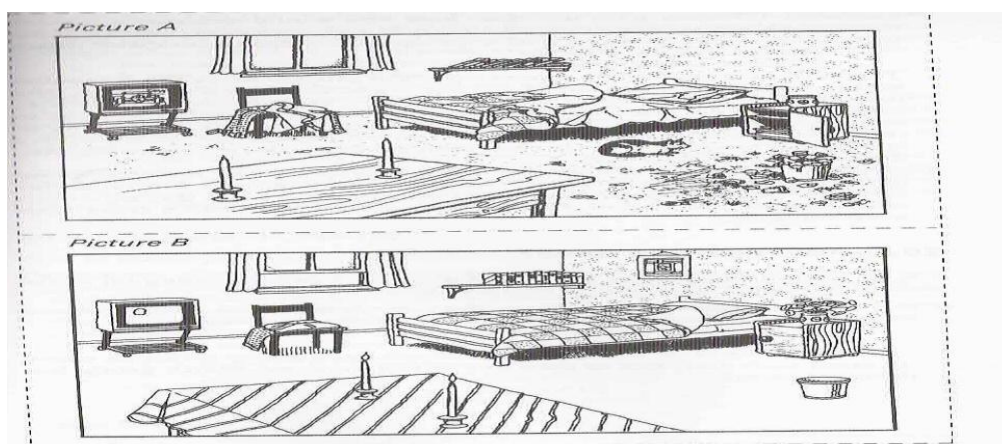
Procedure: students have to work in pairs. The educator will give the characteristics of the conversation they will hold. After that pupils have to practice the conversation for a certain time. Finally, scholars have to hold the conversation in front of the class.

Material: students can use a picture about anything that they want to talk about.

Assessment: formative assessment will be used due to the fact that learners only use a certain vocabulary and structure.

Level: beginners

For example: students A has to ask questions of the picture that the other students has and vice versa.



Jigsaw activity:

Description: in this activity students have to order a certain number of pictures to create a story or tale in a chronological sequence.

Procedure: first, the educator makes groups. Then the tutor gives some scramble pictures to the class. Students will have a certain time to order the images and tell a story based on the pictures.

Materials: a certain number of pictures or images in order to tell the story.

Assessment: formative assessment will be used in order to measure their imagination.

Level: beginners

For example: the following picture is scrambled, so students have to order the picture and tell the story that is presented in the pictures.



Story telling:

Description: in this activity students have to create a story based on some pictures.

Procedure: first, the teacher will present some pictures about different things. The learners will have some time to think about the story. After a moment they will have to narrate a story based on the pictures they have. At the end, the best story wins.

Materials: students will only need a picture or pictures or it would be great if students have some objects that will help to make the presentation more interesting.

Assessment: formative assessment will be used during the process.

Level: beginners

For example: students can create a story based on some pictures. The story can vary according to the imagination of each single student.



Wall speaking activity

DESCRIPTION: in this activity the students have to use the language to describe what is set on the walls. In each wall there are some pictures that students have to explain or create his or her own story. As students are working in groups, each group has to take to the class one poster about any topic. After that, the other groups have to see that posters or pictures and find out a way to explain the picture. Each member of the group has to say something. The best group that explains each single poster or picture wins.

Procedure: the teacher will ask for some poster containing information from different topics. In the class the students have to watch the poster for a certain time. Randomly some students will be selected to explain or tell a story based on the pictures in the poster.

MATERIALS: students will need some pictures, markers, glue, papers.

Assessment: the tutor will use formative assessment to check the progress of the learners.

Level: beginners

REMARKS this work can be done in groups or individually according to the number of students in the class. However, every single student has to participate. The difficulty of the images depends on the level.



Spelling Activity

DESCRIPTION: the purpose to do this activity is to encourage students to improve their pronunciation when speaking in English. By doing this type of activity learners will have the opportunity to develop their ability to pronounce some tough words.



