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**CERTIFIES:** 

That the present research work entitled CREATIVE ACTIVITIES TO IMPROVE

THE SPEAKING SKILL WITH STUDENTS OF 3<sup>rd</sup> GRADE OF BASIC

EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL.

ACADEMIC PERIOD 2013-2014 is the responsibility of the undergraduate student: Eliana Anali Sánchez Asanza.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

July 31<sup>st</sup>, Loja, Ecuador.

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THE AUTHOR

#### **DEDICATION**

To God, who with his infinite goodness and love, allowed me to achieve this goal. To my parents Servio Sánchez and Lilian Asanza and especially to my husband Marlon Toro, my son Jhoel Toro and my daughter Amalia Toro for being the mainstay in my life, for all the efforts and sacrifices, which have made this achievement possible.

Eliana Anali

# MATRIZ DE ÁMBITO GEOGRÁFICO

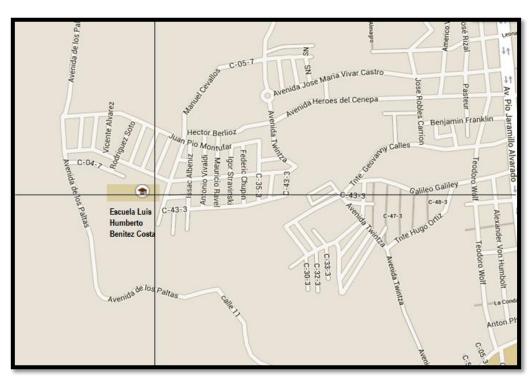
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# MAPA GEOGRÁFICO Y CROQUIS



Loja, Mapa División Política. (2015). Mapasecuador.net

# **CROQUIS**



Ubicación de la Unidad Educativa. "Luis Humberto Benitez Costa". (2015). Google.com

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### a. TITLE

CREATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH STUDENTS OF 3<sup>RD</sup> GRADE OF BASIC EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL. ACADEMIC PERIOD. 2013-2014.

#### b. RESUMEN

Este estudio descriptivo investigó el uso de actividades creativas en el mejoramiento de la habilidad de hablar con estudiantes del tercer año de la escuela "Luis Humberto Benítez Costa". Se diseñó un plan de intervención de doce sesiones. También Pruebas y cuestionario hechas por el investigador, utilizados para medir el progreso y la percepción del uso de las actividades creativas en los estudiantes. La guía de observación, diario de campo, y lista de verificación se utilizaron en cada sesión para verificar el desarrollo en los estudiantes. Los resultados indicaron que las actividades creativas facilitaron significativamente el mejoramiento de la habilidad de hablar lo cual fue reflejado en el puntaje de la posterior prueba y durante la intervención. En conclusión, este estudio ayudó a los estudiantes a mejorar su habilidad de hablar, al investigador de afinar sus habilidades de enseñanza y a la comunidad para tener un maestro bien preparado.

#### **ABSTRACT**

This descriptive study investigated the use of creative activities in the improvement of the speaking skill with third year students at "Luis Humberto Benitez Costa" school. A twelve-session intervention plan was implemented. Researcher's-made test and questionnaires were designed and used to measure the ten students' progress and perception of creative activities use. Additional instruments like observation guide, field diary, and checklist were also used every session to see the students' growth. The results indicated that the use of creative activities facilitated the meaningfully improvement of the speaking skill which was reflected in the posttest scores and students' progress during the intervention. To conclude, this study helped the students to improve their speaking skill, the researcher to sharpen her teaching skills and the community to have a well-prepared candidate teacher.

#### c. INTRODUCTION

In the present action research work, two variables are involved: speaking skill as the problem that students have and need to be improved and creative activities as the solution to the problem. According to Shohib (2012), speaking is one of the skills that has to be mastered by students in learning English and is an essential tool for communication that students need to improve. On the other hand Wright (2011) holds that creative activities do not only get students' attention but produce a better learning. With creative activities students could feel free to speak in an easy and fun way using interesting activities in order to motivate and help them to improve the speaking skill. Both variables dealt with the improvement of the students speaking skill and were applied throughout an intervention plan focused on the student's problems.

This research topic was selected after of an observation of the student's attitudes and difficulties in English Language. In this phase the researcher could observe some problems such as: Students do not like to speak, they are not active during the class, students lack of grammar structure that allow them to give an answer to questions during the class and the learning process were given in a traditional way, low or uneven participation, and mother tongue use during the English classes.

Before the observation a questionnaire was applied to determine the way how they had been learning English. It was detected that creative activities had not been applied before. Considering the students' problems and the questionnaire's results in relation to speaking activities in class, the research

topic was selected and the objectives stated: To investigate the theoretical references about creative activities as a strategy to improve the speaking skill, to diagnose the negative issues that limits the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014, to select the appropriate creative activities to improve the speaking skill in a target population, to apply the selected creative activities that help to improve the limitations in the speaking skill of the example analyzed and to reflect about the effectiveness that the creative activities had on speaking skill

This action research was applied to 10 students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education School. The intervention plan was designed in 12 sessions of 2 hours. The researcher chose topics of student's interest to catch their attention such as: animals, fruits, and school supplies. Which were applied to improve speaking skill taking into account important components of speaking ability such as: *comprehension, pronunciation, providing answers to question and fluency in expression.* The creative activities used were: board games and flashcards (Point or race to the flash cards, charades, memory activities, describe pictures, guessing questions game, and chain drills). The participants' attitudes were optimistic during the intervention and they participated actively in the speaking activities.

This research work offered advantages to the students because creative activities facilitated students learning, they felt comfortable, they are free to speak during the intervention and give students the chance for real communication. It also allowed school educators to have a clear understanding

about how to help students to improve their weakness and how to use this technique in their teaching daily practice. This research work allowed helped the researcher to develop her teaching skills and to the community to have a well-prepared English teacher.

Some limitations were found during the application of the research work were: the time devoted to pre-test and post-test administering (it took about 8 minutes for each student), another limitation were the physical conditions which the intervention was carried out because the English lab functions as computer lab as well and the students were tempted to touch the computers, it was controlled with the presentation of the creative activities which resulted more interesting than the computers.

#### d. LITERATURE REVIEW

#### ❖ SPEAKING SKILL

#### DEFINITION

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way learners can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is an important skill that students have to develop in order to use it in a good way. According to Hadi (2011) speaking refers to the act of expressing thought, ideas and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning of the message that we convey. The speaker can ask questions, answer questions, influence others, give directions, and generalization.

According to Shohib (2012) speaking is one of the skills that has to be mastered by students in learning English. Speaking is an essential tool for communication. Shohib defines speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

#### IMPORTANCE OF SPEAKING

According to Brown (2001) speaking is a communicative process of creating meaning that involves receiving, producing and processing information. Teaching speaking is a way for students to express their opinions and ideas. It is used to interact with other people in any situation. For this reason it is

important to develop students speaking so that they can be able to communicate successfully in any situation.

#### THE COMPONENTS OF SPEAKING ABILITY

According to Johny (2012) as the proverb says 'practice makes perfect'. Students must practice speaking English so that they are able to speak English fluently and accurately. There are some important components such as:

#### ✓ PROVIDING ANSWER TO QUEST

Providing an answer is needed for students to arrange a correct sentence in conversation. It is important that student manipulate structure and distinguish appropriate grammatical form. The useful of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### ✓ PRONUNCIATION

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

#### **✓** FLUENCY IN EXPRESSION

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

#### ✓ COMPREHENSION

For oral communication, it certainly requires a subject to respond, to speeches well as to initiate it.

#### CHARACTERISTICS OF SUCCESSFUL SPEAKING ACTIVITIES

Sometimes spoken language is easy to perform, but in some cases, it is difficult according to Hadi (2011) In order for students to carry out the successful speaking, they have to fulfill some characteristics of successful speaking activities such as:

- ✓ **Learners talk a lot.** As much of the period as possible is allocated to the activity and learners talk. This may be obvious, but often most time it is taken up with teacher talk or pauses.
- ✓ **Participant is even**. Classroom discussion is not dominated by minority talkative participants. All get a chance to speak and contributions are fairly evenly distributed.
- ✓ **Motivation is high.** Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- ✓ Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehension to teach other and of acceptable level of language accuracy

#### REASONS FOR TEACHING SPEAKING

According to Wan (2011) there are some reasons for teaching speaking such as:

- ✓ Speaking is a crucial part of second languages learning and teaching
- ✓ The mastery of speaking skill in English is priority for much second language of foreign-language learners.
- ✓ Today`s world requires that the goal of teaching speaking should improve students 'communicate skills

#### TIPS TO TEACH SPEAKING

According to Hadi (2011) there are some suggestions for teaching speaking such as:

- ✓ Give maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- ✓ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- ✓ Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- ✓ Indicate positive signs when commenting on a student's response.
- ✓ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- ✓ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- ✓ Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- ✓ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- ✓ Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

#### THE SPEAKING SKILL PROCESS

According to Elbow (2009) speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might

accept comments, answer questions, explain concepts not understood, and/or assess the process.

#### ✓ PRE-SPEAKING: PLANNING AND ORGANIZING

According to Chela (2010) students' experiences and observations have an effect on what they say and how they say it. Pre-speaking activities give opportunities for students to plan and organize their thought before speak. Some purposes for pre-speaking are listed below.

#### To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- ✓ constructing thought webs and graphic organizers
- ✓ reading and researching
- √ listening to music
- ✓ viewing a video
- √ listening to a speaker
- ✓ Jotting down ideas
- ✓ Reflecting upon personal experience.
- ✓ To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

#### To determine audience:

Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

- ✓ Familiar, known audiences (self, friends, peers, family, teachers)
- Extended, known audiences (community, student body)
- ✓ Extended, unknown audiences (local media).

#### To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- √ conversation
- √ discussion
- √ formal speech
- √ dramatic presentation
- ✓ monologue
- ✓ Readers Theatre.

#### ✓ DURING SPEAKING

Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

Students can feel more confident if they have the opportunities to prepare their informal and formal speaking students need variety of formal and informal speaking situations, depending upon their purpose for speaking.

According to Chela (2010) some purposes for speaking include the following:

- To express personal feelings, ideas, or viewpoints
- To tell a story
- To entertain or amuse
- To describe
- To inform or explain
- To request
- To inquire or question
- To clarify thinking
- To explore and experiment with a variety of ideas and formats
- To converse and discuss.

#### Some scaffolds to support speaking include the following:

- ✓ Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- ✓ Modeling a variety of formal and informal speaking formats for students.
- ✓ If possible, making available to students audio and video equipment so that they can practice prior to formal speaking situations.

#### ✓ POST-SPEAKING: A TIME FOR REFLECTION AND SETTING GOALS

In speaking experiences is important to have students reflect upon their performance whether their reflection is oral or written, should include the teacher, who can help them. This kind of reflective assessment and improves critical thought.

According to Chela (2010) some purposes for post-speaking activities are listed below.

#### To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

#### To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

#### SOME POST-SPEAKING SCAFFOLDS INCLUDE:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- ✓ Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

Students can share comments through written or through feedback. Conferences may be guided by specific questions by the teacher or between students.

#### FUNCTIONS OF SPEAKING

According to Jack C. Richard (2008) function of speaking is express ideas, opinion, and a complete thought and maintains a social relation among speaker with listener. There are functions of speaking such as: interaction, transactions and performance which consist in maintain a conversation with someone for social purpose.

#### TALK AS INTERACTION

Our daily communication remains interactional with other people. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

#### TALK AS TRANSACTION

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

#### TALK AS PERFORMANCE

Speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

#### TYPE OF SPEAKING

According to Brown H. D, (2004) there are four types of speaking.

✓ **INTENSIVE.** This type of speaking has as purpose is producing short stretches of oral language. It is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, phonological relationships (stress / rhythm / intonation).

Example of intensive assessment tasks include directed responses tasks including, directed responses tasks, sentences and dialogue completion.

#### DESIGNING ASSESSMENT TASKS: INTENSIVE SPEAKING

#### **PICTURE- CUED TASKS**

According to Brown H. D, (2004) one of the most simple and popular ways to elicit oral languages performances at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test taker. Pictures used can be very simple, designed to elicit the word or a phrase: somewhat more elaborate and "busy"; or composed of a series that tells a story or incident. Here is an example of a picture-cued elicitation of the production of a simple minimal pair.

✓ **EXTENSIVE.** It includes oral presentations, speeches and storytelling in which are the opportunities to interact with others in front of the class.

#### DESIGNING ASSESSMENT TASKS: EXTENSIVE SPEAKING

According to Brown H. D, (2004) extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

#### PICTURED-CUED STORY -TELLING

According to Brown H. D, (2004) one of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. This kind of task motivate students describe something through the pictures can be a picture sequence and the test taker can evaluate the oral

vocabulary, fluency, the time relatives (before, after, finally) sentences connector (and, then) and grammar (past tense, present tense).

✓ RESPONSIVE. It includes interaction and test comprehension such as: short conversations, greetings, comments and small talk, it can be with one or two questions.

#### DESIGNING ASSESSMENT TASKS: RESPONSIVE SPEAKING

According to Brown H. D, (2004) its involves interactions with an interlocutor

#### QUESTION AND ANSWER

Questions and answer consist of one or more questions from an interviewer it can vary from simple questions like "what is this called in English?" To complex questions like "what do you see in this picture?" Questions at the **responsive level** tend to be **genuine referential questions** this kind of test give more opportunities to produce meaningful language in responsive.

#### Responsive questions may take the following forms:

Questions eliciting open-ended responses. Test-takers hear:

- \* What do you think about the weather today?
- \* What do you like about the English language?
- \* Why did you choose your academic major?
- ✓ **INTERACTIVE**: The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

Interaction in the form of either transactional language or interpersonal exchanges is tested. Examples: Interviews, role plays, games, discussions.

# DESIGNING ASSESSMENT TASKS: INTERACTIVE SPEAKING INTERVIEW

According to Brown H. D, (2004) the interview is taken in this way.

"Oral production assessment" —oral interview

Tape recorded interview

In this case a test-taker sits down in a direct face to face exchange and proceeds through questions and directions. A tape-recorder is useful to score the parameters of the speaking interview such as: pronunciation, even comprehension, grammar, fluency and vocabulary. The time needed to take the interview can vary according the questions and directions.

According Brown H. D, (2004) the success of an oral interview will depend on:

- ✓ Clearly specifying administrative procedures of the assessment (practicality)
- ✓ Focusing the questions and probes on the purpose of the assessment (Validity).
- √ 3. Appropriately eliciting an optimal amount and quality of oral production from the test-taker (biased for best performance).
- ✓ 4. Creating a consistent, workable scoring system (reliability).

#### GAMES

According to Brown H. D, (2004) there are a variety of games that improve and implicate an active speaking. The games used can make that players make questions to interact with other and reach a common goal, the games can be in groups to motivate students work as a team to complete a task, and such games have wandered away from the traditional notion of an oral production test and may even be well beyond assessment.

As assessment, the key is to specify a set of criteria and a reasonably practical and reliable scoring method.

#### MICRO SKILLS OF SPEAKING

#### MICRO SKILLS

According to Brown H. D, (2004) micro skills have different purpose to asses in speaking in this case the micro skill refers to producing the smaller

chunks of languages such us: words, collocations, and phrasal units that important to take into account in oral assessing.

- ✓ Produce chunks of language of different lengths
- ✓ Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- ✓ Produce reduced forms of words and phrases.
- ✓ Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- ✓ Express a particular meaning in different grammatical forms.

According to Hughes (2003) there are some speaking skills that students can be able to improve such as:

- ✓ Provide required information
- ✓ Express need
- ✓ Present an argument
- ✓ Express opinions
- ✓ elaborate an idea

With the applications of the interventions the students student will be able to improve their speaking skill and demonstrate speaking skill such as: describe vocabulary items and a simple picture, to answer questions in short sentences and to describe positions of object.

# **❖** NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 3<sup>rd</sup> GRADE.

#### DIFFICULTIES IN SPEAKING SKILL

It refers to students' personality motivation, anxiety, emoticon and attitude). Moreover, students' problem in speaking; they are lack of vocabulary and meanings, grammar, pronunciation, material and fluency. In addition,

another student' difficulties in speaking is fear of making mistake and being laughed.

#### **PRINCIPLES DEFICIENCIES IN SPEAKING SKILL**

According to Ariffansyah (2013) learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The Following are the deficiencies in speaking skill

#### NOTHING TO SAY

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

#### LOW OR UNEVEN PARTICIPATION

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

#### MOTHER TONGUE USE

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

# **❖** CREATIVE ACTIVITIES TO IMPROVE SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 3<sup>rd</sup> GRADE.

#### DEFINITION OF CREATIVE ACTIVITIES

According to Wright (2011) creative activities is Making something new or a new version of something. 'Something' might be how you respond to a situation in class or how you manage to do many things at the same time or when you see the funny side of something and tell someone else. Of course, it is also when you devise activities and make materials.

According to Wright (2011) Creative activities not only to get students' attention but to produce a better learning. This is a solution in which students could feel free to speak in an easy and fun way taking into account interesting activities in order to motivate and help them to improve speaking skill.

#### IMPORTANCE OF CREATIVE ACTIVITIES

According to Wright (2011) apply creative activities play an important role in the students learning because it brings out exciting ideas according the level or interests of the students. Creative activities make children and adults feel free to speak while a speaking class is that they are afraid and also stressed with the idea of speaking a new language. It helps students become more spontaneous.

#### ADVANTAGES OF CREATIVE ACTIVITIES

According to Wright (2011) there some advantages of creative activities such as:

- ✓ Get students' attention.
- ✓ Produce a better learning.
- ✓ Students could feel free to speak in an easy, fun way.
- ✓ Help students improve skill, specially speaking skill.
- ✓ Students become more spontaneous.
- ✓ Help students develop imagination.

#### BENEFITS OF APPLYING CREATIVE ACTIVITIES

According to D'Antuono (2013) says "Pursuing creative activities with children is a healthy way to help them grow and learn. A child is engaged on a creative level every time he/she, plays games, reads and engages in a myriad

of other activities". Taking into account this point of view creative activities are a good tool to improve the speaking skill and motivate children to talk.

According to Fisher (2006) says that promoting creative is a powerful way of engaging children with their learning. Children who are encouraged to think creatively show increased levels of motivation and self-esteem. Creativity prepares them with the flexible skills they will need to face an uncertain future. Employers want people who are adaptable, innovative, can solve problems and communicate well with others. Developing the capacity to be creative can enrich their lives and help them to contribute to a better society.