Procedure: the first step, the teacher will give a bank of words to the students in order to practice. After that the teacher along with the students will practice once or twice before the real contest. Finally, the participants have to spell the words that the tutors will mention during the contest.

MATERIALS: Pupils only need a list of words given by the teacher or presented in the class.

ASSESSMENT: formative assessment will be used during this activity.

Level: beginners

REMARKS: This activity can be used with different levels and the vocabulary can vary depending on the level that is going to be presented this activity.



Choose the order yourself

1. Spelling Tallies

<i>Word</i>	<i>Number of Letters</i>	<i>Number of Sounds</i>	<i>Number of Syllables</i>

Singing Performance

DESCRIPTION: using this activity will stimulate students to practice the language. This is usually done in a theater with all the member of the class. It can have also a judge who has some experience with music and the language as well. Students can participate in groups or individually and can also use any kind of music in English.

Procedure: first, the teacher will divide the class in groups, in pair or individual work. After that each group or student has to present the song. They will have to time to practice before the presentation. Finally, they will have to present it in front of the class.

MATERIALS: the organizers have to get the adequate equipment for the contest and students only need to memorize the song for the presentation.

ASSESSMENT: the teacher will use the formative assessment to in this activity.

Level: beginners

REMARKS: this is an interesting activity that can be completed in the class or in a theater as a big project.



Food Festival

DESCRIPTION: the purpose to do this activity is to encourage students to practice the target language by using food as the main ingredient of this activity. Students can work in groups with the purpose to create their own dish that will be presented in the class. Students do not have to read the ingredients or instructions to prepare the dish; they only have to explain it without reading.

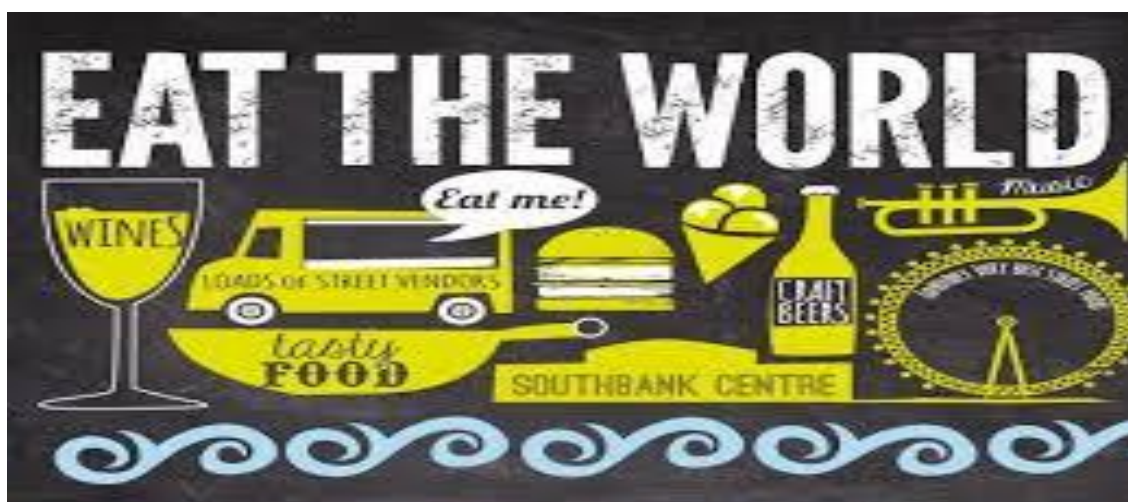
Procedure: first, make groups according to the number of students in the class. Then select a dish to prepare it. After that, they will have to present their dish in an exposition orally giving the ingredients and procedure of it.

MATERIALS: different ingredients and posters with ingredients and instructions.

ASSESSMENT: formative assessment due to the fact that learners only have to work with a certain topic in the class.

Level: beginners

REMARKS: this kind of activity can be prepared with diverse levels. The teacher only does not have to use recipes too complicated. Also, in this activity it is necessary to use rubrics as part of the activity.





Telling Summaries

DESCRIPTION: each student has to read a different story or tale that they like in English. In each single class the teacher has to ask some students randomly to tell what they understand from that part of the story. When students have ended the story the teacher has to select some students randomly again to give a summary of the stories.

Procedure: the students will have to a novel to read ir at home or school. Each single class two or three scholars will be selected to tell something about the part their read. Finally, at the end of the semester each learner will have to give an oral presentation about their novels.

MATERIALS: students will only need the story to read during the semester.

ASSESSMENT: summative assessment due to the fact that students will have to expose a summary about their novels at the end of the semester.

Level: beginners

REMARKS: the story depends on each student. The difficulty of the story depends on the level of the students. However, it is up to them.



Drawing- Explanation Task

DESCRIPTION: in this activity learners have to draw something interesting or something that students like. When the first part is done, the pupils have to explain what they drew. The best drawing with its respective description wins.

Procedure: first the students have to draw something in a piece of paper. Then they have to think about some characteristics of it. At last, students have to explain their drawing.

MATERIALS: a piece of paper, pen, pencil and colors

ASSESSMENT: formative assessment will be used in this activity to rate their level.

REMARKS: this activity has a limit time with the purpose to listen to the presentations, too.



Hot-seat

DESCRIPTION: The teacher has to do some groups with the students. One integrant of the group has to seat in front of the class. The teacher has to write a letter on the board. The members of the group have to explain the letter without saying the word and the student who is in front has to guess the word. if the student guess it, that participant wins.

Procedure: first, set some groups in the class. Then name some students who will sit on the chair. Next, the teacher will write a word on the board. Finally, the members of the group have to say some clues and the student on the chair has to guess the word and name it.

ASSESSMENT: formative assessment due to the fact that the tutor will verify the students´ knowledge during the activity.

MATERIALS: no material needed.

Level: beginners

REMARKS: the teacher has to use the appropriate vocabulary according to the level of the learners and the content seen in the class.



Blind-description

DESCRIPTION: in this activity students got a cloth in their eyes. They have to hold an object in their hands and they have to describe it. The student who guesses the name of the object wins.

Procedure: first of all, a piece of cloth or a scarf is used in order to blind the student. After that the teacher gives an object that will be described. Finally, the learners has to guess the objects by touching it.

MATERIALS: objects such as toys, crafts, etc.

ASSESSMENT: the tutor will use formative assessment in the activity.

Level: beginners

REMARKS: the teacher will use objects according to the units seen in the class.



My ship is full of

DESCRIPTION: the purpose of doing this activity is to practice and remember the vocabulary. Students have to make a circle with their chairs. The teacher starts explains the game and the rest of the class has to continue. For example, the teacher says, my ship is full of cities of Europe such as Rome and the pupils have to continue saying more cities until one student loses. And the game goes on until only one student wins

Procedure: the first part is to make a circle with the students. After that the teacher gives an example of it. After that the vocabulary that will be used is mentioned. Next the tutor gives the command and the game starts.

MATERIALS: no materials are needed.

ASSESSMENT: formative assessment will be used during this activity in order to check their interaction.

Level: beginners

REMARKS: the vocabulary from each unit will be used in order to get the students involved in the game.



Keep running keep speaking

DESCRIPTION: the main purpose of this activity is interaction with the class. The teacher has to separate students into groups depending on the number of scholars. This activity is performed out doors. One integrant of each group has to be on the other side of the field. The rest of integrants have to run and tell him or her one sentence that is written in a piece of paper. The group that finishes first has to tell what is written on the paper will win.

Procedure: first, the teacher has to make some groups. Second, a representant is selected in order to get the sentences each student says. After that the teacher will check the order of the students. Finally, learners have to run as fast as possible to win the game.

MATERIALS: a piece of paper and a pen or pencil.

ASSESSMENT: the teacher will use formative assessment to rate their proficiency.

Level: beginners.

REMARKS: the teacher will give some instructions for a good performance of the activity.