D'Antuono (2013) Mentions some Creative activities that have benefits in students such as:

#### ✓ IMAGINATION

Creative activities engage a child's imagination and inspire his thoughts and perceptions. It can increase the imagination according to the topic that teacher can teach them.

#### ✓ PROBLEM-SOLVING

Creative activities present opportunities to problem-solve, challenging a child's thinking, expanding his perspective and rewarding his initiatives. It gives students opportunity to increase the ability to solve a problem individually or in group.

#### ✓ SKILL DEVELOPMENT

Creative activities can help children build both fine and gross motor skills.

Those motor skills can be develop with games that that permit them

#### ✓ TEAMWORK

Creative group activities teach children how to work together toward a common goal, building both their individual self-confidence as well as their

ability to contribute as a member of a team. This kind of activities permit students work in groups to reach a same goal, they have to talk, interact with other, think fast to complete the assignments, and improve the relationship between students and teacher.

# **❖** CREATIVE ACTIVITIES TO TEACH THE SPEAKING SKILL IN ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 3<sup>rd</sup> GRADE.

#### FLASHCARDS

According to Budden (2004) Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and help students become familiar with the activities used in class; they can be used in memory and drilling.

#### CHARADES

According to Alex (2008) Charades is suited for any topic such as animals or fruits. For example, to teach animals you must first introduce each with flashcards, act out each of the animals yourself, and have students say each out loud with you. Then you divide the class into two teams. Each student must take a flashcard, picture or card with an animal written on it, and pantomime the movements involved in making sounds so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: *It is a cat.* 

#### POINT OR RACE TO THE FLASH CARDS

According to Budden J (2004) another activity using flashcards is pointing or racing to the flashcards.

- Stick flash cards around the class.
- Say one of them and students point or race to it.

- Students can then give the instructions to classmates.
- You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- You can also incorporate flash cards into a game of Simon Says.
   "Simon says, jump to the T-shirt" etc.

#### MEMORY ACTIVITY

According to Budden J. (2004) memory activities can be used with flashcards to get students to remember the vocabulary and tell about the object that they saw before.

- Place a selection of flash cards on the floor in a circle.
- Students have one minute to memories the cards.
- In groups, they have two minutes to write as many of the names as they can remember.

#### PICTURE DESCRIBING

According to Kayi (2006) another way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

#### **#** GUESSING QUESTION GAME

According to Mary Ormiston (2005) this is good practice for asking simple questions. Teacher hides any flash card behind his/her back and students try to guess what the object is by asking questions: "Is it a dog?", "Is it a ball?", "Is it a book?", etc. until they guess the flashcard.

#### CHAIN DRILLS

According to Mary Ormiston (2005) chain drills are exercises that allow learners to practice dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy. The learners build on the statements made by adjacent learners in the same way that links are added to a chain

Chain drill allows some controlled communication among the students while teacher can check students' speech as well. The use of chain drill can encourage the improvement of students' listening and speaking skill.

# ADVANTAGES OF USING FLASHCARDS IN TEACHING LANGUAGE LEANING.

According to Daye (2006) some advantages of flashcards are:

- ✓ Flashcards can help with memory skills, advanced discussion work, especially in speaking and listening skills of all ages.
- ✓ People can get creative with the cards.
- ✓ Flashcards are creative outlets for many teachers, as well, allowing
  for use of crafting materials and instruction with imaginative teaching
  methodology on two sides.

#### BOARD GAMES

According to Robbins (2001) the most common feature of Board games is that they require identification of an object and its associated meaning. Games such as Memory and Scrabble are great tools for this purpose. Using these games encourages the students to not only construct the word but to define it as well. Memory is especially prized for second-language learning games where the participants may identify an object in both the native and English equivalents.

# ADVANTAGES TO USE BOARD GAMES TO TEACH ENGLISH

According to Aydan (2000) board games are highly motivating. They employ meaningful and useful language in real contexts. They also encourage work as a team to achieve a common goal.

- ✓ Board games are highly motivating because they are fun and interesting. They can be used to practice in all language skills specially in speaking because it involves speaking interaction to play this game.
- ✓ Board games encourage students to interact and communicate and create a meaningful context for language use.

# HELPFUL STRATEGIES FOR TEACHING CHILDREN HOW TO PLAY BOARD GAMES

According to Daymut (2010) students enjoy playing board games because they have fun and feel free to express themselves in a second language. Board games are an interactive learning tool. When children play board games, they learn valuable skills and they gain knowledge of basic concepts as they practice good speaking and listening, following directions, and answering appropriately.

Many educational board games target answering "WH" questions, categorization, color identification, giving information, sentence repetition, counting skills, describing skills, grammar/syntax, increasing sentence length, and letter recognition. Children also get to work on fine-motor control as they manipulate and move game board pieces.

Board games range from simple to more complex. Some board games have only a few spaces, and a few prompts. Other board games are more complex and have many spaces, and many prompts. You can choose a board game that matches the child's abilities. You can also modify a board game to meet the needs of the child.

#### e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

#### **DESIGN**

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's (2000) spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

#### CONTEXT

Luis Humberto Benitez Costa public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to teach as part of his/her teaching practicum therefore she has an insight of the spectrum of English teaching within the school. "Luis Humberto Benitez" "Basic School is located in Punzara Chico neighborhood and it is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elemtary school in not compulsory as it is for middle and high school. In the case of "Luis Humberto Benitez Costa" Basic school, the treatment of English as a subject within the curriculum of the school is a requirement but is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instructor children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

# **PARTICIPANTS**

This research project was carried out at "Luis Humberto Benitez Costa" Basic School in the morning shift with the students of grade. The intervention research was applied to a total of 10 students: 4 girls and 6 boys from 6 to 7 years of age. There was a changed in the number of the participants because at the beginning were 17 students but them were only taken into account 10 students to apply the intervention because only 10 students attended the classes from the beginning to the end. During the intervention the students received 2 hours per session, 3 sessions of English per week.

The resources that the students used in the learning of English were the Enterprise book 3 and another resource that helped the teacher to teach English was a laboratory of English where the students listened to the correct pronunciation of some words and watched videos related to the topic of the study. Unfortunately, they did not have a specialized teacher that motivated them to speak during the class and the teacher did not do active dynamics. Additionally also the teacher taught the classes in a traditional way and for this reason students had difficulties expressing their ideas orally. In some cases they were afraid to speak in front of the class.

# METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

#### **METHODS**

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The Scientific method assisted the study of the creative activities applied in the development of speaking skill. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The analytic-synthetic method was used to analyze the obtained results through the questionnaire, tests and checklist. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaire and the qualitative text analysis of the data received from the observation guide, checklist, questionnaires and teacher's diary.

#### **TECHNIQUES**

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation

techniques. APA style was assumed as the formal system for format organization and citation.

# **DATA COLLECTION INSTRUMENTS**

Questionnaires, conversations, students' grades, students' works, field diaries & notes, systematic observations, video recordings and researcher's-made tests were used to gather the information.

### **MATERIALS**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the 3<sup>rd</sup> grade students at "Luis Humberto Benitez Costa" Basic School, another human resource was the English school teacher who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

The personal computer, internet, removable memory stick, and multimedia were the technological resources used. And the office supplies like handouts, flashcards, videos, textbooks and bibliography made it possible.

#### **PROCEDURE**

The study started with the observations of the English classes of the third grade in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on the solution to the problem, in this case creative activities was done to support the questions raised along the observations.

An intervention plan, organized in 12 lessons, was planned with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

The intervention planning carried out in a period of 1 moth from May to June 3 classes per week of 2 hours, this was changed of the already planned at the beginning in the project for a better efficacy of the results in the improvement of the speaking skill.

After, the data gathered was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

# f. RESULTS

# PRE-TEST RESULTS

The quantitative data came from the speaking pre-test administered to the 10 students of 3<sup>rd</sup> grade, at "Luis Humberto Benitez Costa" Basic school at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 10 items based on 4 speaking components: *comprehension, pronunciation, providing answer to question and fluency in expression*. The pre-test was developed as an intervention where students answered questions using flashcards.

The data of the pre-test scores can be seen in Table 1.

Table 1
Speaking Pre-test Results

| Students code | Comprehension<br>(40) | Pronunciation (40) | Providing answer to quest (40) | Fluency in expression (40) | Total<br>(160) | %      |
|---------------|-----------------------|--------------------|--------------------------------|----------------------------|----------------|--------|
| AR25LB01      | 11                    | 7                  | 11                             | 10                         | 39             | 24,375 |
| AR25LB02      | 18                    | 14                 | 15                             | 14                         | 61             | 38,125 |
| AR25LB03      | 19                    | 17                 | 13                             | 14                         | 63             | 39,375 |
| AR25LB04      | 14                    | 11                 | 8                              | 10                         | 43             | 26,875 |
| AR25LB05      | 9                     | 10                 | 10                             | 10                         | 39             | 24,375 |
| AR25LB06      | 13                    | 12                 | 12                             | 10                         | 47             | 29,375 |
| AR25LB07      | 11                    | 9                  | 8                              | 7                          | 35             | 21,875 |
| AR25LB08      | 15                    | 14                 | 12                             | 12                         | 53             | 33,125 |
| AR25LB09      | 6                     | 4                  | 5                              | 4                          | 19             | 11,875 |
| AR25LB10      | 7                     | 9                  | 9                              | 7                          | 32             | 20     |
| Total         | 123                   | 107                | 103                            | 98                         | 431            |        |
| MEDIA         | 12,3                  | 10,7               | 10,3                           | 9,8                        | 43,1           |        |
| %             | 30,75                 | 26,75              | 25,75                          | 24,5                       |                |        |

**Note**: the mean scores here reflects speaking skill that the students have before the intervention, which ranges each parameter have 40 point, 160 point in total as the maximum score.

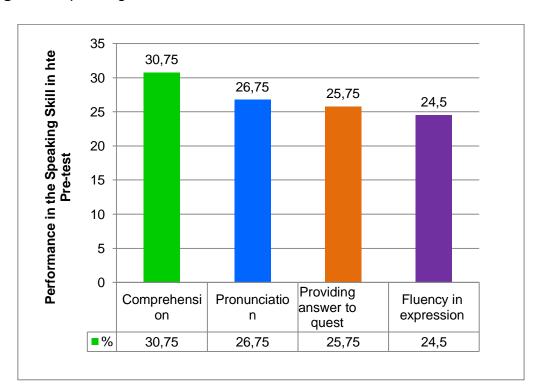


Figure 1. Speaking Pre-test Results

The pre-test consisted in an oral individual interview. During the pretest the researcher showed flashcards and asked questions and elicited description as well. This speaking pretest was measured using a rubric that considered components of speaking: *comprehension, pronunciation, providing answer to question and fluency in expression*.

The limit value adopted for the analysis was the 80 % of the test which had a total of 128. The students had to reach those points in order to pass the test. The highest scores that students reached in the pre-test were located in the *comprehension* parameter, reaching a total of 30.75%. It showed that students could understand the questions but they could not express or produce the words but it was still very low considering to the limit value that they needed to reach. The other parameters were under the limit value considered in this research. None of the 10 students reached satisfactory scores. The highest value reached for one student is 63 points but it is under the limit value adopted and the lowest value was 19 that too distant from the limit value adopted. This

meant that students had severe problems in speaking skill and that they really needed to improve.

Each parameter was evaluated over 40 points for each student. In the *comprehension* component if all the students answered correctly the total of the score should be 400 points. In this session the students only reached a total of 123 points which represents the 30.75% of the pretest. In *pronunciation* the students only reached a total of 107 points which represents the 26.75% of the parameter analyzed. In *providing answer to question* the students reached a total of 103 points which represents the 25.75% and finally, fluency in expression the students only reached a total of 98 points which represents the 24.5% in this parameter.

### **POST-TEST RESULTS**

The following quantitative data came from the speaking post-test administered to the same group of students that is the 3<sup>rd</sup> grade, at "Luis Humberto Benitez Costa" Basic school at the end of the intervention period. Participant performance was measured in terms of percentage of correct responses from 10 items based in 4 speaking components: *comprehension, pronunciation, providing answer to question and fluency in expression.* The post-test was made in the same way as the pre-test.

The data of the post-test scores can be seen in the table 2.

Table 2
Speaking Post-test Results

| Students code | Comprehension | Pronunciation | Providing answer to quest | Fluency in<br>Expression | Total | %     |
|---------------|---------------|---------------|---------------------------|--------------------------|-------|-------|
| AR25LB01      | 39            | 39            | 39                        | 37                       | 154   | 96,25 |
| AR25LB02      | 36            | 33            | 36                        | 38                       | 143   | 89,38 |
| AR25LB03      | 40            | 39            | 39                        | 39                       | 157   | 98,13 |
| AR25LB04      | 40            | 38            | 36                        | 37                       | 151   | 94,38 |
| AR25LB05      | 40            | 39            | 40                        | 36                       | 155   | 96,88 |
| AR25LB06      | 39            | 39            | 39                        | 38                       | 155   | 96,88 |
| AR25LB07      | 37            | 35            | 36                        | 37                       | 145   | 90,63 |
| AR25LB08      | 39            | 37            | 37                        | 39                       | 152   | 95    |
| AR25LB09      | 33            | 35            | 32                        | 30                       | 130   | 81,25 |
| AR25LB10      | 37            | 36            | 32                        | 33                       | 138   | 86,25 |
| Total         | 380           | 370           | 366                       | 364                      | 1480  |       |
| Media         | 38            | 37            | 36,6                      | 36,4                     | 148   |       |
| %             | 95            | 92,5          | 91,5                      | 91                       | 370   |       |

**Note:** The mean scores here reflects the results in the improvement of the students after the intervention.

96 95 frecuence in the Speaking 95 **Skill in the Post-tes**94
92
96
97
98 92,5 91,5 91 89 **Providing** Comprehensio Fluency in Pronunciation answer to Expression quest **%** 92,5 95 91,5 91

Figure 2. Speaking Post-test Results

The posttest was administered in the same way as the pretest was given, the same questions, the same flashcards and the same rubric was used to measure the speaking skill after the application of creative activities. This helped

researcher to make a comparison and contrast the results, as the researcher mentioned before, to confirm the effectiveness of the creative activities in speaking skill, the posttest was meant to show the results obtained using a rubric that contains the same 4 components of speaking: comprehension, pronunciation, providing answer to question and fluency in expression.

As the researcher mentioned before the limit value adopted for the analysis is 80% in the test, giving a total of 128 points. In the post-test the highest score that students reached was in *comprehension* reached a total of 95.00% showing a good improvement in this component. Compared with the previous pre-test data, we can see an increase of the 64.25%. The other parameters increased in an acceptable degree because they were between 3%, 3.5%, and 4% of differences to the highest value obtained. The highest value for one student is 157 points and it is over the limit value adopted and the lowest value is 130 points that is over the limit value too, which means that students experimented an improvement in the speaking skill.

Each parameter was evaluated over 40 points. The data collected in the post-test showed that. In the *comprehension* component the students reached a total of 380 points which represents the 95.00% in the post-test. In *pronunciation* the students reached a total of 370 points which represents the 92.50 % of the parameter analyzed. *In providing answer to question* the students reached a total of 366 points which represents the 91.50% in this parameter and finally, in the parameter *fluency in expression* the students reached a total of 364 points which represents the 91.00%, reached in this parameter. With these results, the researcher can report that there was an improvement in speaking skill of the students of 3<sup>rd</sup> grade of "Luis Humberto Benitez Costa" School.

# **COMPARING PRE-TEST AND POST-TEST RESULTS**

In Comparing Test Results the researcher's intention is to demonstrate the degree of students' improvement in speaking skill reached during the intervention. (Pearson Product-Moment Correlation) formula helps us to

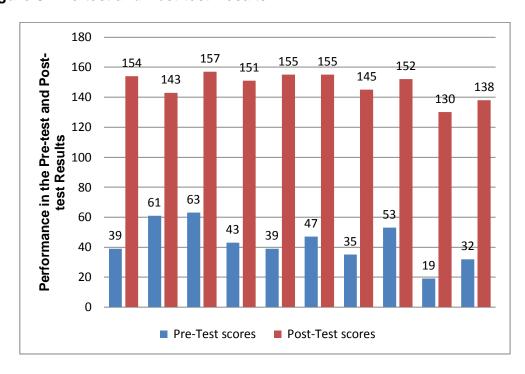
establish the correlation of both variables: X= pre-test scores, Y= post- test score.

**Table 3**Comparison, Pre-test and Post-test Results

| Student<br>code | Pre-Test scores | Post-Test<br>scores            | X <sup>2</sup>       | Y <sup>2</sup>        | XY         |
|-----------------|-----------------|--------------------------------|----------------------|-----------------------|------------|
| AR25LB01        | 39              | 154                            | 1521                 | 23716                 | 6006       |
| AR25LB02        | 61              | 143                            | 3721                 | 20449                 | 8723       |
| AR25LB03        | 63              | 157                            | 3969                 | 24649                 | 9891       |
| AR25LB04        | 43              | 151                            | 1849                 | 22801                 | 6493       |
| AR25LB05        | 39              | 155                            | 1521                 | 24025                 | 6045       |
| AR25LB06        | 47              | 155                            | 2209                 | 24025                 | 7285       |
| AR25LB07        | 35              | 145                            | 1225                 | 21025                 | 5075       |
| AR25LB08        | 53              | 152                            | 2809                 | 23104                 | 8056       |
| AR25LB09        | 19              | 130                            | 361                  | 16900                 | 2470       |
| AR25LB010       | 32              | 138                            | 1024                 | 19044                 | 4416       |
| To              | tal= 431        | ∑ <b>X</b> = 1480 <sup>™</sup> | $\Sigma X^2 = 20209$ | $\Sigma Y^2 = 219738$ | ∑XY= 64460 |

Note: It represent the comparison between the pre-post test Results

Figure 3. Pre-test and Post-test Results



The Pearson coefficient obtained of both variables comparison X= pre-test scores and Y= post- test scores is 0.63 that is near 1 which means that a positive relationship between both variables exists. In other words, there has been an increase in the values of the variable under study and the strategy applied during the intervention; that is to say that the application of the strategy adopted had positive results on the students speaking skill.

### COMPARISON OF THE PRE AND POST QUESTIONNAIRE

# **QUESTIONNAIRE**

In this section a comparison of the students' perceptions toward language learning is included in the form of tables constructed around students' answers to Pre and Post questionnaire. The questionnaire were administered to the 10 students of 3<sup>rd</sup> grade, at "Luis Humberto Benitez Costa" school at the end of the intervention period.