Simon says

DESCRIPTION: in this activity the students have to follow the order of a student who is selected as Simon that give commands and the rest of the class has to perform what that pupil says. The person who says the orders can change giving them a period of time, so every learner can participate.

Procedure: the first step is that pupils have to name a main student who will give the orders to the rest of the class. This student will say some commands and the classmates have to do it. As the game continues, the role of the main student has to change with the purpose to give the opportunity to others to talk.

MATERIALS: no material is needed

ASSESSMENT: formative assessment will be used in this activity because the content has to be practiced by the students in order to improve and increase their ability to use the language.

Level: beginners

REMARKS: the tutor will check that everyone participates in the activity.





Works Cited

- Aliaga and Gunderson. Introduction to Quantitative Research. *What is quantitative research*. n. p. 2010. PDF file.
- Belchamber, Rebecca. The Advantages of Communicative Language Teaching. Melbourne: La Trobe University Language Center, 2007. PDF file.
- Budden, Jo. Teaching English, *Speaking Activities*. London. 23 June. 2002. Web.
- Dell, Hymes. Communicative Competence. n. p, n.d. PDF file.
- Glesne, Corrine. An Introduction: Becoming Qualitative Researchers. Fourth Edition. University of Vermont, 2011. Book.
- Harmer, Jeremy. The Practice of English Language Teaching. Longman Publishing. New York, 1999. Web.
- Holmes, David. Speaking Activities For the Classroom. Thailand, 2004. Web.
- James R., Welker. Easy English Communication at the Secondary Level: Easy Ways Teachers Who Are Non-Native Speakers Can Use More English in Class. The Internet TESL Journal, Vol. II, No. 7, July 1996. Web
- Johnson, Burke and Christensen Larry. EDUCATIONAL RESEARCH: *Quantitative, Qualitative, and Mixed Approaches*. Third Edition. University of South Alabama. 2008. Book.
- Juenemann, P. "Let's Talk: Discussion in a Biology Classroom: An Action Research Project". Montana, 2004. Book.
- Kecskes, Istva. Foreign Language in Modern Tongue. Istvan, Kecskes, Mahwah, 2000. Web.
- Koshy. What is Action Research? China, 03 Sep. 2010. PDF file.



Littlewood, William. *Communicative Language Teaching*. Cambridge Language Teaching Library. New York. 1981. Book.

Littlewood, William. *Foreign and Second Language Learning*. Cambridge Language Teaching Library. New York, 1984. Book.

Mahmoud, Suleiman. *A Study of Student's Motivation and Attitude for Learning English as a Foreign Language*. Arizona, 1993. Web.

Maxon, Michelle. *Teaching English as a Foreign Language*. John Wiley, Chichester. 2009. Web.

MA-TEFL/TESL. *English Language & Applied Linguistics*. University of Birmingham, 2012-2013. PDF file.

Mills, Geoffrey. *Action Research: A Guide for the Teacher Researcher*. Fourth Edition. Southern Oregon University, 2011. Book.

Ministerio de Educación. *National Curriculum Guidance. English as a Foreign Language*. Quito, Ecuador. 2014. PDF file.

Nordquist, Richard. *Linguistic Competence*. About Education. n.p, n. d. Web.

Norman, Leila. *TEFOL Communicative Activities*. EHow. 30 August. 2014. Web.

Parrish, Betsy. *Teaching Adult ESL*. McGraw-Hill New York, 2004. Web.

Phillips, John & Tan, Chrissie. *Competence: The Literary Encyclopedia*. Aspects of the Theory of Syntax, Cambridge, n.d. Web.

Quinn, Michael and Cochran, Michael. *A Guide to Using Qualitative Research Methodology*. n.p. 2002. PDF file

Rabbini R. and Diem R. *CLT and Motivating Students to Communicate*. Tokio: Seigakuin University, 2006. PDF file.

Richard, Jack. *Communicative Language Teaching*. n.p, n.d. Web.

Stringer, Ernest. *Action Research*. Sage Publications. California, 2007. Book.