The questionnaire were applied to the students in Spanish in order for students to understand what the questionnaire was about; in this way, the students could provide objective answers to the questions proposed. The questionnaire contained 15 questions about their learning English situation and the Researcher included reports of those questions she considered meaningful to the study.

# 1. Does the teacher motivate students to speak English during the class?

Table 4
Student's Opinions Concerning Teacher's Motivation to Speak during
Class Development

| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 10                     | 100 |
| Usually   | 0                     | 0   | 0                      | 0   |
| Sometimes | 7                     | 70  | 0                      | 0   |
| Never     | 3                     | 30  | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

**Figure 4.** Student's Opinions Concerning Teacher's Motivation to Speak during Class Development

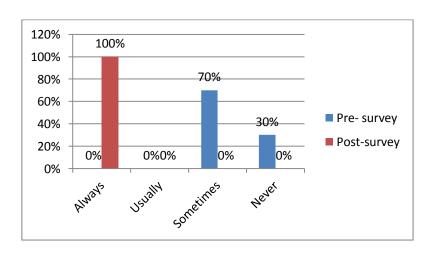


Figure 4 shows that there was a remarkable difference in student's perception of teacher motivation toward teaching speaking skill. In the pre- questionnaire applied 70% of the students answered that they were not motivated to speak during her classes. In the post- questionnaire, all students answered that the researcher motivated them to speak during the class. Students' answers

confirmed the positive effect of the application of creative activities in their level of motivation to learn.

# 2. Does the teacher do speaking activities during the class? Table 5

Student's Opinions about Speaking Activities Implemented by the Teacher

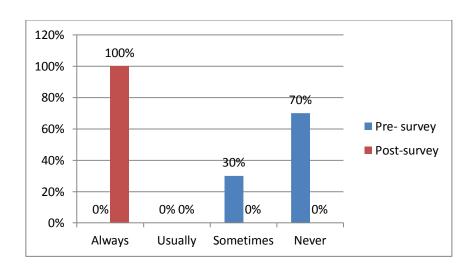
| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 10                     | 100 |
| Usually   | 0                     | 0   | 0                      | 0   |
| Sometimes | 3                     | 30  | 0                      | 0   |
| Never     | 7                     | 70  | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School.

Author: Eliana Anali Sánchez Asanza

**Figure 5.** Student's Opinions about Speaking Activities Implemented by the Teacher



A notable difference in student's perception of the activities implemented by the teacher toward teaching speaking skill is shown in figure 5. In the prequestionnaire applied, 70% of the students answered that the teacher never included speaking activities in her classes as part of the teaching language

routine. In the post- questionnaire all students answered that the speaking activities were included within the language routine. These answers confirm that the researcher applied speaking activities during her intervention research using the creative activities as the strategy to develop students speaking skill, which at the end proved to be useful in meeting students' need for communication.

# 3. Does the teacher use the English language to give instructions? Table 6

Students Perceptions Concerning Teacher's Use of English Language

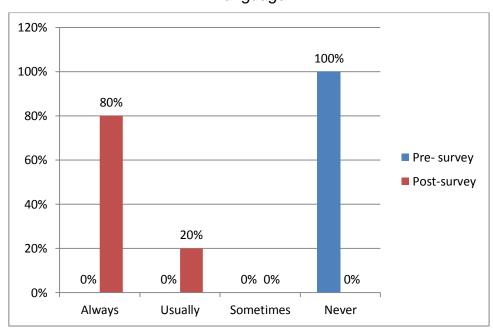
| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 8                      | 80  |
| Usually   | 0                     | 0   | 2                      | 20  |
| Sometimes | 0                     | 0   | 0                      | 0   |
| Never     | 10                    | 100 | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

**Figure 6.** Student's Perceptions Concerning Teacher's Use of English

Language



Another important question included in the questionnaire was about the use of the English Language as the language of instruction to teach the class. In relation to this question, in the pre-s questionnaire all students answered that the teacher never did that while in the post- questionnaire their answers were different, 80% of the students answered that the researcher always used the English Language to give instructions.

That means that the use of English as a mean of instruction has a positive effect on the assimilation of English pronunciation and speaking since students got used to listen to the language in a meaningful context. After the period of intervention the researcher could confirm that a positive effect was achieved using the appropriate language through the creative activities that helped to catch students' attention and at the same time develop their speaking skill.

# 4. Does the teacher organize groups work during the class?

Table 7
Students Perception Concerning Class Work Organization

| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 10                     | 100 |
| Usually   | 0                     | 0   | 0                      | 0   |
| Sometimes | 0                     | 0   | 0                      | 0   |
| Never     | 10                    | 100 | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

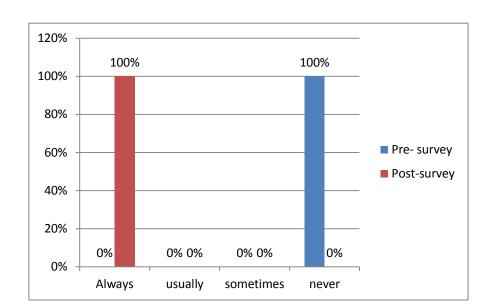


Figure 7. Student's Perception concerning Class Work Organization

Figure 7 shows remarkable results in student's perceptions concerning class work organization. In the pre- questionnaire all students answered that the teacher never organized work groups. In the post- questionnaire the total of students answered that the researcher always organized works group during the class. Group working is a requirement to develop creative activities since it facilitates student's interaction and that was the case in the present research study.

The researcher organized work groups during the intervention research, yielding positive effects in the speaking skill development. It would be fair to say that this technique allowed language use within meaningful context between students and so they could interact and practice the speaking.

# 5. Are the topics that have been discussed in the class of interest to you?

Table 8

Students Perceptions Concerning the Level of Interest of Topics Learned in Class

| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 9                      | 90  |
| Usually   | 0                     | 0   | 1                      | 10  |
| Sometimes | 6                     | 60  | 0                      | 0   |
| Never     | 4                     | 40  | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source**: Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

**Figure 8.** Student's Perception Concerning the level of interest of Topics

Learned in Class

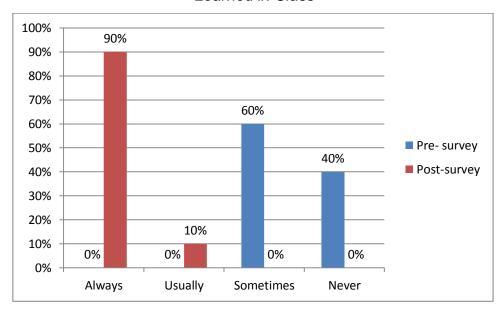


Figure 8, presents the students perception on the level of interest that topics taught in the classes. In the pre- questionnaire 60 % of the students answered that the topics were sometimes interesting and a 40% answered that the topics taught in class were interesting. On the other hand, in the post-test, most of the

students around the 90%, answered that the researcher always applied interesting topics in the class. Student's answers confirmed that they were very motivated during the classes because they considered the topics chosen by the researcher as interesting. The researcher could confirm that the creative activities chosen were very adaptable to these interesting topics and also to the needs of the teacher and the students creating a good environment where the students want to learn and develop their speaking skill to being more talkative during the class.

# 6. Are the classes reinforced with teaching resources?

Table 9

Students' Opinions Concerning the frequency of Teaching Resources

Use

| Frequency | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-----------|-----------------------|-----|------------------------|-----|
| Always    | 0                     | 0   | 10                     | 100 |
| Usually   | 0                     | 0   | 0                      | 0   |
| Sometimes | 0                     | 0   | 0                      | 0   |
| Never     | 10                    | 100 | 0                      | 0   |
| Total     | 10                    | 100 | 10                     | 100 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

**Figure 9.** Student's Opinions Concerning the Frequency of Teaching Resources Use

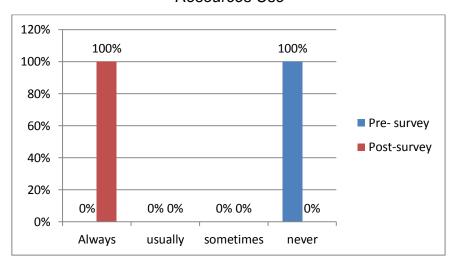


Figure 9 shows a remarkable difference between answers to the prequestionnaire and those from the post- questionnaire. In the pre- questionnaire all students answered that the teacher never used teaching resources to reinforce her classes. In the post- questionnaire the total of students considered that the researcher always used teaching resources to reinforce her classes. These results confirmed the frequency of the use of teaching resources during the classes, in the researcher case resources such as: pictures, posters, board, and the flashcards and board game were used along with the creative activities to develop students speaking skill. The use of these resources helped the researcher to develop the speaking skill in a notable way. Some side positive effects of the use of these resources were that the students lost their fears to talk in class, they were more talkative, and they learned to use the English language in more communicative context.

# 7. Which of the next resources and creative activities are used by the teacher to give the class?

Table10
Students' Opinions Concerning Resources and creative activities used
by the Teacher

| Resources                           | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-------------------------------------|-----------------------|-----|------------------------|-----|
| Board                               | 10                    | 100 | 4                      | 40  |
| Music                               | 3                     | 30  | 0                      | 0   |
| Posters and other graphic materials | 0                     | 0   | 3                      | 30  |
| Computer                            |                       | 0   | 0                      | 0   |
| Text books                          | 10                    | 100 | 0                      | 0   |
| Movies                              | 0                     | 0   | 0                      | 0   |
| Flashcards                          | 0                     | 0   | 10                     | 100 |
| Board games                         | 0                     | 0   | 10                     | 100 |
| Other                               | 0                     | 0   | 0                      | 0   |
| Total                               | 23                    | 230 | 27                     | 270 |

**Source:** Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza

**Figure 10.** Students' Opinions Concerning Resources and Creative Activities used by the Teacher

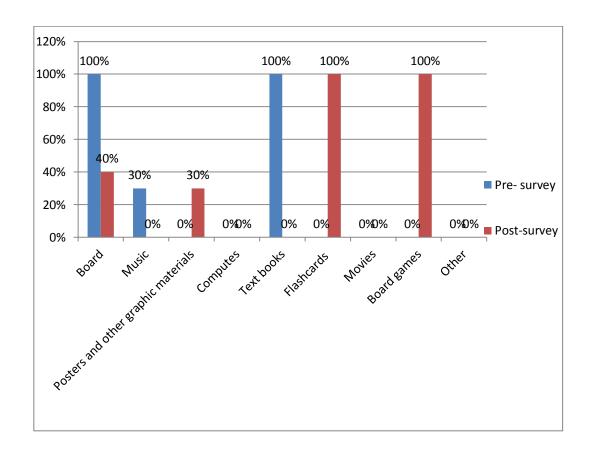


Figure 10 shows the students perception about the resources used by the teacher to give her classes. In the pre- questionnaire a 100% of the students answered that the teacher used the board and textbooks solely and a 30% answered that the teacher used the music as a resource to give her classes. In the post-test the perception of students about resources used by the researcher were 40% board, 30% posters and other graphic materials, 100% flashcards and 100% board games. The resources used by the researcher were board, Posters and other graphic materials, flashcards and board games. These resources contributed in high degree to the development of the speaking skill in the students because they could appeal to their sight, hearing and movement in order to learn everything in clear way.

# 8. How do you like to learn the English language?

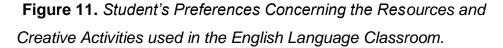
Table11

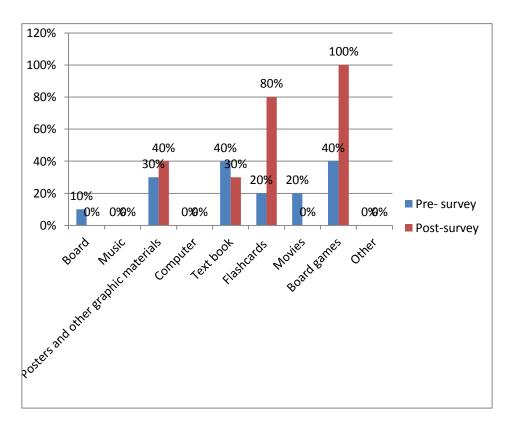
Students Preferences Concerning the Resources and creative activities
used in the English Language Classroom

| Resources                           | Pre-<br>questionnaire | %   | Post-<br>questionnaire | %   |
|-------------------------------------|-----------------------|-----|------------------------|-----|
| Board                               | 1                     | 10  | 0                      | 0   |
| Music                               | 0                     | 0   | 0                      | 0   |
| Posters and other graphic materials | 3                     | 30  | 4                      | 40  |
| Computer                            | 0                     | 0   | 0                      | 0   |
| Text book                           | 4                     | 40  | 3                      | 30  |
| Flashcards                          | 2                     | 20  | 8                      | 80  |
| Movies                              | 2                     | 20  | 0                      | 0   |
| Board games                         | 4                     | 40  | 10                     | 100 |
| Other                               | 0                     | 0   | 0                      | 0   |
| Total                               | 15                    | 150 | 26                     | 260 |

Source: Questionnaire Results from the 3<sup>rd</sup> grade of Basic Education at "Luis

Humberto Benitez Costa" School. **Author:** Eliana Anali Sánchez Asanza





Another important question in the questionnaires was that about how students would like to learn the English Language. In the pre- questionnaire, 10% of students reported prefer the board, 30% of students were more inclined to posters and graphic materials, 40% of students showed their preference for textbooks, 20% of the students answered flashcards, 20% of students were more inclined to movies and the 40% of students showed their preference for board games. These results changed after of the intervention, in the post-questionnaire the 40% of students responded positively to posters and graphic materials, 30% of chose textbooks, 80% of the students answered flashcards, and 100% of the students answered board games.

Favorable answers confirm the positive acceptance by the students to learn the English Language through creative activities accompanied by the resources which they would like to learn the English Language. This positive attitude can be attributed to the use of creative activities during the intervention as the solution proposed to student's problems. In general the students felt comfortable with the use of these resources, the resources contributed a lot during the intervention because they provide students with opportunities to learn in a different way leaving aside the traditional way which they were accustomed. Creative activities allowed students talk a lot in class, being more active in speaking activities, thus they know how to use the language to describe a picture, make short questions and answers; they also used more vocabulary and of all these was achieved thanks to the use of the resources and the creative activities.

# g. DISCUSSION

This action research was focused in the use of creative activities to improve the speaking skill of the 3<sup>rd</sup> grade students at "Luis Humberto Benitez Costa" Basic Education. The study performed to one group pretest-posttest experimental design to determine the relationship between creative activities and speaking skill. The expectation was that there would be an increase in the speaking skill by using a set of creative activities. The findings support the research questions, which is also consistent with Fisher (2006) who states that promoting creativity is a powerful way of engaging children with their learning. Children who are encouraged to think creatively show increased levels of motivation and self-esteem.

Also, the pretests and posttests were applied to determine effectiveness of the application of the creative activities. The post test showed an improvement in the students speaking skill as it was presented in the results which demonstrated that the intervention planning worked effectively in the students.

The data obtained and measured through the posttests, observation guide, and questionnaire indicates a significant increase in the students speaking skill after the 4 weeks of intervention. The researcher can state that the research work had an important impact on the students because the set of creative activities in the intervention plan made them feel more security to speak in foreign language, act more actively during the speaking activities and learn new grammar, vocabulary, expressions, and to answer to short questions.

The intervention planning was applied in three sessions, two hours per sessions a week. This greatly from student's current situation because they commonly receives 1 English class per week. This does not permit to teach the English Language in a successful way and for this reason vocabulary as weak, and the speaking activities consequently. In the pre-test students showed a poor level in the expression parameter, obtaining a total score of 24.50 % but in the post-test an increase in the same parameter could be perceived by means of a score of 95.0%.

As the researcher mentioned before the intervention was applied in three sessions, two hours per sessions to the week, were applied 12 sessions in total. In the first session the pre-test was applied and it showed very low results in speaking skill. The students were afraid of the application of the pre-test for this reason before starting with the applications of the pre-test a warm up was applied to make students feel more relaxed. At the beginning the students do not utter a word/phrase in English yet, they could not express themselves. After the warm up, the researcher started with the application of the pre-test which took about 8 minutes for each student.

From the 2nd session to the 1, the researcher carried out the application of the creative activities. At the beginning the students did not have idea about how the classes were going to be but then, they felt happy with the speaking activities used in classes. During these sessions the students improved their speaking little by little, the student's participation increased session by session and the students showed motivated in trying to speak during the activities to accomplish their tasks. In early stage, they made a lot of mistakes in speaking activities but, then they were improving during the intervention.

The student's strength during the intervention were the visual aids by looking at the pictures of the flashcards and it was easier for them to learn, the students were able to attend all the classes with excitement. The teaching resources available were (board, project, computer, English lab).

During the intervention there was a student's limitation about the English Laboratory because it had reduced space as the same laboratory is a computation laboratory too and there were computers in disorder not in a specific place, it was a distraction for the students because do not allow them to sitting in an specific place and pay all their attention, they also felt tempted of touch the monitors and keyboards but it was controlled from the first session conditioning in the back of the laboratory tables and chairs necessary for the 10 students, it was done with the help and approved of the director of the school, in this way the students could pay attention in all the sessions.

The strategy applied in this research project was creative activities that really contributed to the improvement of the speaking skill. That improvement was reflected in the tests, questionnaire applied at the beginning and at the end of the intervention, checklist, field diary, observation guide that help to the researcher for monitoring the speaking skill development during the intervention and analyze the changes occurred during the process.

Creative activities contributed to the development of the speaking skill in the students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic school, the students learned to use some grammar structures to describe a picture, to describe positions of objects, to answer questions in short sentences. Creative activities made possible in a significantly way that students improved their speaking skill and learned vocabulary about things that they did not know.

This research project had a strong impact on students because it is something new for them taking into account that before the experience the teaching was made in a traditional way. Also the person who taught the subject of English in this school was the director who is not specialized in the teaching English, she only tough this subject to accomplish with the education mandatory. In Her classes usually she used the Spanish to give instructions and did not implement activities to motivate them to speak during the classes.

This experience was very rewarding for the researcher because it enriched her knowledge about teaching and the experience gained during the intervention was something that only in the real practice can give. This research project do not only increased my students' enthusiasm for learning a foreign language and speaks more actively in class, but it also confirmed my excitement and love for teaching.

### h. CONCLUSIONS

Results overall showed a relevant increase in the ability to speak in the foreign language after the implementation of creative activities to develop communication in the speaking skill. As it tis showed by the Person Coefficient (0.63) which state a correlation between variables, Creative activities and speaking skill.

- The negative issues that limit the speaking skill in the students of 3rd grade were nothing to say, low or uneven participation and mother tongue use, these limitations were overcomes with the use of creative activities during the intervention that helped to the students lose their fears to talk in a foreign language, increase their participation and use the English language more often, the researcher can conclude that the use of creative activities were a successful techniques in the increase of speaking skill because now they made thinks like: answer questions, use a grammar structure to describe objects, pictures, that they could not made before specially in the expression of the foreign language.
- The Creative activities that were useful to improve the students speaking skill in this intervention were board games and flashcards (Point or race to the flash cards, charades, memory activity, describe pictures, guessing questions game, and chain drills) these creative activities activate and motivate to the students to develop their speaking skill. Also, with the use of creative activities students learned, comprehension, pronunciation, providing answer to question and fluency in expression, with it the researcher can conclude that with the use of right creative activities in the teaching learning the students will be able to improve the speaking skill.
- Creative activities helped to improve students speaking skill because it
  increased their vocabulary, improved students imaginations, helped to lose
  students fears to speak in a foreign language, students interacted making
  questions and answers and developed oral comprehension, at the end of the
  interventions students reached to improve their speaking skill because the use
  of creative activities during the intervention result really fun, new, interesting to

them, taking into account that the learning before always was in a traditional way and not using activities, games or things like the researcher used during the intervention that to motivate them in speaking.

• The applications of creative activities in this intervention was successful because these resulted interesting, new, interesting, fun and caught attention to the students because it was something new applied that the teacher never applied before and at the same time students were developing little by little their speaking skill losing their fears to speak and express an ideas in a foreign language, creative activities not only developed students speaking skill but also that technique allow students increase their vocabulary, listening skill and become students act more actively during the class.

# i. RECOMMENDATIONS

Considering the results obtained in this study there are some suggestions to improve the speaking skill in the English Language through creative activities.

Teachers should take into account the creative activities in the teaching learning process because it could facilitate the students learning in the foreign language, it is easy to apply and the classes are becoming more interesting to the students.

Teachers should use creative activities if have students with problems like: they do not like to speak, low or uneven participation, mother tongue use during the English classes, lack vocabulary, they are lack of grammar structure, use this kind of creative activities because these allow students feel comfortable to speak, speak freely, they can make mistakes without feel shame.

Teachers should use creative activities because these are adaptable to any topic to teach, the teacher can adapt his/her topic in an easy way using board games and flashcards.

This high school "Luis Humberto Benitez Costa" should increase the hours of Teaching English Language in their schedules because 2 hours per week are so few to the students to learn a foreign Language.

This high school "Luis Humberto Benitez Costa" should facilities resources to the students such as flashcards, posters, and other visual aids needed in the teaching learning process.

Student should practice their speaking skill in oral communication whit their partner and should not worry about making mistakes because by knowing their mistakes, it will make them better.

Researchers who want to carry out an investigation research look for more information in order to improve the students speaking skill taking into account the speaking problems of the students to make it more effective and then search for an appropriate technique or method to improve this skill.

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Área de la Educación, el Arte y la Comunicación ENGLISH LANGUAGE CARRER

# THEME

CREATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH STUDENTS OF 3<sup>rd</sup> GRADE OF BASIC EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL. ACADEMIC PERIOD 2013-2014

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**LOJA - ECUADOR** 

# a. THEME

CREATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH STUDENTS OF 3<sup>RD</sup> GRADE OF BASIC EDUCATION AT "LUIS HUMBERTO BENITEZ COSTA" SCHOOL. ACADEMIC PERIOD. 2013-2014.

# **b. PROBLEM STATEMENT**

#### **b.1 BACKGROUND**

The present action research will be developed at "Luis Humberto Benitez Costa" Elementary school. It was founded in 1950 by Olga Zuñiga. The school is located at Punzara Chico neighborhood, in an urban area of Loja. This school was created with the objective of educating people and encouraging students, teachers, and parents to play an active role in promoting educational excellence. Punzara Chico is a poor neighborhood of Loja At the beginning the school there were only 5 teachers and a few students in each classroom. Also the school did not have a good structure to teach in a good way.

The director of this school is the Lic. Laura Mercedes Hidalgo O. Now the school has as a purpose, to educate the children and to develop students' knowledge, capacities, attitudes, and values in order to be able to compete in the global environment in a good way. The school has improved a lot in all the aspects, for example it has a good structure in the classrooms and the teachers can teach in a good environment in order for students feel comfortable.

The resources that the school has are projector, computers, and new boards that really help the teachers present the topics in interesting way for students, but the teachers need to improve the methods to teach in order to make the class more active, fun, and creative. Students need to speak more to develop the speaking skill and love English.

The vision of the "Luis Humberto Benítez Costa" School is to meet and enforce laws and regulations, with an academic and administrative staff committed to change and respecting the rights of others, with children, active, reflective, responsible, critical, and creative, with a high development of intelligence and thought so that they are capable to project themselves in different educational fields being useful to society.

The mission of the "Luis Humberto Benítez Costa" School is to provide an education of quality and warm with the constants practice of values, grounded in objectives of Basic Education that allows them to develop entirely individual skills through constructivist's processes, thus achieving a change in attitude in the society.

Actually "Luis Humberto Benitez Costa" Elementary school offers from initial to 7<sup>th</sup> grade with excellent structure in each classroom. The school has one hundred-twenty students and eleven teachers. This project is going to be developed with the students of 3rd year of Basic Education where there are ten students between 6 and 7 years old.

### **b.2** CURRENT SITUATION OF THE RESEARCH OBJECT

#### **b.3 RESEARCH PROBLEM**

Nowadays Ecuador education must respond to the demands of the national and world development in order to reach the standards of quality that our government is asking. The learning of English language is a tool that permits us to communicate with other people from other countries, inside the global world

in which we live. Today it is essential to learn the English language. Every day it is used more in almost all areas of knowledge.

English has four skills: reading, listening, writing and speaking, but one of the most important language skills that must be mastered by a foreign language learner is the ability to speak or communicate in the target language fluently. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, and it needs to be developed in a suitable way.

This research will be carried out at "Luis Humberto Benitez Costa" Elementary school, in the afternoon shift, with students of 3<sup>rd</sup> grade. There are 8 boys and 9 girls from 6 to 7 years old. The research project will be applied in a period of 3 moths form February to April, 1 classes per week of 2 hours. This project is focused on improving the speaking skill through creative activities by taking into account that students have some problems especially in speaking. Another problem is that they do not like to speak during the class low or uneven participation, mother tongue use during the English classes and lack vocabulary. All of these problems are related to the condition of the students that will make them unable to say words during speaking class, make students act less actively and become too insecure to use English in speaking class.

Another problem is that there is only one teacher to teach in all the grades who teach learning process in a traditional way and it does not permit students develop their skills. The teacher of the school never applies creative activities so students are very quiet, and cannot speak in English in a free way.

It is necessary to apply activities that motivate students learning and encourage them to speak more than the teacher so that students can be more active in class with activities according to their problems and level making the class more interesting and enjoyable.

Helping students to improve their speaking skill is a part of the teacher's job. Creative activities are a good method to make students develop the speaking skill; students engage on a creative level every time he/she plays board games, and use flash cards.

It is important to take into account important points in order to apply an effective creative activity that helps the students with their problems such as what is exactly happening in their classes, what students are thinking, what aspects they need to focus on and how they should change in these aspects in order to know what creative activity is beneficial to their students.

There are some aspects that the teacher has to take into account such as: the way to manage the class to make it more active. During teaching learning process, teachers change the school's traditional way of teaching and catch the student's interests in the activities that are applied.

Based on the problems above, the researcher decides to carry out a research project entitled Creative activities to improve the speaking skill with students of 3<sup>rd</sup> grade of Basic Education at "Luis Humberto Benitez Costa" School. Academic Period 2013-2014.

#### b.4 DELIMITATION OF THE RESEARCH

The research project is focused on the process of improvement students' speaking skill using creative activities at the 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education.

# b.4.1 Temporal

The present research project will be developed in a period of 3 moths from February to April, 1 session per week, 2 hours per session.

## b.4.2 Spatial

This research project will be developed at "Luis Humberto Benitez Costa" Basic Education that is located in Punzara Chico of Loja city.

## b.4.3 Observation Units

The people who will be part of the present research project are the following: the researcher and students of 3<sup>rd</sup> grade of Basic Education.

## b.4.4 Subproblems

■ What kind of theoretical references about creative activities are effective to improve the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education? Academic period 2013-3014.

- Which are the negative issues that limit the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education? Academic period 2013-3014.
- Which creative activities are useful to improve speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education? Academic period 2013-3014.
- How do creative activities help to improve the limitations in the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education? Academic period 2013-3014.
- How successful was the application of creative activities in speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education? Academic period 2013-3014.

# c. JUSTIFICATION

The present research project is justified because there are a lot of problems with the students of 3rd grade of Basic Education at — "Luis Humberto Benitez Costa" Elementary school they lack vocabulary, motivation, and activities in speaking. Another problem is that they do not like to speak, they avoid speaking during lessons, and they are not active during the class, students lack of grammar structure that allow them to express an idea, opinion or answer to questions during the class. Another problem is that the teaching learning process is traditional, and it does not permit students to develop their skills.

Doing action research is **important** because in this way the researcher can investigate some problems that students have and apply new strategies so that students can be in accord with dispositions of our society, taking into account that change is essential to the progress for all students in school.

It is **social** because it is a process through which the researcher investigates meaningful social topics and participates in research to understand the root causes of problems that directly impact students.

It is **educational** because it can help at "Luis Humberto Benitez Costa" Elementary school to improve the English languages teaching in creative way applying these creative activities. The school can adopt this strategy and apply it with students in order to receive better results. Moreover, it is very necessary to carry out this research work in order to know the kind of creative activities the teacher uses to develop the speaking English Language skill.

It is important to research this theme from the **scientific** point of view because it will determine the best ways of selecting creative activities in order to improve the teaching learning process. The research project can help us to find a good creative activity that has not been applied before to give good results.

This research work is **pertinent** because this never has been researched before and it is a reference to support the English teaching Learning process at basic school. Nowadays it is helpful to support teaching with new innovative strategies to break with the traditional teaching that some schools have. It is essential to contribute new ideas as a teacher in order to prepare students for the future.

This research project is a **requirement** of the English career undergraduates in order to receive the bachelor in English degree, through a research project. It is justified if the researcher can offer some alternative solutions to the found problem in order to improve the English Teaching Learning Process.

# d. OBJECTIVES

#### d.1 GENERAL

To apply creative activities to improve the speaking skill with students of 3rd grade of Basic Education at "Luis Humberto Benitez Costa" School, Academic Period 2013-2014.

#### d.2 SPECIFICS

- ♣ To investigate the theoretical references about creative activities as a strategy to improve the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014.
- ♣ To diagnose the negative issues that limits the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014.
- ♣ To select the appropriate creative activities to improve the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014.
- ♣ To apply the selected creative activities that help to improve the limitations in the speaking skill in the English language learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014.

♣ To reflect about the effectiveness that the creative activities had on speaking skill in the English Language Learning with students of 3<sup>rd</sup> grade at "Luis Humberto Benitez Costa" Basic Education, Academic period 2013-3014.

# THEORETICAL FRAME SCHEME

| 1 | . ; | Speaking skill                                    |
|---|-----|---|
| 4 |     | Definition  |
| 4 |     | Importance of speaking                            |
| 4 |     | The Components of Speaking Ability                |
|   | ✓   | Grammar   |
|   | ✓   | Vocabulary  |
|   | ✓   | Pronunciation                                     |
|   | ✓   | Fluency   |
| 4 |     | Characteristics of Successful Speaking Activities |
|   | ✓   | Learners talk a lot                               |
|   | ✓   | Participant is even                               |
|   | ✓   | Motivation is high                                |
|   | ✓   | Language is of an acceptable level                |
| 4 |     | Reasons for teaching speaking                     |
| 4 |     | Tips to teach speaking                            |
| 4 |     | The speaking skill process                        |
|   |     | ✓ Pre-speaking: Planning and Organizing           |
|   |     | ✓ During Speaking                                 |

- ✓ Post-speaking: A Time for Reflection and Setting Goals
- Functions of speaking
- Type of speaking
  - 2. Negative issues that limit the development of speaking skill in the English language learning with the students of 3<sup>rd</sup> grade.
- Difficulties in speaking skill
- Principles deficiencies in speaking skill
  - ✓ Nothing to say
  - ✓ Low or uneven participation
  - ✓ Mother tongue use
- 3. Creative activities to improve speaking skill in the English language learning with the students of 3<sup>rd</sup> grade.
- Definition of creative activities
- Advantages of creative activities
- Benefits of applying creative activities
  - ✓ Imagination
  - ✓ Problem-solving
  - ✓ Skill development

#### ✓ Teamwork

- Advantages of creative activities
- 4. Creative activities to teach speaking skill in the English language learning with the students of 3<sup>rd</sup> grade.

#### Flashcards

- 4.1..1 TPR Activities
- 4.1..2 Simon Says (with a spin)
- 4.1..3 Charades
- 4.1..4 Point or race to the flash cards
- 4.1..5 Picture Describing
- 4.1..6 Guessing Game.

#### Board Games

- ✓ Advantages to use board games to teach English
- ✓ Helpful strategies for teaching children how to play board games
- 5. Applying the creative activities in order to improve speaking skill in the English language learning with the students of 3<sup>rd</sup> grade.
- ♣ Workshop I: pre-test
- Workshop II: Flashcards
- Workshop III: Flashcards

- ♣ Workshop IV: Board games
- ♣ Workshop V: Flashcards
- ♣ Workshop VI: Flashcards
- ♣ Workshop VII: Board games
- **Ψ** Workshop VIII: Flashcards
- ♣ Workshop IX: Flashcards
- ♣ Workshop X: Board games
- ♣ Workshop XI: Flip chart
- ♣ Workshop XII: Post –test
  - Assessment of the effectiveness of creative activities on the speaking skill in the English language learning with the students of 3<sup>rd</sup> grade.
- Observation guide 1: Game Boards
- Observation guide 2: Flash Cards

# e. THEORETICAL FRAMEWORK

# 1. Speaking skill

#### Definition

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way learners can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Hadi (2011) speaking is an important skill that students have to develop in order to use it in a good way. Also Speaking refers to the act of expressing thought, ideas and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning of the message that we convey. The speaker can ask questions, answer questions, influence others, give directions, and generalization.

According to Shohib (2012) speaking is one of the skills that has to be mastered by students in learning English. Speaking is an essential tool for communication. Shohib (2012) also defines speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as

possible to be able to speak in English in the real world outside the classroom.

# Importance of speaking

According to Brown (2001) Speaking is a communicative process of creating meaning that involves receiving, producing and processing information. Teaching speaking is a way for students to express their opinions and ideas, and it is used to interact with other people in any situation. For this reason it is important to develop students speaking so that they can be able to communicate successfully in any situation.

# The Components of Speaking Ability

According to Johny (2012) as proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. There some important component such as:

#### ✓ Grammar

It is needed for students to arrange a correct sentence in conversation. That student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### ✓ Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

#### ✓ Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

## ✓ Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

# ✓ Comprehension

For oral communication, it certainly requires a subject to respond, to speeches well as to initiate it

# Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases, it is difficult according to Hadi (2011) In order that students can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- ✓ **Learners talk a lot.** As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- ✓ Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- ✓ Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy

# Reasons for teaching speaking

According to Wan (2011) there are some reasons for teaching speaking such as:

- ✓ Speaking is a crucial part of second languages learning and teaching
- ✓ The mastery of speaking skill in English is priority for much second language of foreign-language learners.
- ✓ Today's world requires that the goal of teaching speaking should improve students 'communicate skills

# Tips to teach speaking

According to Hadi (2011) there are some suggestions for teaching speaking such as:

- ✓ Give maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- ✓ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- ✓ Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- ✓ Indicate positive signs when commenting on a student's response.
- ✓ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

- ✓ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- ✓ Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- ✓ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

# The speaking skill process

According to Elbow (2009) speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

# ✓ Pre-speaking: Planning and Organizing

According to Chela (2010) just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

# To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- ✓ constructing thought webs and graphic organizers
- ✓ reading and researching
- ✓ listening to music
- ✓ viewing a video
- ✓ listening to a speaker
- ✓ Jotting down ideas
- ✓ Reflecting upon personal experience.
- ✓ To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

#### To determine audience:

Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

- ✓ Familiar, known audiences (self, friends, peers, family, teachers)
- ✓ Extended, known audiences (community, student body)
- ✓ Extended, unknown audiences (local media).

## To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- ✓ conversation
- √ discussion
- √ formal speech
- ✓ dramatic presentation
- ✓ monologue
- ✓ Readers Theatre.

See the Writing section for a variety of pre-writing suggestions which also can be useful as pre-speaking scaffolds.

# ✓ During Speaking

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal

speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information. In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

According to Chela (2010) some purposes for speaking include the following

- To express personal feelings, ideas, or viewpoints
- To tell a story
- To entertain or amuse
- To describe
- To inform or explain
- To request
- To inquire or question
- To clarify thinking
- To explore and experiment with a variety of ideas and formats
- To converse and discuss.

### Some scaffolds to support speaking include the following:

- Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- ✓ Modeling a variety of formal and informal speaking formats for students.

✓ If possible, making available to students audio and video equipment so that they can practice prior to formal speaking situations.

# ✓ Post-speaking: A Time for Reflection and Setting Goals

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought.

According to Chela (2010) some purposes for speaking include the following

## To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

#### To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

#### Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- ✓ Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.

# Functions of speaking

According Jack C. Richard (2008) the function of speaking is express ideas, opinion, and a complete thought and maintains a social relation among speaker with listener. Another function of speaking is interaction and transactions which consist in maintain a conversation with someone for social purpose.

# Type of speaking

According to Brown H. D, (2004)

**Intensive.** A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed responses tasks including simple sequences and translation up to the simple sentence level.

Designing assessment tasks: intensive speaking

Picture- cued tasks

According Brown H. D, (2004) one of the most simple and popular ways to elicit oral languages performances at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test taker. Pictures used can be very simple, designed to elicit the word or a phrase: somewhat more elaborate and "busy"; or composed of a series that tells a story or incident. Here is an example of a picture-cued elicitation of the production of a simple minimal pair.

Picture-cued elicitation of nouns, negative responses, numbers, and location.