Sun, Yun-Fan. *Perception to Speak*. Indiana, 2008, Web.

Talaska, Richard. Analytic and Synthetic Method According to Hobbes. *Journal of the History of Philosophy*. Volume 26, number 2. n. p. 1998. Web.

The Jet Programme. Some Common Activities Teaching Material Collection 2013. PDF file.

Valdez, Veronica. La Ventana de Veronica. Blog. n.p, 2011 Web.

Watson, John. *Behaviorism*. Gregory Kimble, New Jersey, 2009. Print.

Wood, Peter and Pratt, Nick. *Qualitative Research: Faculty of Education*. University of Plymouth, 2006. Web.



Appendices

Appendix 1: Results: Analysis and interpretation of the data

1.1 Interview to Dr. Lee Dubs about communicative activities 14/04/2015

According to Doctor Lee Dubs, communicative activities can help educators to develop the speaking skill in students. He says that, in our country, teachers still use traditional strategies or methodologies to teach English. For that reason, it is necessary to create a booklet containing activities that English educators can use in order to work with students. This booklet could avoid boring classes and lack of attention. On the other hand, if the activities are interactive and enjoyable, the learners will pay more attention and will get more interested in learning the target language.

An important aspect that doctor Lee Dubs said was that students do not hate learning English or English is not boring, but teachers make the class boring. For that reason, teachers must start creating a better interactive environment to teach the foreign language through the activities from the booklet.

Another important fact are the questions used to gather the information from the interview. These questions served to collect crucial data for this work. The questions are:

6. Do you consider communicative activities are important to develop the speaking skill? Why? (give reasons)
7. Which activities do you think that are the best to work with teenagers?
8. In the your (expert) experience, do you think that teachers need this booklet to have a better teaching process? Why?



9. What do you think teachers must do in order to create a better environment, besides using the activities?

10. Do you believe communicative activities will solve the teachers' problem which is "developing the speaking skill"?

The mentioned questions were important to determine some vital points that need to be taken into account.

To respond to the first questions Dr. Lee said that communicative activities are essential to develop the speaking skill. He said that most of the teachers only focus on the grammar part because it is easier to teach. Also, in this part mentioned that teachers focus on the writing, listening and reading, but not in speaking due to the fact that it is difficult to develop for some English teachers. Therefore, educators do not pay attention to the oral part, in order to avoid problems and do not mess with the students. For that reason, Dr. Lee said that the booklet that will be created will help teachers to use those activities to work in the class and it will help teachers to develop and improve their speaking ability. Secondary, Dr. Lee answered the second questions saying that, for him there are two important communicative activities that teachers should use especially with teenagers. These activities are:

- Talk about personal events; which works very well due to teenagers love to talk about themselves.
- Whatever is popular at the time such as music, things related with technology, and things they love doing; which help learners practice and develop the target language in an unconscious way.



To continue, it is necessary to say that Dr. Lee thinks that most of the teachers need extra material to work on the class. For that reason, he said that a booklet will be a very good material for teachers in order to have a better teaching process.

Creating a better environment requires the students and teachers' cooperation as Dr. Lee said. If teachers and students do not have a good relationship in the class, it will not be possible to have a good place to work. Finally, Dr. Lee said that communicative activities will help teachers solve the problem to develop the speaking skill; however, it is not enough only to have extra material because students do not need only something different to learn. Educators need to encourage, create confidence, and thrust the students in order to take the class to another level.

1.2 Interview to the Teacher Ana Maria Calle about communicative strategies 20/06/2015

This interview was well carried out due to the fact that the teacher as well as the researcher was very kind to each other. The interview was done in an opened place.

Before starting with the consultation, both of them start talking about the topic and some characteristics of the theme and after that, each question was well explained to the teacher for a better understanding.

In the next step, each single question will be well explained according to each teacher's answers.