2. Negative issues that limit the development of speaking skill in the English language learning with the students of  $3^{\rm rd}$  grade.

2.1 Difficulties in speaking skill

It refers to students' personality motivation, anxiety, emoticon and attitude). Moreover, students' problem in speaking; they are lack of vocabulary and meanings, grammar, pronunciation, material and fluency. In addition, another student' difficulties in speaking is fear of making mistake and being laughed.

## 2.2 Principles deficiencies in speaking skill

According Ariffansyah (2013) the learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The Following are the deficiencies in speaking skill

#### ✓ Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

#### **✓** Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

#### **✓** Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

# 3. Creative activities to improve speaking skill in the English language learning with the students of $3^{rd}$ grade.

#### 3.1 Definition of creative activities

According to Wright (2011) says that creative activities is Making something new or a new version of something. 'Something' might be how you respond to a situation in class or how you manage to do many things at the same time or when you see the funny side of something and tell someone else. Of course, it is also when you devise activities and make materials.

According to Wright (2011) areative activities not only to get students' attention but to produce a better learning. This is a solution in which students could feel free to speak in an easy and fun way taking into account interesting activities in order to motivate and help them to improve speaking skill.

#### 3.2 Importance of creative activities

According to Wright (2011) apply creative activities play an important role in the students learning because it brings out exciting ideas according the level or interests of the students. Creative activities make children and adults feel free to speak while a speaking class is that they are afraid and also stressed with the idea of speaking a new language. It helps students become more spontaneous.

## 3.3 Advantages of creative activities

According to Wright (2011) there some advantages of creative activities such as:

- ✓ Get students' attention.
- ✓ Produce a better learning.
- ✓ Students could feel free to speak in an easy, fun way.
- ✓ Help students improve skill, specially speaking skill.
- ✓ Students become more spontaneous.
- ✓ Help students develop imagination.

# 3.4 Benefits of applying creative activities

According to D'Antuono (2013) says "Pursuing creative activities with children is a healthy way to help them grow and learn. A child is engaged on a creative level every time he/she builds with blocks, plays games, reads and engages in a myriad of other activities". Taking into account this point of view creative activities are a good tool to improve the speaking skill and motivate children to talk.

According to Fisher (2006) says that promoting creative thinking is a powerful way of engaging children with their learning. Children who are encouraged to think creatively show increased levels of motivation and self-esteem. Creativity prepares them with the flexible skills they will need to face an uncertain future. Employers want people who are adaptable, innovative, can solve problems and communicate well with others.

Developing the capacity to be creative can enrich their lives and help them to contribute to a better society.

D'Antuono (2013) Mentions some Creative activities that have benefits in students such as:

# 3.4.1 Imagination

Creative activities engage a child's imagination and inspire his thoughts and perceptions. It can increase the imagination according to the topic that teacher can teach them.

## 3.4.2 Problem-Solving

Creative activities present opportunities to problem-solve, challenging a child's thinking, expanding his perspective and rewarding his initiatives. It gives students opportunity to increase the ability to solve a problem individually or in group.

## 3.4.3 Skill Development

Creative activities can help children build both fine and gross motor skills.

Those motor skills can be develop with games that that permit them

#### 3.4.4 Teamwork

Creative group activities teach children how to work together toward a common goal, building both their individual self-confidence as well as their ability to contribute as a member of a team. This kind of activities permit

students work in groups to reach a same goal, they have to talk, interact with other, think fast to complete the assignments, and improve the relationship between students and teacher.

# 4. Creative activities to teach speaking skill in the English language learning with the students of $3^{rd}$ grade.

#### 4.1 Flashcards

According to Budden (2004) says that Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class.

There are some Activities for using flash cards, the activities are divided into the following categories: Memory and drilling.

#### 4.1.1 TPR activities

# 4.1.1.1 Simon Says (with a spin)

Clearly, it's a classic among TPR activities, one that is more commonly used to teach the parts of the body. But why not go beyond the simple, "Simon says touch your nose" and try more complex commands? Say you are teaching your students how to give directions. Clear up a space in the classroom, one your students can easily maneuver around. Your commands could be directions: "Simon says turn right, Simon says go straight ahead." Create a mini neighborhood! Place a flashcard or picture

on each of your students' desks: a bank, a pharmacy, a shopping center, etc. Arrange the desks so they create "streets". Students take turns giving each other directions to and from locations in their neighborhood.

#### **4.1.1.2 Charades**

According to Alex (2008) another classic game, this one is best suited to action verbs and sports. For example, to teach sports you must first introduce each with flashcards, act out each of the sports yourself, and have students say each out loud with you. Then you divide the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and pantomime the movements involved in playing the sport so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: *you are playing basketball*.

#### 4.1.1.3 Point or race to the flash cards

According to Budden J (2004) another activity using flashcards is pointing or racing to the flashcards.

- Stick flash cards around the class.
- Say one of them and students point or race to it.
- Students can then give the instructions to classmates.
- You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.

You can also incorporate flash cards into a game of Simon Says.
 "Simon says, jump to the T-shirt" etc.

# 4.1.1.4 Picture Describing

According to Kayi (2006) another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

# 4.1.1.5 Guessing Game.

According to Mary Ormiston (2005) create some sets of flashcards with common people / places / things. One learner picks up a flashcard and describes it using

It is a thing that ....

It is a place where ....

It is a person who ....

The first student to correctly guess it wins the card. Most cards when time is up, wins.

#### 4.2 Board Games

According to Robbins (2001) there are board games designed specifically for English language training. The most common feature of these games is that they require identification of an object and its associated meaning. Commercial games such as Memory and Scrabble are great tools for this purpose. When using these commercial games, encourage the students to not only construct the word but to define it as well. Memory is especially prized for second-language learning games where the participants may identify an object in both the native and English equivalents

# 4.2.1 Advantages to use board games to teach English

According to Aydan (2000) says that Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.'

'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.'

- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

# 4.2.2 Helpful strategies for teaching children how to play board games

According to Daymut (2010) says that Children enjoy playing board games— they have fun! Board games can be a great, interactive learning tool. When children play board games, they learn valuable skills such as turn taking and being a good sport, and they gain knowledge of basic concepts as they practice good listening, following directions, and responding appropriately.

Specifically, many educational board games target answering "WH" questions, categorization, color identification, providing information, sentence repetition, counting skills, describing skills, grammar/syntax, increasing sentence length, and letter recognition. Children also get to work on fine-motor control as they manipulate and move game board pieces.

Board games range from simple to more complex. Some board games have only a few pieces, a few spaces, and a few prompts. Other board games are more complex and have many pieces, many spaces, and many prompts. You can choose a board game that matches the child's abilities. You can also modify a board game to meet the needs of the child. Modifications include using the prompts or cards without the actual game board, using fewer prompts/cards, having fewer players in the game, taking breaks during the game, and using dice with written numbers (1, 2, etc.) versus dots.

1) Introduce the game board. Explain what you see on the board. This includes any graphics or writing on the board. Identify the start and end points on the game board.

Note any special spaces such as "Move Ahead 2." Have the child trace the path from start to finish with his/her finger.

- 2) Introduce the game pieces. These include items such as a spinner, a die (or dice), pawns, and tokens. You may have to explain what each game piece is by describing its function. For example, when explaining dice, you could say: These are dice. They have six sides each. Each side has dots on it. There will be one, two, three, four, five, or six dots on a side. You put the dice in your hand. You can shake your hand to make the dice turn over. Then you open your hand and gently drop the dice onto the game board. You look at the sides that face up. Count the number of dots you see on each die and add those numbers together. This is the number of spaces you move on the game board.
- **3)** Practice moving the game pieces around the game board. You can use hand-over-hand assistance (putting your hand over the child's hand and moving together) if necessary.
- 4) Practice playing the game without the prompts/cards from the game. Instead, play the game but ask the child questions he/she knows to help learn the game format. You can ask questions like "What is your name?" "Do you have brothers or sisters?" "What is your favorite color?"

- **5)** Read the game directions. Have the child repeat the directions back to you to make sure he/she understands how to play.
- 6) Play Away.
- Applying the creative activities in order to improve speaking skill in the English language learning with the students of  $3^{rd}$  grade.

| SESSIONS   | CONTENT            | CREATIVE ACTIVITY |
|------------|--------------------|-------------------|
|            |                    |                   |
| Session 1  | Pre-test           | Pretest           |
| Session 2  | Farm Animals       | Flashcards        |
| Session 3  | Farm Animals       | Flashcards        |
| Session 4  | Farm Animals       | Board games       |
| Session 5  | School supplies    | Flashcards        |
| Session 6  | School supplies    | Flashcards        |
| Session 7  | School supplies    | Board game        |
| Session 8  | fruits             | Flashcards        |
| Session 9  | Fruits             | Flashcards        |
| Session 10 | fruits             | Board game        |
| Session 11 | General evaluation | Flip chart        |
| Session 12 | Post-test          | Posttest          |

# Workshop I:

**TOPIC: Pre-test** 

| OBJEC                  | TIVF                  |                  |  |  |  |  |  |  |
|------------------------|-----------------------|------------------|--|--|--|--|--|--|
| 05020                  |                       |                  |  |  |  |  |  |  |
| Researcher             | Students              | MATERIALS:       |  |  |  |  |  |  |
|                        |                       | √ Video recorder |  |  |  |  |  |  |
| To diagnose the        | To demonstrate their  | ✓ oral Pre-test  |  |  |  |  |  |  |
| speaking skill in the  | speaking abilities    | ( into miles     |  |  |  |  |  |  |
| students before        | through an interview. | ✓ interview      |  |  |  |  |  |  |
| applying the interview |                       |                  |  |  |  |  |  |  |
| plan.                  |                       |                  |  |  |  |  |  |  |
| ACTIVITY DESCRIPTION:  |                       |                  |  |  |  |  |  |  |
| Starting activity      |                       |                  |  |  |  |  |  |  |
| Warm up "Simon says"   |                       |                  |  |  |  |  |  |  |
| Presentation practice  |                       |                  |  |  |  |  |  |  |

- ✓ Introduce to the students what the pre-test is about.
- ✓ Explain how the pre-test is going to be applied.

## Assessment

- ✓ Apply the oral pre-test.
- ✓ Students are going to be interview in one conversation.

AGE: Between 6 to 7 years old

Level: Beginner level

Resource: The Authoress

# Workshop II: Flash cards

**TOPIC: Animals** 



|            | OBJE | CIIVES: |
|------------|------|---------|
| Researcher |      | S       |

OD IECTIVES.

- ✓ To pre-teach vocabulary about animals.
- ✓ To introduce grammar structures as a context for speaking development (colors, yes/no questions with verb to Be, and W-questions with what and demonstrative pronouns this/these)

# Students

- ✓ To recognize animals.
- ✓ To pronounce animal names clearly.
- ✓ To give information about animals features (colors)
- ✓ To verbally identify animals

#### **MATERIALS:**

- √ Flashcards
- ✓ worksheets

## **TECHNIQUE:**

Use of flashcards to teach vocabulary about animals.

#### **CONTENT:**

Animals: Sheep, cow, eagle, horse, elephant, hen, dog.

Grammar: Yes/no questions with the verb to be and W-questions using

what, and demonstrative pronouns this/these.

Colors: brown, black, white and gray.

#### **ACTIVITY DESCRIPTION:**

#### Starting activity

✓ Warm up (hot seat)

To make 2 groups (A&B), each group choose a person who is going to take a seat, researcher show a flashcard with a picture of an animal and students have to make sounds in order to try the student in the seat guess the animal, if the student guess the

animal immediately another partner take a seat and continue the game, the group that most animals guess are the winners.

- ✓ Researcher shows flashcards depicting an animal.
- ✓ Students are motivated to repeat the animal names after Research.
- ✓ Say yes/no: Researcher shows a flashcards and asks students to say yes/no according to what researcher says. **for example:**

**Researcher**: Is it a dog?

Students: yes, it is.

Demonstrative pronouns: Researcher shows a flashcards and asks students to say this is a..../ these are..... according to what researcher says. **for example:** 

Researcher: What is this?

Students: This is a sheep

# **Presentation practice**

✓ Researcher gives flashcards to students at random and asks questions to individual students. For example:

Researcher: It is a horse?

**Student:** no, It is not a horse

Researcher: what animal is this?

**Students:** this is a cow.

✓ Charades. Each student must take a flashcard, with an animal written on it, and pantomime the movements involved in making sounds so that his or her teammates can guess what it is.

#### Assessment

✓ Researcher gives students a worksheet about the topic thought, students have to demonstrate how much they learn in this session.

AGE: Between 6 to 7 years

TIME: 120 minutes

Level: Beginner level

**SOURCE:** The Authoress

# ♣ Workshop III: Flash cards

**TOPIC: Animals** 



| OBJ             | MATERIALS:            |                      |
|-----------------|-----------------------|----------------------|
| Researcher      | Students              |                      |
| ✓ To confirm    | ✓ To associated       | riadridarad          |
| information     | animals with names.   | ✓ Worksheets.        |
| concerning      | ✓ To answer questions |                      |
| animals, yes/no | confirming            |                      |
| questions with  | information.          | TEOLINIOLIE          |
| verb to be Be,  | ✓ To describe the     | TECHNIQUE:           |
| and W-          | animals in the        | Use of flashcards to |
| questions what  | flashcards using the  | teach vocabulary     |
| and through     | grammar structure     | about animals.       |
| asking          | thought.              |                      |
| questions       |                       |                      |
| CONTENT:        |                       |                      |

Animals: Sheep, cow, eagle, horse, elephant, hen, dog.

**Grammar:** Yes/no questions with the verb to be and W-questions

using what, demonstrative pronouns this/these

Colors: brown, black, white and gray.

# **ACTIVITY DESCRIPTION:**

# **Starting activity**

✓ Warm up (pass the ball)

This warm up is for make a feedback about the last class

making some questions.

Teacher gives students a ball, when the teacher say pass pass pass, the student pass the ball to the next student in a quickly way, when teacher say stop the students who has the ball have to answer the questions that the teacher ask. For example: Is it a dog? What animal is it?

- ✓ Researcher shows the flashcards and makes yes/no questions using the animal as a topic.
- ✓ Students have to answer yes/ no according to what researcher say. E.g.: It is a cat? No, it is not a cat. What is this animal? This is a horse. What color is the horse? The horse is color brown.
- ✓ Researcher present the flashcards depicting the animals, students are motivated to repeat the names aloud.
- ✓ Researcher describe the animals in the flashcards

# **Presentation practice**

- ✓ Point or race to the flash cards Form two groups with the same number of people in each, researcher stick on the board some flashcards with the face down and each student in each group have to take one flashcard and describe the animal the students who describe the animal of the best way are the winners.
- ✓ Researcher gives flashcards to students at random and asks questions to individual students. For example:

For example:

Researcher: It is a horse?

**Student:** no, It is not a horse

Researcher: what animal is this?

Students: this is a cow

# **Assessment**

✓ Researcher gives students a worksheet about the topic

thought, students have to answers in order to demonstrate how much they learn in this session.

✓ Students have to draw a grange, cut animals pictures and stick in sheet of paper.

AGE: Between 6 to 7 years old

TIME: 120 minutes

Level: Beginner level

**Source:** The Authoress

♣ Workshop IV: Board game

**TOPIC: Animals** 



# **OBJECTIVE:**

# Researcher

✓ To ask questions and answer using the grammar structure, colors, Yes/no questions with the verb to be, W-questions using what and the animals as a topic

# Students

- ✓ To demonstrate the learning
- ✓ To reproduce speaking as much as possible.

#### MATERIALS:

- ✓ Board game
- ✓ Worksheets.

# TECHNIQUE:

Use of board game to review vocabulary and improve speaking.

# CONTENT:

Animals: Sheep, cow, eagle, horse, elephant, hen, dog.

**Grammar:** Yes/no questions with the verb to be and W-questions

using what, demonstrative pronouns this/these

Colors: brown, black, white and gray.

# **ACTIVITY DESCRIPTION:**

# **Starting activity**

✓ Warm up (Exchange)

Make a circle, all the students sit in a chair, the researcher give students 1 piece of paper that contain the animals, one students in the middle of the circle says the animal that he/she has for example cat and all the students that has in the piece of paper a cat have to change their sits fast as they can and the student in the middle have to find a sit or the other way he/she has to says another animal.

- ✓ Researcher shows the material about board game and the phrases that they are going to use during the board game.
- ✓ The phrases are: go back 1 space, it is your turn, lost a turn, move ahead 2 spaces, spin again

# **Presentation practice**

Researcher divide the class in two groups and present 1 board game on the board that contain pictures about animals, each group have a turn to roll the dice and answer the questions that the researcher ask if the student answer correctly pass to the next square and the next group have the opportunity to roll the dice, the students must answer in a grammar structure.

# **Assessment**

✓ Researcher gives students a worksheet about the topic thought, students have to answers in order to demonstrate how much they learn in this session.

AGE: Between 6 to 7 years old

Level: Beginner level

**Source:** The Authoress

# Workshop V: flashcards

**TOPIC:** school supplies



# **OBJECTIVES:**

# Researcher

- ✓ To pre-teach vocabulary about school supplies.
- ✓ To introduce grammar structure as a context for speaking development (preposition of place in, on and under, colors,)

# **Students**

- ✓ To recognize school supplies
- √ To pronounce school supplies names clearly.
- ✓ To give information about school supplies features (numbers)

# **MATERIALS:**

- ✓ Flashcards
- √ worksheets

# **TECHNIQUE:**

Use of

to teach vocabulary about school supplies.

# CONTENT:

**School supplies:** glue, ruler, book, scissor, crayon, eraser, pencil.

**Grammar:** prepositions of place in, on and under.

Colors: yellow, green, blue, white and red

Opposite Adjectives: big and small.

# **ACTIVITY DESCRIPTION:**

# Starting activity

✓ Warm up (That's Who I Am!)

Researcher holds up a flashcard and start asking "What is this?"

Students have to come up with an answer: "(this is a ruler)." Then start asking questions like, "what color is the ruler?" and have students make answers.

At the end, ask all students to stand up. Each has to state a 'fact' about the flashcard before he/she can sit down. This ensures that students are listening and everybody says something.

- ✓ Researcher shows flashcards depicting the school supplies
- ✓ Students are motivated to repeat the school supplies names after research.
- ✓ Prepositions of place: Researcher shows a flashcards and asks students to say in, on, under according to what researcher says.

# for example:

**Researcher**: where is the pencil?

**Students**: the pencil is on the table

✓ Opposite objectives: researcher shown a flashcards and asks students to say small and big. For example:

Researcher: Is the pencil small or big?