First of all, one of her strengths is that she is a very patient person because she enjoys helping students when she is teaching. Also, she tries to give a personalize service. In other words, she gets together with each student



getting them know what is incorrect with their composition or texts. On the other hand, her weakness is that sometimes, she feels that she needs to prepare more her classes even though she prepares them. Moreover, she said that sometimes some activities do not work out very well, so she feels bad because of that.

On the other hand, she explained one of the best and worst activity used. The best activity that she has used is wall reading which activity is used a lot by the teacher. She explained that in this activity, students in groups have to write a recipe, but they have to include only the instructions without the name, and the students have to guess the name of it. On the contrary, the worst activity done by the teacher was when she taught grammar. Students have to complete a table with the correct verb according to the tense. She said that it was a bad activity because it is just memorize; for that reason, she stopped doing that activity.

Besides that, the teacher explained how to figure out if students are learning to speak the language. The best manner to do that is by giving the students activities where pupils can talk in pairs or in groups. Meaningful activities and activities where learners have real situations and can incorporate their lives is the best form to help them develop and improve their speaking skill. Furthermore, guessing games that students enjoy and get involved even though it is not real it helps to improve their ability to speak, and the most they get involved the most they speak no matter the mistakes , but the opportunity they have to speak out. She thinks that it is a form that a teacher uses to help students improve their speaking skill. Also, she agreed with the use of communicative activities to improve the speaking skill, and she added that if



students are well managed, communicative activities will provide with the opportunity to develop the speaking skill. Moreover, she explained that only by the fact that students start speaking and the teacher is silent and listening is a sign that students are doing it. For example, if the teacher is who speaks all the time in the classroom that is a sign that students are not participating, and students are not developing their speaking skill.

Furthermore, she described some important aspects of working in groups. She agreed with the same arguments already mentioned. No matter how many mistakes students commit while they are talking in group as long as they are doing it. Making mistakes is part of the process and if the teacher does not allow them to practice as much as they can, so there is no way they can learn, especially in this society where English is a foreign language and students only practice it when they are in the class, otherwise, when they finish their classes it is very rare they use the language. For that reason, the class is the only space, the only opportunity students have to interact and use the language. If the teacher does not use that time wisely, then educators are losing precious time to practice. In this part, she mentioned that there are a lot of communicative activities and all of them are good, and each one has a different strategy.

For example: Jigsaw activity where students have to work in groups of five people. This game is about telling a story in order. Each student has a different picture, and each one has to analyze the picture and try to describe it without showing the picture. The point of this activity is that at the end, they should put the story in order.



Finally, she thinks that there are significant activities that really help students improve their fluency and speaking skill. Teachers have to use them in order to provide with opportunities to interact. Also, the teacher said that anything that provides opportunities to interact is useful. Besides that, if the teacher finds a certain curriculum or lesson that needs to add something extra and that person can contribute with it she said that it is positive.

1.3 Interview to the Teacher Catalina Astudillo about communicative activities 08/06/2015

The following interview was done with the purpose to collect meaningful information from a professional who has experience working with communicative activities. For that reason, the researcher selected this person to make the interview.

The interviewer started with the first question and the teacher who helped with this work said that ethic is very important for her, so she could not answer that question; however, she said that it would be a good idea if the interviewer asks some coworkers or students about her strengths and weaknesses. They might talk about some of her characteristics. Besides that, she explained some aspects about types of activities and according to Teacher Catalina Astudillo, teachers always have to look for success or positive things to work in the classroom in order to create an interesting and positive atmosphere. She also said that she always look for interesting activities that students are interested in and if any activity is turning bad and bringing negative effects she easily changed it and move on to another activity, and she thinks that is what teachers always are looking for, instructors must create a positive atmosphere and an



important part of being teacher is that when planning a lesson they have to move from one activity to another with the purpose to have a variety in the classroom. On the other hand, the effectiveness of speaking was clarified by the teacher who says that communication is the objective of English language teaching. Teachers always have to reach this goal or at least try to reach this goal and by planning, teachers have to create speaking activities in order to develop the skill already mentioned. Also she mentioned that, when students are ready they will start talking because how educators can have effects if they do not have enough input, and she believes that teachers must know how to lead the process, and as many theories said; first, teachers have to prepare students in order to give them enough input, and once they are ready, students will be able to create at least their own sentences; therefore, teachers cannot push students to talk. Before getting students to talk, teachers should give them enough vocabulary and the basis, and then the students will have the knowledge that will help them develop the speaking ability. Besides that, teachers must create opportunities to produce the language.