Students: the pencil is big

# **Presentation practice**

✓ Researcher gives flashcards to students at random and asks questions to individual students. For example:

**Researcher:** where is the eraser? **Student:** the eraser is in the box

Researcher: the eraser is small or big?

Students: the eraser is small

✓ Memory activity. Place a selection of flash cards on the floor in a circle. Students have one minute to memories the cards. In groups, they have two minutes to write as many of the names as they can remember.

# **Assessment**

✓ Researcher gives students a worksheet about the topic thought, students have to demonstrate how much they learn in this session. AGE: Between 6 to 7 years

Level: Beginner level

**SOURCE:** The Authoress

# ♣ Workshop VII: Flashcards

**TOPIC: School supplies** 



| OBJE   | MATERIALC  |   |  |  |
|--|--|---|--|--|
| Researcher   | Students   | MATERIALS:  |  |  |
| ✓ To confirm information concerning                      | ✓ To associated school supplies with names.          | <ul><li>✓ Flashcards</li><li>✓ Worksheets.</li></ul>                      |  |  |
| school supplies, preposition of                          | <ul> <li>✓ To answer questions confirming</li> </ul> |   |  |  |
| place in, on and under, colors, through asking questions | ✓ To describe the                                    | TECHNIQUE:  Use of flashcards to review vocabulary about school supplies. |  |  |

# CONTENT:

Animals: glue, ruler, book, scissor, crayon, eraser, pencil.

**Grammar:** Prepositions of place in, on and under.

Colors: yellow, green, blue, white and red

Opposite Adjectives: big and small.

# **ACTIVITY DESCRIPTION:**

# Starting activity

✓ Warm up (pass the ball)

This warm up is for make a feedback about the last class making some questions.

Teacher gives students a ball, when the teacher say pass pass pass, the student pass the ball to the next student in a quickly way, when teacher say stop the students who has the ball have to answer the questions that the teacher ask. For example.

Where is the book?

This is a god way to remember the last class.

- ✓ Researcher present the flashcards depicting the school supplies, students are motivated to repeat the names aloud.
- ✓ Students have to answer questions according to what researcher say. **E.g.:** where is the eraser? The eraser is on the box. What color is the eraser? The eraser is color white

# **Presentation practice**

- ✓ Picture describing. Students describe positions of school supplies using the flashcards. Students discuss the picture with their groups.
- ✓ Researcher gives flashcards to students at random and asks questions to individual students. For example:

Researcher: where is the ruler?

Student: the ruler is in the box

Researcher: the ruler is small or big?

Students: the ruler is small

# Assessment

- ✓ Researcher gives students a worksheet about the topic thought, students have to answers in order to demonstrate how much they learn in this session.
- ✓ Students have to draw a classroom that contain all the school supplies learned, write their names and describe position of objects of each one.

AGE: Between 6 to 7 years old

Level: Beginner level

Source: The Authoress

orkshop VI: Board game

**TOPIC: School supplies** 

# School supplies MOVE STACES BOARD GAME BOARD GAME COBACK SPACES S

|   | Researcher Students |       |       |             | MATERIALS:         |
|---|---------------------|-------|-------|-------------|--------------------|
| ✓ | То                  | ask   | ✓ To  | demonstrate | ✓ Dices            |
|   | questions           | and   | the I | learning    | ✓ Sheet of papers. |
|   | answer              | using | ✓ To  | reproduce   | ✓ Board game.      |
|   |                     |       |       |             |                    |

| colors, opposite | spe             |
|------------------|-----------------|
| objectives,      | as <sub>l</sub> |
| grammar          | ✓ To            |
| structure        | info            |
| (prepositions of | sch             |
| place), and the  | pos             |
| school supplies  |                 |
| as a topic       |                 |
| i e              | l               |

speaking as much as possible.

# To give information about school supplies positions.

# **TECHNIQUE:**

Use of board game
to review vocabulary
and improve
speaking.

# CONTENT:

**Animals:** glue, ruler, book, scissor, crayon, eraser, pencil.

**Grammar:** Prepositions of place in, on and under.

Colors: yellow, green, blue, white and red

Opposite Adjectives: big and small.

# **ACTIVITY DESCRIPTION:**

# Starting activity

√ Warm up (guess the draw)

Form 2 groups with the same numbers of students in each one, each group is going to take a turn to choose a flashcard and draw the picture as soon as they can to make that member of the group guess the picture and make a sentence using preposition of place in, on, under and the school supplies. The groups that guess the draw and make the sentences are winners.

- ✓ Make a feedback about the last class making some questions. For example: what are the school supplies? Where is it? Is it small o big?
- ✓ Teach the phrases that they are going to use during the board game. The phrases are: go back 1 space, it is your turn, lost a turn, move ahead 2 spaces, spin again.

# **Presentation practice**

- ✓ Divide the class in two groups.
- ✓ Put the place markers and start.

Students have to roll the dices to move forward that many spaces. They should ask questions and answers according the school supplies name when they land on the space. Student must answer using the articles a, an and the demonstrative pronouns this and these **For example:** 

**Researcher:** where is the school supply?

**Student:** the ruler is on the table

Researcher: what color is the book?

**Student:** the book in color red

✓ Students who answer correctly and finish the board game is the winner.

# Assessment

✓ Researcher gives students a worksheet about the topic thought, students have to answers in order to demonstrate how much they learn in this session.

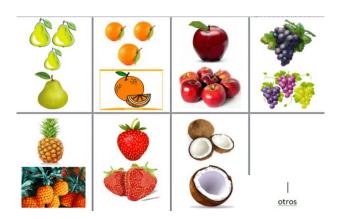
AGE: between 6 to 7 years old

Level: beginner level

source: The Authoress

# **♣** Workshop VIII: flashcards

**TOPIC: Fruits** 



#### **OBJECTIVES:** MATERIALS: Researcher Students Flashcards Tο ✓ To pre-teach vocabulary about recognize worksheets fruits. fruits. To introduce grammar To TECHNIQUE: structures as a context pronounce speaking animal Use of flashcards to development (colors, , names teach vocabulary and W-questions with clearly. √ To describe what and about fruits. demonstrative vocabulary pronouns this/these, by numbers how many, and how from 1 to 5. much)

# **CONTENT:**

Fruits: strawberry, pear, orange, apple, grapes, coconut, pineapple

Grammar: How many, there are/is, W-questions using Who

**Numbers:** from 1 to 5.

### **ACTIVITY DESCRIPTION:**

# Starting activity

√ Warm up ( memory activity)

With hold the class make a circle and the students have say a word in English it can be fruits, animals, school supplies etc, the first student say a word the second student have to repeat the word that the first students said and another word and the third student have to repeat the words that the first and second students said and say another word, the students must should remember the word that the partner said and the student that say very good the words very good and order win the game students that make mistakes are out of the game.

- ✓ Students are motivated to repeat the fruits names after Research.
- ✓ How many: Researcher shows a flashcards and asks students
  to how many fruits are in the flashcard according to what
  researcher says. for example:

**Researcher**: how many apples there are?

**Students**: there are two apples

# **Presentation practice**

✓ Researcher gives flashcards to students at random and asks

questions to individual students. For example:

**Researcher:** how many apples there are?

**Student:** there are 2 apples

Researcher: what color is the apple?

Students: the apple is color red

✓ **Guessing question game.** This is good practice for asking simple questions. Teacher hides any flash card behind his/her back and students try to guess what the object is by asking questions: "What color is this?", "this is color red?", etc. until they guess the flashcard.

#### Assessment

✓ Researcher gives students a worksheet about the topic thought, students have to demonstrate how much they learn in this session.

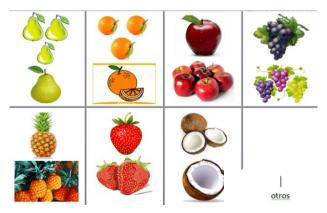
AGE: Between 6 to 7 years

Level: Beginner level

**SOURCE:** The Authoress

# ♣ Workshop X: flashcards

# **TOPIC:** Fruits



| OBJE  | OBJECTIVE  |   |  |  |
|---|--|---|--|--|
| Researcher  | Students   | ✓ Sheet of paper  |  |  |
| ✓ To confirm information  | ✓ To associated fruits with names.   | ✓ Flashcards  |  |  |
| concerning fruits,  | ✓ To answer  |   |  |  |
| numbers, colors, how many and W-questions using who through asking questions. | questions confirming information. ✓ To describe vocabulary items by numbers. | TECHNIQUE: Use of Flashcards to teach vocabulary about fruits |  |  |

# **CONTENT:**

Fruits: strawberry, pear, orange, apple, grapes, coconut, pineapple

Grammar: How many, there are/is, W-questions using Who

Numbers: from 1 to 5.

# **ACTIVITY DESCRIPTION:**

# **Starting activity**

√ Warm up (Shopping bag)

The first person in the group starts by saying the following sentence "Yesterday I went to the market and I bought some fish."

The next person in the group repeats the first sentences and adds another thing that they bought. eg,"Yesterday I went to the market and I bought some fish and some bananas."

Each person in turn repeats the sentence and adds another item. The students have to concentrate hard to remember all the things in the correct order.

✓ Make a feedback about the last class making some questions. For example: what are the fruits? What fruit is this? How many fruits there are?

# **Presentation practice**

✓ Chain drills. In group of 4 students, give 8 flashcards, Students
discuss the flashcard with their groups. One student makes a
question about the pictures and another student answer the
question. They must ask questions and answer using the
articles, demonstrative pronouns and prepositions of place. For

example:

Student A: what fruits are these?

Student B: These are apples

Student A: where are the oranges?

Student B: The oranges are in the box.

#### Assessment

Researcher gives students a worksheet about the topic thought, students have to demonstrate how much they learn in this session.

✓ Students have to choose 2 fruits and with newspaper, glue, and brush, create this fruits, paint and write the name. And present in front of the class.

**AGE:** Between 6 to 7 years old

TIME: 120 minutes

**Level:** Beginner level

**SOURCE:** the authoress

# ♣ Workshop IX: Boards game

# **TOPIC:** Fruits



| OBJ                 | ECTIVE            | MATERIALS:        |
|---------------------|-------------------|-------------------|
| Researcher          | Students          | ✓ Sheet of paper  |
| ✓ To ask questions  | √ To demonstrate  | ✓ Board game      |
| and answer using    | the learning      | √ dices           |
| grammar structures  | ✓ To reproduce    |                   |
| as a context for    | speaking as much  |                   |
| speaking            | as possible.      |                   |
| development         | ✓ To give         | TECHNIQUE:        |
| (colors, , and W-   | information about | Use of board game |
| questions with what | fruits            | to review         |
| and demonstrative   |                   | vocabulary and    |
| pronouns            |                   | improve speaking. |
| this/these, how     |                   |                   |
| many, and how       |                   |                   |
| much                |                   |                   |
| CONTENT:            |                   |                   |

# CONTENT:

Fruits: strawberry, pear, orange, apple, grapes, coconut, pineapple

Grammar: How many, there are/is, W-questions using Who

**Numbers:** from 1 to 5.

# **ACTIVITY DESCRIPTION:**

# **Starting activity**

✓ Warm up (Hot seat)

To make 2 groups (A&B), each group choose a person who is

going to take a seat, researcher show a flashcard with a picture of an animal and students have to make sounds in order to try the student in the seat guess the animal, if the student guess the animal immediately another partner take a seat and continue the game, the group that most animals guess are the winners.

- ✓ Teach the phrases that they are going to use during the board game. The phrases are: go back 1 space, it is your turn, lost a turn, move ahead 2 spaces, spin again.
- ✓ Make a feedback about the last class making some questions.
  For example: what are the fruits? What is this fruits?
- ✓ Teach the phrases that they are going to use during the board game. The phrases are: go back 1 space, it is your turn, lost a turn, move ahead 2 spaces, spin again.

# **Presentation practice**

- ✓ Small groups of 4 students.
- ✓ Put the place markers and start.
- ✓ Students have to roll the dices to move forward that many spaces. They should ask questions and answers according the picture name when they land on the space. Student must answer using the articles a, an and the demonstrative pronouns this and these **For example:**

Student A: what Fruit is this?

Student B: this is a pineapple.

✓ Student who answer correctly and finish the board game is the winner.

#### Assessment

Researcher gives students a worksheet about the topic thought, students have to answers in order to demonstrate how much they learn in this session.

| AOE hatarana Cha Zurana ald   | TIME:120 minutes      |  |  |
|-------------------------------|-----------------------|--|--|
| AGE: between 6 to 7 years old | Level: beginner level |  |  |
| Source: The Authoress         | 1                     |  |  |

♣ Workshop VI: Flip chart

**TOPICS:** Farm animal, school supplies and fruits.

| OBJEC                     | MATERIALS:             |               |
|---------------------------|------------------------|---------------|
| Researcher                | Students               | ✓ Flip chart. |
| To know how much          | To demonstrate their   | ✓ Markers     |
| students learn during the | abilities in the       | ✓ Glue        |
| application of the        | speaking skill by      | ✓ Pictures    |
| creative activities by    | making the flip chart. |               |
| performing a collage      |                        | TECHNIQUE.    |
| about their knowledge     |                        | TECHNIQUE:    |
| and present in front of   |                        | Flip chart    |
| the class.                |                        |               |

# **ACTIVITY DESCRIPTION:**

# Starting activity

- √ Warm up (pass the ball)
  - This warm up is for make a feedback about the learning.

    Teacher gives students a ball, when the teacher say pass pass pass, the student pass the ball to the next student in a quickly way, when teacher say stop the students who has the ball have to answer the questions that the teacher ask. For example: Is it a dog? What animal is it?
- ✓ To present the material
- ✓ Make a feedback about the three topic thought during the application of the creative activities by asking some questions.
- ✓ Teach some phrases that students will need to use during this

activity. **For example:** what do you thing about..? Can you help me sticking the pictures?

# **Presentation practice**

- ✓ In groups of 4 students, give them a large paper, makers, pictures, colors, they have to organize their ideas learned and make a flip chart with all the thing that they learned during the activities in order to show how much they learned.
- √ They must speak in English in order to organize their ideas.

# **Assessment**

Researcher gives students a worksheet about the topic thought, students have to answers in order to demonstrate how much they learn in this session.

AGE: Between 6 to 7 years old

**Level:** Beginner level

Source: The Authoress

# Workshop XII:

**TOPIC: Posttest** 

| OBJECTIVE:             |                      | MATERIALS:       |
|------------------------|----------------------|------------------|
| Researcher             | Students             | ✓ Video          |
| To diagnose the        | To demonstrate their | recorder         |
| speaking skill in the  | speaking abilities   | ✓ Oral post-test |
| students after the     | through interview.   | ·<br>✓ interview |
| applying the interview |                      | • Interview      |
| plan.                  |                      | TECHNIQUE:       |
|                        |                      | Post test        |
|                        |                      |                  |

# **ACTIVITY DESCRIPTION:**

# **Starting activity**

Warm up "questions"

Make some questions about all the topics, grammar learned during the intervention.

# **Presentation practice**

- ✓ Introduce to the students what the post test is about.
- ✓ Explain how the post test is going to be applied.

# **Assessment**

- ✓ Apply the oral post-test.
- ✓ Students are going to be interview in one conversation.
- ✓ The interview is the same than the pre-test.

|                               | TIME: 120 minutes     |
|-------------------------------|-----------------------|
| AGE: Between 6 to 7 years old | Level: Beginner level |

**Source:** The Authoress

Assessment of the effectiveness of creative activities on the speaking skill in the English language learning with the students of  $3^{\rm rd}$  grade.

# Observation guide:

|          | INDICATORS.  | Very<br>well<br>10-9 | Well<br>8 | Not<br>very<br>well<br>7 | Bad<br>6-5 |
|----------|--|----------------------|-----------|--------------------------|------------|
| ✓        | Speaks more actively.                                  |                      |           |                          |            |
| <b>√</b> | Shows interests during the                             |                      |           |                          |            |
|          | application of the board game.                         |                      |           |                          |            |
| <b>√</b> | Express ideas in a clear way.                          |                      |           |                          |            |
| ✓        | Answers questions in a clear and                       |                      |           |                          |            |
|          | coherent way   |                      |           |                          |            |
| <b>✓</b> | Improves the speaking with the                         |                      |           |                          |            |
|          | application of board games.                            |                      |           |                          |            |
| ✓        | Develops the activities with success.                  |                      |           |                          |            |
| ✓        | Communicates each other effectively.                   |                      |           |                          |            |
| <b>√</b> | Feels more confident to speak.                         |                      |           |                          |            |
| ✓        | Understands the speaking activities.                   |                      |           |                          |            |
| <b>√</b> | Interacts in pairs/groups during the game.             |                      |           |                          |            |
| ✓        | Understands the questions asked and answered fluently. |                      |           |                          |            |

| <b>Comments:</b> | <br> | <br> | <br> |
|------------------|------|------|------|
|                  |      |      |      |
|                  |      |      |      |
|                  |      |      |      |
|                  |      |      |      |

# f. METHODOLOGY

# f.1 DESIGN OF THE INVESTIGATION

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

It is a quasi-experimental model because it is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. Quasi-experimental studies take on many forms, but may best be defined as lacking key components of a true experiment. Jefferson (2010) says that a quasi-experimental study includes a pre-test and post-test design will allow you to measure the potential effects of an intervention by examining the difference in the pre-test and post-test results.

Action research is a process of studied done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This research project will be developed using the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in

order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

# f.2 METHODS

In the present research project the following methods will be used:

# f.2.1 Comprehensive Method

Comprehensive Method is useful to study the problem that students have in speaking skill.

This will be used as a means to study the speaking skill of students of 3rd grade and how it is developed or taught. It will also help to understand the importance that creative activities have in the English language learning process.

It is important to know that by analyzing the development of speaking skill it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve Speaking skill by the application of creative activities during a period of time that let the researcher get effective results.

To make a theoretical relation between creative activities with the development of speaking skill the researcher will use the analytic and synthetic methods.

# f.2.2 Analytic Method

This method will help to know more about the benefits of creative activities to improve speaking skill of the students who will participate in the project.

The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how students are improving in their speaking skill into the English language process.

# f.2.3 Synthetic Method

It will help in the right understanding of the core problem of the speaking skill in the students of 3<sup>rd</sup> grade, which will help the research to synthesize the kind of creative activities that are appropriate and are useful to improve speaking skill in students.

# f.2.4 Participative diagnostic method

Participative diagnostic method is used to determine the negative aspects that limit the development of speaking skill in students.

It will let to know the real situation in speaking skill of students of 3<sup>rd</sup> grade, in a determined moment. It will let start knowing the specific limitations and difficulties that they have in speaking skill. It will let the researcher correct this reality by applying new strategies through application of creative activities as a possible solution that will help the students into the English Language process.

#### f.2.5 Proactive Method:

Proactive method is used to select the appropriate creative activities to improve speaking skill

It is useful to identify the difficulties that students have in the speaking skill and to determine the improvements through of the application of creative activities and which will help to solve the problem in speaking skill. It will let select the best models or alternatives that creative activity has in order to improve the students' limitations in speaking skill. Into the English language process.

# f.2.6 Workshops Method

Workshops method is used to apply the appropriate creative activity to improve speaking skill in students

It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of creative activities, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of

students' limitations in speaking skill and they will let get better outcomes in the new strategies used in this intervention.

# f.2.7 Comprehensive Assessment Method

Comprehensive Assessment Method is used to assess the every workshop that the researcher will use to improve the speaking skill thought creative activities.

It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the creative activities and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of speaking skill.

# f.3 TECHNIQUES AND INSTRUMENTS

#### f.3.1 Data collection

In this research project the gathering-data technique and instrument used are: Qualitative data come from the intervention, and the field diary. Quantitative data come from Pre-test and post-test.

The data collection component of research is common to all fields of study, which is a good tool to gather relevant and important information of an action research experiment in order to get and show the result.

# f.3.2 Pretest-posttest

According to Shuttleworth (2009) says that pretest-posttest designs are the preferred method to compare participant groups and measure the degree of

change occurring as a result of treatments or interventions, where researchers want to monitor the effect of a new teaching method upon groups of children. It is will be applied at the beginning and at the end of the intervention in order to determine whether the intervention has the intended effect on students.

# f.3.3 Checklist

A checklist allow teachers to evaluate the quality or performance of students' outcomes in order to collect data about aspects based on the speaking skill (awareness about the topic, articulation, fluency, voice projection and intonation, student's response to teacher's questions, student's interaction with others, motivation).

# f.3.4 Field Notes

Field notes is a tool to record the observed in each session, it allows a better understanding of what occurs in the environment, the social interaction among participants, the activities developed in classroom, the people who take part in the activities, the non-verbal interaction, and to record exact or approximate quotes/comments made by the students.

### f.3.5 Observation Guide

The Teacher's Observation Guide shows you how to observe and record a child's development and behavior and plan educational activities. It covers social development, self-help, gross motor, fine motor, and language and school readiness skills. ). It can be used repeatedly to observe and assess the child's development at different ages.

# f.3.6 Video recording

It is popular technique very useful to gather speaking information on student's participation and attitudes, also it allow the researcher to observe an activity afterwards by listen tape. Often generate a good deal of discussion.

# f.3.7 Portfolio

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements during the intervention.

It should represent a collection of students' best work or best efforts, studentselected samples of work experiences related to outcomes being assessed.

# f.3.8 Questionnaire

According to Cherry (2012) A questionnaire is a data collection tool used to gather information about individuals. Questionnaires are commonly used in psychology research to collect self-report data from study participants. A questionnaire may focus on factual information about individuals, or it might aim to collect the opinions of the questionnaire takers.

# **Advantages of Using Questionnaire**

- Questionnaire allow researchers to collect a large amount of data in a relatively short period of time.
- Questionnaire can be created quickly and administered easily.

 Questionnaire can be used to collect information on a wide range of things, including personal facts, attitudes, past behaviors and opinions.

# f.4 PRODEDURES

The action research work process will includes the following stages: Plan, Act, Observe, Reflect and dissemination.

The first stage in action research is making a plan of the intervention that will start and end with a pretest and posttest. Two tests will be applied; one at the beginning of the study to collect data on students speaking skill. Video recording will be used to collect speaking information on student's participation and attitudes during the pre-test, post-test and the workshops. Before apply the creative activities a questionnaire will be applied in order to gather information about the way how the students are become to learning English, in what way the students learn the different topic of English, Then the creative activities will be applied to improve speaking skill such as: flashcards and board games. A field notes, a checklist and an observation guide will be used as instruments to help the researcher to observe students' performance during class.

The post-test will be applied to check the overall students' progress after the intervention plan in order to know the students' progress before and after the intervention. It will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Finally, the researcher will draw the conclusions of the intervention. the report of

the intervention will be disseminated among the teachers, authorities of the school through power point presentation and the presentation of the portfolio that contain the worksheet that students make during the intervention.

# **f.5 POPULATION**

The populations who are going to be part of this action research are the students at "Luis Humberto Benitez Costa" Elementary school that belong to 3<sup>rd</sup> grade and the research, authorities and parents.

| Age   | Men | Woman | Nº Studetns |
|-------|-----|-------|-------------|
| 6     | 2   | 1     | 3           |
| 7     | 4   | 3     | 7           |
| Total | 6   | 4     | 10          |

g. TIMELINE

|                | g. 11N                                    | g. Timeline |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|----------------|---|-------------|----|------|--|------|--|------|---|------|--|------------------|---|------|--|------|---|------|--|---|------|--|------|--|------|------|------|---|---|------|--|------|--|------|--|
| E              |   |             |    |      |  |      |  |      |   |      |  | <mark>201</mark> | 4 |      |  |      |   |      |  |   |      |  |      |  |      | 2015 |      |   |   |      |  |      |  |      |  |
| PHASES         | ACTIVITIES                                | Feb.        | Ma | Mar. |  | Apr. |  | May. |   | Jun. |  | Jul.             |   | Aug. |  | Sep. |   | Oct. |  |   | Nov. |  | Dec. |  | Jan. |      | Feb. |   |   | Mar. |  | Apr. |  | May. |  |
| PF             |   |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Project presentation                      |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| इ              | Correction                                |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| Project        | Project approval                          |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Thesis<br>Advisor                         |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| Intervantion/  | Revision of<br>the<br>instruments         |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| nterva         | Plan the lessons                          |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| _              | Act observe                               |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Data<br>organization<br>and<br>tabulation |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Interpreting<br>and<br>Reflecting         |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| S              | Writing up and reporting                  |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      | П    |      |   |   |      |  |      |  |      |  |
| Thesis process | Presenting<br>the thesis<br>report        |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
| les!           | Correction                                |             |    |      |  |      |  |      | Ш |      |  | Ш                |   |      |  |      | Ш |      |  | Ш |      |  | Ш    |  | Ш    |      |      | Ш | Ш |      |  |      |  | Ш    |  |
| =              | Private review                            |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Correction                                |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Copying and Filling                       |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Legal<br>procudures                       |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |
|                | Public presentation                       |             |    |      |  |      |  |      |   |      |  |                  |   |      |  |      |   |      |  |   |      |  |      |  |      |      |      |   |   |      |  |      |  |      |  |

# h. BUDGET AND FINANCING

# h.1 RESOURCES

# g.1.1 Human

The people who are going to be part of this research project are:

- ✓ The researcher Analy Sánchez Asanza,
- ✓ The students of 3rd grade of the "Luis Humberto Benitez Costa" school.

# g.1.2 Material

The materials that the researcher is going to use are:

- ✓ Board,
- ✓ Copies,
- ✓ Didactic materials,
- √ Flash cards,
- ✓ Pictures,
- √ pencils

# g.1.3 Technical

The technical that the researcher is going to use according with the activities are:

- ✓ Computer,
- ✓ Camera,
- ✓ Project,
- ✓ Print.

# h.2 BUDGET

| MATERIALS                | PRICES    |  |
|--------------------------|-----------|--|
| Office material          | 130       |  |
| Class material           | 300       |  |
| Transportation           | 80        |  |
| Copies and reproductions | 300       |  |
| Thesis work              | 400       |  |
| Т                        | OTAL 1210 |  |

# h.3 FINANCING

All expenses related to the present research will be assumed entirely by the research conducting the investigation.

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### **ANNEXES**

- Observation guide
- Field diary
- Checklist
- Questionnaire
- Rubric
- Pretest and posttest
- Intervention plan



### **OBSERVATION GUIDE**

| Activity: Content:   |                      |           |                          |            |
|--|----------------------|-----------|--------------------------|------------|
| INDICATORS.  | Very<br>well<br>10-9 | Well<br>8 | Not<br>very<br>well<br>7 | Bad<br>6-5 |
| ✓ Speaks more actively.                                      |                      |           |                          |            |
| ✓ Shows interests during the application of the board game.  |                      |           |                          |            |
| ✓ Express ideas in a clear way.                              |                      |           |                          |            |
| ✓ Answers questions in a clear and coherent way              |                      |           |                          |            |
| ✓ Improves the speaking with the application of board games. |                      |           |                          |            |
| ✓ Develops the activities with success.                      |                      |           |                          |            |
| Communicates each other effectively.                         |                      |           |                          |            |
| ✓ Feels more confident to speak.                             |                      |           |                          |            |
| ✓ Understands the speaking activities.                       |                      |           |                          |            |
| ✓ Interacts in pairs/groups during the game.                 |                      |           |                          |            |
| ✓ Understands the questions asked and answered fluently.     |                      |           |                          |            |
| ıments:  |                      |           |                          |            |



SESSION N°: 1

| Date:  |              | Time:        |               |
|--|--------------|--------------|---------------|
| Objective:   |              |              |               |
| Content:   |              |              |               |
| Activity:  |              |              |               |
| Aspects to be observed   | 76%-<br>100% | 50% -<br>75% | Less than 50% |
| Were students involved in the activity?                        |              |              |               |
| Was the activity appropriate for the class?                    |              |              |               |
| Did students understand and follow the strategy being applied? |              |              |               |
| Were the objectives of the activities accomplished?            |              |              |               |
| Were conditions favorable to the application of strategy?      |              |              |               |
| Comments:  |              |              |               |
|  |              |              |               |
|  |              |              |               |

# **CHECKLIST FOR MONITORING SPEAKING SKILL PROGRESS**

| Date:     |      |                                     |          | Time:         |          |          |  |  |
|-----------|------|-------------------------------------|----------|---------------|----------|----------|--|--|
| Content:  |      |                                     |          |               |          |          |  |  |
| Activity: |      |                                     |          |               |          |          |  |  |
|           |      | SKIL                                | L DEVELO | OPMENT / PRO  | GRESS    |          |  |  |
|           | Unde | Understanding words Producing words |          |               |          |          |  |  |
| Students  | Oral | Written                             | ln       | pronunciation | spelling | Use in a |  |  |
| Code      | Form | form                                | context  |               |          | context  |  |  |
| AR25LB01  |      |                                     |          |               |          |          |  |  |
| AR25LB02  |      |                                     |          |               |          |          |  |  |
| AR25LB03  |      |                                     |          |               |          |          |  |  |
| AR25LB04  |      |                                     |          |               |          |          |  |  |
| AR25LB05  |      |                                     |          |               |          |          |  |  |
| AR25LB06  |      |                                     |          |               |          |          |  |  |
| AR25LB07  |      |                                     |          |               |          |          |  |  |
| AR25LB08  |      |                                     |          |               |          |          |  |  |
| AR25LB09  |      |                                     |          |               |          |          |  |  |
| AR25LB10  |      |                                     |          |               |          |          |  |  |
| Comments: |      |                                     |          |               |          |          |  |  |
|           |      |                                     |          |               |          |          |  |  |



## UNIVERSIDAD NACIONAL DE LOJA ÁREA DE LA EDUCACIÓN EL ARTE, Y LA COMUNICACIÓN DEPARTAMENTO DE IDIOMA INGLÉS QUESTIONNAIRE

| School: "Luis Humberto Benitez Costa" Basic School |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
|--|------------|---------|-----|----------|----|-----------|--|--------|--|--|--|--|--|--|--|--|--|
|  |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
| Journey:   | Grade: 3   | ro      |     | Dat      | e: |           |  |        |  |  |  |  |  |  |  |  |  |
| -  |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
| Students' Code:                                    |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
|  |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
| Select the option that best des                    | scribes yo | ur opin | ior | n on how | У  | ou learn. |  |        |  |  |  |  |  |  |  |  |  |
|  |            |         |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |
|  |            | Never   |     | uouolly  |    | sometimes |  | alwaya |  |  |  |  |  |  |  |  |  |
|  |            |         |     | usually  |    |           |  | always |  |  |  |  |  |  |  |  |  |
|  |            | (1)     |     | (2)      |    | (3)       |  | (4)    |  |  |  |  |  |  |  |  |  |
| The teacher  |            |         |     |          |    |           |  | i      |  |  |  |  |  |  |  |  |  |
|  |            | 4       |     |          |    |           |  |        |  |  |  |  |  |  |  |  |  |

|  | Never | usually | sometimes | always |
|--|-------|---------|-----------|--------|
|  | (1)   | (2)     | (3)       | (4)    |
| The teacher  |       |         |           |        |
| Encourages students to speak the English language              |       |         |           |        |
| 2. Makes dynamic during class                                  |       |         |           |        |
| 3. Asks activities include speaking the English language       |       |         |           |        |
| 4. Realize questions to confirm learning                       |       |         |           |        |
| 5. Uses the English language to give instructions              |       |         |           |        |
| 6. Uses the Spanish during class                               |       |         |           |        |
| 7. Makes group work  |       |         |           |        |
| 8. Implements classroom activities                             |       |         |           |        |
| 9. Makes a recordatory about lass class                        |       |         |           |        |
| 10. Translates the meaning of words from<br>English to Spanish |       |         |           |        |
| The classes  |       |         |           |        |
| 11. Are interesting because teacher try interesting topics     |       |         |           |        |
| 12. Are interesting because teacher make group works           |       |         |           |        |
| 13. Are reinforced with didactic materials                     |       |         |           |        |

14. Which of the following resources are used by the teacher to develop her classes?

|            |             | Posters and other graphic |
|------------|-------------|---------------------------|
| Board      | music       | materials                 |
| Computers  | Flashcards  | movies                    |
| Text books | Board games | others                    |

## 15. ¿ How would you like to learn the English language?

|            |             | Posters and other graphic |  |
|------------|-------------|---------------------------|--|
| Board      | music       | materials                 |  |
| Computers  | Flashcards  | movies                    |  |
| Text books | Board games | others                    |  |

Thank you for your time!





# UNIVERSIDAD NACIONAL DE LOJA ÁREA DE LA EDUCACIÓN EL ARTE, Y LA COMUNICACIÓN DEPARTAMENTO DE IDIOMA INGLÉS QUESTIONNAIRE

| School: "Lu          | is Humbe  | rto Benitez  | z Co  | sta" Basic Sch | ool   |          |                |
|----------------------|-----------|--------------|-------|----------------|-------|----------|----------------|
| Journey:             |           |              | Gra   | ade: 3ro       |       | Date:    |                |
| Teacher              |           |              |       |                |       |          |                |
| Select the o         | ption tha | t best des   | scrik | es your opini  | on o  | n how yo | ou learn.      |
| 1 Do you<br>classes? | encoura   | ge studen    | ts to | o speak the E  | nglis | h langua | age during the |
|                      | Never (   | ) always (   | ( )   | sometimes (    | ) a   | ılways ( | )              |
| Why:                 |           |              |       |                |       |          |                |
| 2 Do you n           | nake dyn  | amic duri    | ng t  | he classes?    |       |          |                |
|                      | Never (   | ) always     | ( )   | sometimes (    | ) a   | always ( | )              |
| Why:                 |           |              |       |                |       |          |                |
| 3 Do you classes?    | use the   | English      | Lar   | nguage to giv  | e in  | structio | ns during the  |
|                      | Never (   | ) always (   | ( )   | sometimes (    | ) a   | ılways ( | )              |
| Why:                 |           |              |       |                |       |          |                |
| 4 Do you n           | nake wor  | k in group   | os d  | uring the clas | ses?  |          |                |
|                      | Never (   | ) always (   | ( )   | sometimes (    | ) a   | ılways ( | )              |
| Why:                 |           |              |       |                |       |          |                |
| 5 Do you iı          | mplemen   | t activities | s or  | games during   | , the | classes  | ?              |
|                      | Never (   | ) always (   | ( )   | sometimes (    | ) a   | ılways ( | )              |

| 6 So yοι<br>classes?      | make activities that include sp       | eaking activities during the                                |
|---------------------------|---------------------------------------|---|
|                           | Never ( ) always ( ) sometimes        | ( ) always ( )  |
| Why:                      |                                       |   |
|                           |                                       |   |
| r Do you                  | reinforced her classes with didaction | 5 Illateriais:  |
| 7 DO YOU                  | Never ( ) always ( ) sometimes        |   |
| •                         |                                       | ( ) always ( )  |
| Why:                      | Never ( ) always ( ) sometimes        | ( ) always ( )  |
| Why:                      | Never ( ) always ( ) sometimes        | ( ) always ( )  |
| Why:<br><b>8 what kir</b> | Never ( ) always ( ) sometimes        | ( ) always ( )  lop the classes?  Posters and other graphic |

Thank you for your time!



### **RUBRIC FOR ASSESSMENT OF THE SPEAKING TEST**

#### **Students Code:**

|                                     | Comprehension |                       |               |               | Pronunciation with almost             |                          | Ans                        | wer                         | Expre                         |                       |        |
|-------------------------------------|---------------|-----------------------|---------------|---------------|---------------------------------------|--------------------------|----------------------------|-----------------------------|-------------------------------|-----------------------|--------|
| QUESTIONS                           | good<br>(4)   | Need<br>help<br>(3-2) | None<br>(1-0) | Excellent (4) | Need help<br>to<br>pronounce<br>(3-2) | Hard to understand (1-0) | In a<br>structure<br>(4-3) | One word<br>answer<br>(0-2) | Produce<br>sentences<br>(4-3) | Answer question (2-0) | totals |
| 1. What animal is this?             |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 2. How many fruits do you see?      |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 3. What color is this?              |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 4. Where is it?                     |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 5. What is in the circle?           |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 6. Is it a horse?                   |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 7. Are there any ruler?             |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 8. Who has the apple?               |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 9. Is it small or big?              |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| 10. What do you see in the picture? |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |
| Totals                              |               |                       |               |               |                                       |                          |                            |                             |                               |                       |        |

#### Scale:

0 - 70= Bad 70 - 120= Good

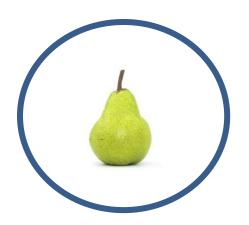
120 - 160= Excelent

### TEST English Language

# Date: **Student code:** Look at the pictures and answer the following questions. **Scores:** 1. What animal is this? 1.2 2. How many fruits do you see? 2.1\_\_\_ 2.2 2.3 2.2 2.4 2.1 2.3 2.4 3. What color is this? 3.1 3.2 3.3\_\_\_ 3.1 3.4\_\_\_ 3.4 4. Where is it? 4.1 4.2

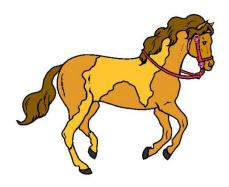
## 5. What is in the circle?