On the other hand, the use of communicative activities can improve the students' skill and she definitely believes that communicative activities will help improving the students' speaking skill. When students are ready or when they have enough input, teachers have to create opportunities for students to talk because they can know the grammar part or some structures or vocabulary, but learners have to use that vocabulary, that grammar in order to convey their thoughts, and of course communication has to be present in the class and teachers have to use many communicative activities to achieve this goal. Furthermore, the evaluation of communicative activities in the class has a



process. She thinks that a teacher can observe another teacher how she or he uses the communicative activities in the classroom and through observation one teacher can evaluate the use of communicative activities and the impact of those activities. Another point of view is how well a teacher uses communication in the class because using communicative activities in the class is not easy due to the fact that students have to get used to communication in the classroom. One last point of view is reflection or self-reflection that a teacher can use in order to find out the most effective communicative activities to use in the class.

Besides that, using communicative activities in groups have an impact; therefore, she mentioned that communicative activities cannot be used individually. Students must have someone else to talk and usually speaking activities are recommended to work in pairs, but of course there are many communicative activities that a teacher can do in groups such as jigsaw activities or role plays or little theaters, but it depends on the teacher who is the person that leads all that procedure. In this part, she added her opinion about communicative activities. She believed that there is no best activity. It depends on the teacher and how well a teacher organizes, how well a teacher leads the activity, how well students respond to the activity, how well students are used to the activity and she does not think that there is a best activity because all the activities are helpful and useful. Therefore, she said that communicative activities help teachers in order to fulfill the needs that students have in the classroom. Then, she thinks that learners must pay attention, be present in every single language process, in other words, learners need to be there and get used by the teacher because as she added students cannot learn by being silent. Pupils have to talk and express their thoughts and ideas in order to



convey a message. Finally, she thinks that the idea of a booklet is good; however, it has to be directed to a certain group of students and if the booklet is created it has to contain activities that really help teachers improve the students' speaking skill. A well elaborated booklet can serve teachers as a little encyclopedia as extra material for learners.

1.4 Interview to the teacher Jannela Izquierdo about communicative activities 23/05/2015

The interview to the teacher Izquierdo was done in her house. First of all, the researcher explained to the teacher the questions for the interview. After that, both of them started to talk about the topic the researcher wanted to get information. The questions were answered according to the teacher's perspective. The investigator got the answers from the record that got from the interview.

To start with the first part, the teacher's strength is to try that students use the language in speaking activities. Also, to try that students understand the language by using some words to make students understand the instructions. On the other hand; for example, the teacher has to translate some words due to the fact that students cannot understand what the teacher says so she has to use the mother tongue. Also, students feel comfortable with what they learn, they do not care if they learn or not and that is a weakness.

It is important to start saying that there are many different activities and the teacher mentioned the best and worst activity for her. She said that describing personal things, it is a good activity because students can speak about things that they like to talk. Also, they share the information with others and they enjoy



doing that. It is the students' interests. Also, according to the students' needs the teacher has to choose the best activity and in this case the teacher has to use activities that students enjoy working on and if the students practice the language in activities they like to do; subsequently, they will feel comfortable with themselves. Furthermore, by using communicative activities students can practice the language and also the activities have to be interactive to get the students involved in the class.

On the other hand, evaluating communicative activities depends on the context, topic and the structure that students are using in the class and the pronunciation as well. Also, the kind of presentation that students have during the class is important to create a good environment. Likewise, she said that working in groups help improve the speaking skill; however, students have to work in small groups or in pairs because students can express more easily his or her opinion. In addition, if learners use the language more and more and if they use it as a tool not as something that someone has to learn with the purpose to approve a level or a class, in that moment it will be a meaning process. Finally, students can use the language to communicate and as they are working in pair they will have more openings to express their thoughts.

To continue, the teacher mentioned some activities that work well in the class, activities such as short dialogues where they practice the language as well as the written part. Another activity is "my ship is full of" where students can use a different vocabulary and content. Additionally, she expressed her thought about the importance of communicative activities. She explained that students can develop the target language which is necessary to communicate thoughts and ideas and stimulate the interaction with others. To conclude, she said that a



booklet is necessary because teachers cannot use only one activity. Educators need use activities according to the level and content that students are learning and also, it will guide instructors to use the best activities in the classroom.

3.3.2 Description of the survey

3.4 Methodology applied in the booklet

For the purpose of presenting communicative activities in the EFL classroom, a booklet will be design containing some activities that help teachers to develop the students` speaking skill. The activities included in the booklet are based on communicative language teaching since putting into practice these activities is to develop the oral skill in the students from the tenth level of basic education at San Francisco de Sales High School.

However, first, the activities have to be checked by teachers in order to put them into practice with the purpose to avoid errors and mistakes using the activities. For that reason, teachers first have to practice in a demo class and then put the activities in real classes.

The booklet will be divided into series of communicative activities, activities that can be worked in small groups and activities that can be used with big groups. So the teacher will have the opportunity to select the best activities depend on the size of the class.

Appendix 2: Survey Template

SURVEY



The following survey intends to collect information about learning preferences to aid them at a thesis project entitled “Communicative Activities to Enhance Speaking Skills in an EFL Classroom at the Tenth Level of Basic Education at San Francisco de Sales High School”. The provided answers will only be used for this purpose, anonymity being guaranteed.

QUESTIONS

Age: Gender: F _____ M _____

1. How do you feel in English Classes?

Very good		Bored	
Excited		Afraid	
Normal		Very bad	

2. What do you think is your level when speaking in English?

Advanced		Intermediate	
Advance intermediate		Low	

3. How do you feel when you speak in English?

Confident		Nervous	
Afraid		Other	

4. What do you think are the biggest obstacles when speaking in English?

Pronunciation		Nervousness	
Lack of vocabulary		Shyness	
Complex grammar structure		Others	

5. Do you like practicing Speaking?

Yes	
-----	--



No	
----	--

6. How often do you have speaking activities in your class?

Every class		Once a week	
Every other class		Never	
Twice a week			

7. Do you feel more comfortable speaking with?

Teacher	
Students	

8. When you do a speaking activity in classes, how long is it?

Less than 5 minutes		10 to 15 minutes	
5 to 10 minutes		More than that	

9. Mark the speaking activities you usually do at class

Role plays		My ship comes with	
Descriptions		Picture description	
Story telling		Find the difference	
Simon says		Other	

10. When you do a Speaking Activity, do you more often do it in:

Groups		Whole class	
Pairs		Individual presentation	



11. When you work in groups, do you like to do it:

In pairs	
Groups of 3 or 4	
Groups of 5 or more	

12. How much time would you like to practice speaking in class?

Less than 5		10 to 15	
5 to 10		More than that	

13. When you are in class, do you like to:

Move around		Work with videos	
Work with pictures		Listen to songs or dialogues	
Work outside		Interviewing	
Debating		Giving oral reports	
Oral discussion		Tell the point of view about a topic	
Listen to Sound and music		Other	

14. When practicing speaking, you would like to:

Guess		Describe an object	
Work with crafts		Listen to records	
Listen to problems and give advice		Watch videos	
Act out		Create a story in group	
Guess you are other person		Create a story alone	
Do presentations (exposition)		Sing a song	
Read a text, article or magazine and discuss		Talk about a topic	
Other			



15. Mark the topics you would like to talk about

Technology		Music	
Health		Science	
Sports		Education	
Entertainment		Family	
Friends		Other	

Thank you for your collaboration.