5\_\_\_\_\_

6. Is it a horse?



6\_\_\_\_\_

7. Are there any ruler?



7

8. Who has the apple?



**Daniel** 



Carlos

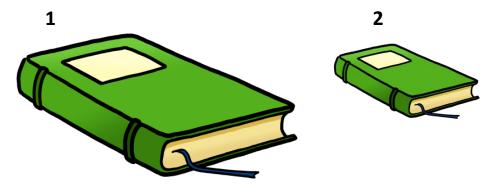


Tom

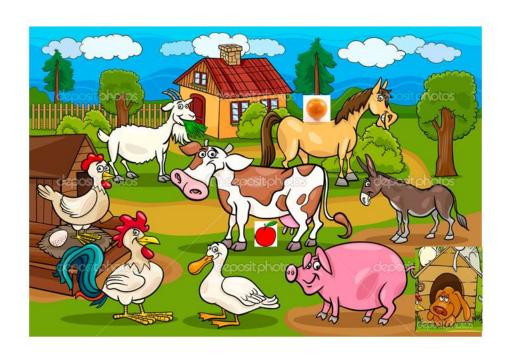
8

9\_\_\_\_\_

# 9. Look at the picture number 1. Is it small or big?



10. What do you see in the picture?Is it a horse?What color is this animal?Where is this animal?How many hens do you see?



#### **INTERVENTION PLAN**

General objective: To use creative activities to improve the speaking skill.

**Description:** To apply a set of creative activities to improve the speaking skill.

| LESSON          | OBJECTIVES   | RESOURCES               |
|-----------------|--|-------------------------|
| 1               | Researcher: To diagnose the level of speaking skill in                   | Pre-test                |
| Pre-test        | the students before applying the strategy.                               |                         |
|                 | <b>Students:</b> To demonstrate their speaking skill through             |                         |
|                 | the intervention.  |                         |
| 2               | Researcher: To pre-teach vocabulary about animals                        | Flashcards              |
| animals         | and grammar structures as a context for speaking                         | Worksheet               |
|                 | development (yes/no questions, colors with the verb to                   |                         |
|                 | Be)  |                         |
|                 | Students: To recognize animals, and give information                     |                         |
| 3               | about animal features.   | Flooboordo              |
| animals         | Researcher: To confirm information concerning                            | Flashcards<br>Worksheet |
| aiiiiiais       | animal features and review vocabulary and grammar structure learned      | vvorksneet              |
|                 | Students: To answer questions confirming learning.                       |                         |
| 4               | Researcher: To make students practice speaks as                          | Board game              |
| animals         | much as possible by asking questions and answers                         | Worksheet               |
|                 | using the animals as a topic.  | Womonoot                |
|                 | <b>Students:</b> to use the board game to practice and                   |                         |
|                 | demonstrate their speaking, using the yes/no question                    |                         |
|                 | and demonstrative pronouns.  |                         |
| 5               | Researcher: To pre-teach vocabulary about school                         | Flashcards              |
| School          | supplies and grammar structures as a context for                         | Worksheet               |
| supplies        | speaking development (preposition of place in, on,                       |                         |
|                 | under, colors and opposite adjectives)                                   |                         |
|                 | <b>Students:</b> To recognize the school supplies and give               |                         |
|                 | information about school supplies features.                              | Ela ala aguada          |
| 6               | Researcher: To confirm information concerning                            | Flashcards              |
| school supplies | school supplies features and review vocabulary and                       | Worksheet               |
| supplies        | grammar structure learned  Students: To provide information about school |                         |
|                 | supplies and practice the speaking thought questions                     |                         |
|                 | and answers  |                         |
| 7               | Researcher: To make students practice speaks as                          | Board game              |
| school          | much as possible by asking questions and answers                         | Worksheet               |
| supplies        | using the school supplies as a topic.                                    |                         |
|                 | Students: To reproduce short sentences using the                         |                         |
|                 | board game and the grammar structure and                                 |                         |
|                 | vocabulary learned.  |                         |
| 8               | Researcher: To introduce vocabulary about fruits and                     | Flashcards              |
| fruits          | grammar structure (W-questions, demonstrative                            | Worksheet               |

|            | pronouns this/these, and how much and how many)              |            |
|------------|--|------------|
|            | <b>Students:</b> To recognize fruits, the fruits names, and  |            |
|            | the grammar structure.                                       |            |
| 9          | Researcher: To confirm information about fruits and          | Flashcards |
| fruits     | the grammar structure thought                                | Worksheet  |
|            | Students: To answer questions to confirming                  |            |
|            | learning.  |            |
| 10         | Researcher: To make students practice speaks as              | Board game |
| fruits     | much as possible by asking questions and answers             | Worksheet  |
|            | using the fruits as a topic and how much, numbers            |            |
|            | and colors.  |            |
|            | Students: To reproduce speaking skill through short          |            |
|            | questions and answer using the board game and the            |            |
|            | grammar structure learned                                    |            |
| 11         |  | flip short |
|            | Researcher: To know how much students learned                | flip chart |
| flip chart |  | makers     |
|            | <b>Students:</b> To demonstrate their speaking ability and   | pictures   |
|            | learning through the flip chart.                             |            |
| 12         | Researcher: To compare how much student learned              | post- test |
| post-      | at the end of application the creative activities and        |            |
| test       | contrasted with the result of the pre-test.                  |            |
|            | <b>Students:</b> To demonstrate their speaking skill thought |            |
|            | the oral intervention  |            |
|            |  |            |

# WORKSHEET Session# 1

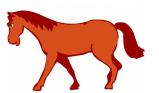
# ANIMALS

Name: Date:

#### 1. Listen and circle.















### 2. Listen and circle yes or not.

### Is it a dog?



Yes

no

Is it a sheep?



Yes

no

Is it a horse?



Yes no

### Is it an eagle?



Yes

nο

Is it a cow?



Yes

no

Is it an elephant?



Yes

no

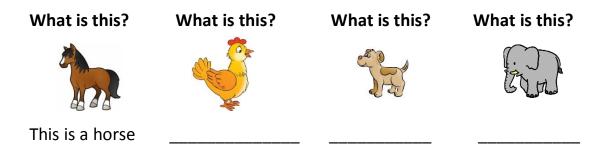
# WORKSHEET Session# 2 ANIMALS

Name: Date:

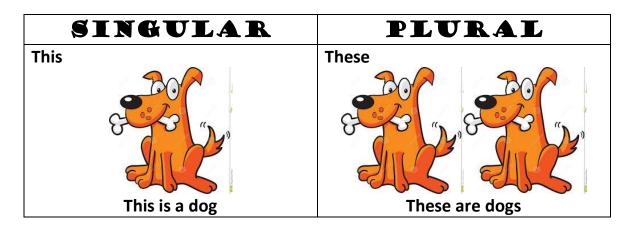
Math the name with the correct animal

| ELLINGS | dog      |
|---------|----------|
|         | horse    |
|         | eagle    |
|         | hen      |
|         | cow      |
|         | sheep    |
|         | elephant |

# Answer the questions



### ANIMALS



Fill the black with this and these and the correct animal name.

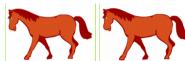
- 1. \_\_\_\_\_is a \_\_\_\_
- 2. \_\_\_\_\_ are \_\_\_\_
- 3. \_\_\_\_\_ is a \_\_\_\_\_
- 4. \_\_\_\_\_ is an\_\_\_\_
- 5. \_\_\_\_\_are \_\_\_\_\_
- 6. \_\_\_\_\_is a \_\_\_\_\_
- 7. \_\_\_\_\_are a \_\_\_\_\_











# WORKSHEET Session #3

## ANIMALS

Name: Date:

1. Draw an animal in the circle and describe it.

|   | 2 | 3 |
|---|---|---|
| 4 | 5 | 6 |
| 7 |   |   |

# 2. Join the phrase with the correct meaning in Spanish.

Go back 1 space Avanzar 2 espacios

It is your turn Perdiste un turno

Lost a turn Lanzar de nuevo

Move ahead 2 spaces Regrese un espacio

Spin again Es tu turno

# WORKSHEET Session# 4

### SCHOOL SUPPLIES

Name: Date:

Look the picture and fill the blanks to complete the name



s\_\_is\_\_o\_\_



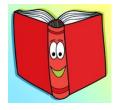
e\_\_a\_\_ \_\_r



c\_\_ a\_\_ o\_\_\_



r I r



\_\_\_o\_\_k

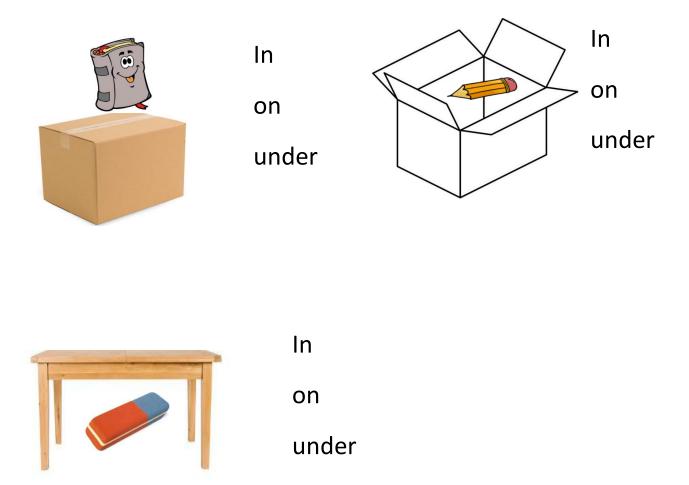


g\_\_u\_\_



p\_\_n\_\_i\_\_

## Look at the pictures and circle the correct preposition of place.



# WORKSHEET Session #5

### SCHOOL SUPPLIES

Name: Date:

### Read the statement and draw a picture where it correspond

The scissor is on the table





The crayon is under the table



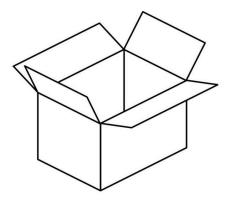
The glue is on the table



The pencil is in the box



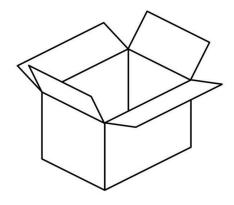
The eraser is on the box



The ruler is in the box



The book is on the box

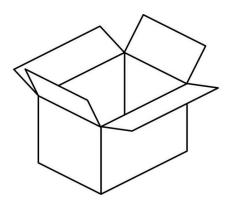




The pencil is under the table



The crayon is in the box

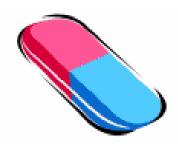


# WORKSHEET Session #6

# SCHOOL SUPPLIES

| Name:<br>Date:                  |  |
|---------------------------------|--|
| 1. Describe the school supplies |  |
|                                 |  |
|                                 |  |
|                                 | The state of the s |
| '  '                            |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
|                                 |  |
| <del></del>                     |  |

# 2. Circle the school supplies that are $\,big\,$







## 3 underline the school supplies with the correct name



Pencil

Book

crayon



eraser

crayon

ruler



table

scissor

pencil



Book

crayon

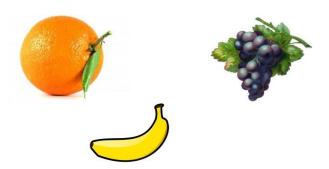
glue

# WORKSHEET Session #7

## FRUITS

Name: AR25LB01 Date: June 4<sup>th</sup>, 2014

1. Listen ad circle the correct fruit





2. Circle the correct answer. Who has the pear?

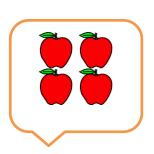






Carlos Ana Kate

3. Count the fruits in the circle and answer.







There are\_\_\_\_\_



There is\_\_\_\_\_





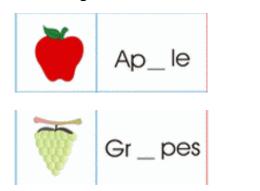


| There are   | There are | There are |
|-------------|-----------|-----------|
| <del></del> |           |           |

# WORKSHEET Session #8 FRUITS

Name: AR25LB10 Date: June 5<sup>th</sup>, 2014

### 1. Fill the missing letters



| Ba _ana |
|---------|
| P _ ar  |

2. Write a sentence using there are/ there is.

There are

There is

3. Pronunciation.

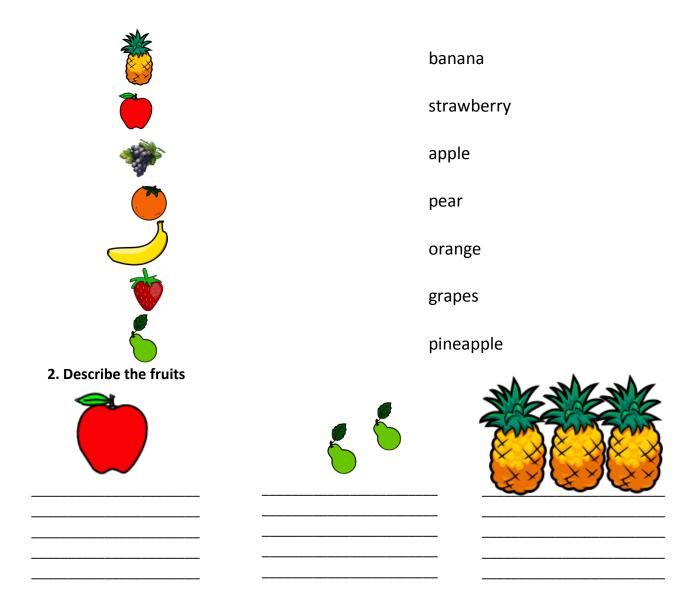
Look at the picture and say the name in a correct way.

| Yes | no |
|-----|----|
|     |    |
|     |    |
|     |    |
|     |    |

# WORKSHEET Session #9 FRUITS

Name: AR25LB10

### 1. Underline the picture with the word



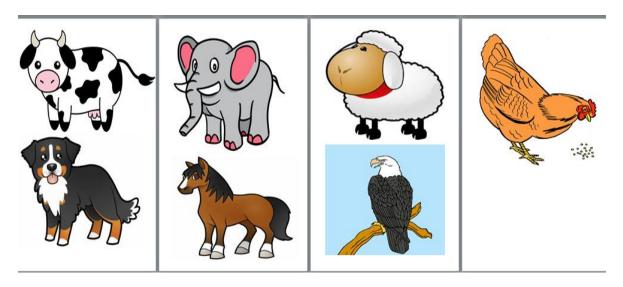
Do you like this class?



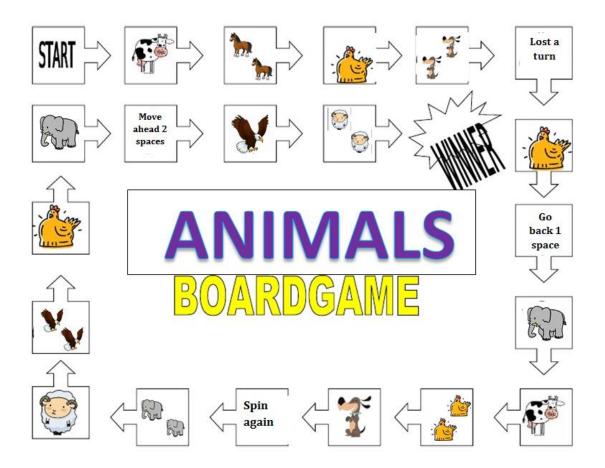




## Animals (Flash card)



### Animals (Board game)

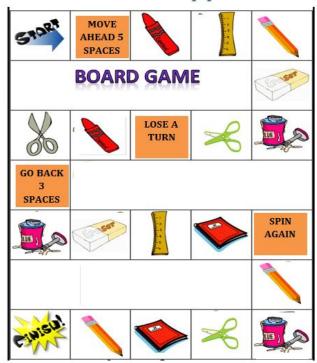


## **School supplies (Flashcards)**

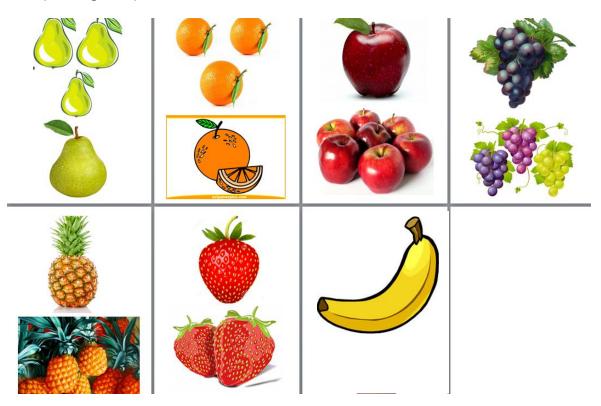


School supplies (Board game)

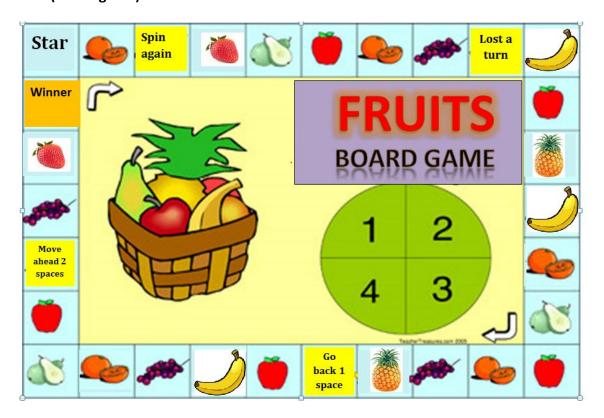
# **School supplies**



# Fruit (Board games)



Fruits (Board game)



#### ANNEX 2





Students demonstrated their learning making a flip chart using picture, colors, makers, and their creativity.



Students practicing speaking skill using the flashcards in small groups



In this intervention, the students filled the worksheets



This photo was taken before the application of the worksheet.

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